

# Course syllabus

## 1. Core data

| Course code   | Credits   | Semester  |
|---|---|-----------|
| MARKo58NABB   | 6   | Fall 2024 |
| Course title in English                                       |   |           |
| Digital and Social Media Marketing                            |   |           |
| Course title in Hungarian                                     |   |           |
| -   |   |           |
| Course title in other language                                |   |           |
| -   |   |           |
| Course leader   | Institute   |           |
| Csordás, Tamás, PhD   | Institute of Marketing and Communication Sciences           |           |
| Course type   | Type of final assessment                                    |           |
| elective  | exam  |           |
| Language of instruction                                       | Class schedule  |           |
| English   |   |           |
| Number of theoretical classes per week (full-time programmes) | Number of practical classes per week (full-time programmes) |           |
| 2   | 2   |           |
| Term when the course is announced/started                     |   |           |
| Fall/Spring   |   |           |

## 2. Main features

| Course objectives  |
|--|
| The development of technology has radically transformed the world of marketing. In today's marketing landscape, digital and social media have become unavoidable, if not commonplace, yet are still largely misunderstood or misused, especially in the case of small businesses. Thus, there is an increasing need for specialists, who not only are aware of the various tools available, but are able to differentiate between the sometimes very diverging digital and social media marketing approaches, and yet are also able to integrate both the digital and social approaches to the marketing function as a whole. The aim of this course is to give an overview of the trends, tools and solutions of digital and social media marketing with a focus on strategic considerations. |
| Brief description of the course  |
| This is a digital and social advertising management, especially practice oriented course. The overall aim is to create a deep understanding of the digital and social channels of marketing communication for planning and evaluation in general and to make participants of the course able to efficiently translate local specialties into international communication programs with respect to cultural differences.  |
| Upon completion of the course, students should be able to:   |
| <ul style="list-style-type: none"> <li>• distinguish between approaches to digital and social media</li> <li>• identify and understand the most important digital and social media channels and tactics</li> <li>• plan and execute a basic corporate social media activity</li> <li>• develop decision-making and analytical skills through the use of real cases and exercises</li> </ul>  |

### 3. Learning outcomes

| Skills  | Knowledge  | Attitudes   | Autonomy and responsibility   |
|---|--|---|---|
| <p>Understands consumer's content consumption patterns and the economic, social and individual factors that influence their related decisions.</p> <p>Analyze and improve the online and social media user experience.</p> <p>Communicates effectively and professionally in specific areas of digital marketing professional working environment.</p> <p>Plans and implements online, content-based actions to enhance the customer experience based on customer insights.</p> <p>Uses digital solutions and applications in his/her work.</p> | <p>Is familiar with of the digital trends shaping marketing communications.</p> <p>Possesses the knowledge needed to develop and implement a social media (strategy, understands the specificities of each platform and is aware of related social media trends.</p> <p>Is familiar with the potential uses of digital platforms for marketing communications purposes.</p> <p>Is familiar with the characteristics of ad buying and the basics of display advertising, search engine marketing, influencer marketing, mobile marketing.</p> <p>Understands the importance and role of social media in business communications.</p> <p>Understands the need to coordinate the content of different interfaces in line with the POE principle.</p> <p>Understands and applies the business interfaces of Social Media Marketing at user level in the development of content marketing.</p> <p>Is familiar with the relationship between e-wom and influencer marketing on a practical level and understands its importance in corporate communications.</p> | <p>Is open to change, looking for opportunities to experiment.</p> <p>Is willing to develop knowledge in a self-taught way.</p> <p>Manages the dilemma of trust and risk in a digital environment.</p> <p>Has a need to continuously expand their acquired knowledge, bearing in mind that this is the only way to become an outstanding professional in an ever-changing digital environment.</p> <p>Keeps up to date with the latest digital marketing novelties, trends, and the emergence of new platforms.</p> <p>Recognises the importance of synergies between marketing areas.</p> <p>Vouches for a professional quality of the various digital marketing activities.</p> <p>Adheres to the ethical and behavioral standards of the profession, taking into account sectoral and corporate codes of conduct and ethics when planning communication activities.</p> <p>Has a sense of responsibility for their work when using digital tools.</p> <p>Respects the ethical implications of using digital solutions.</p> | <p>Takes an initiative role in his/her profession in serving the community, and possesses a high level of professional identity</p> <p>Confidently and independently uses the computer applications required for their work.</p> <p>Initiates brand performance improvements at all customer touchpoints.</p> <p>Proposes initiatives on the practical application of new digital trends.</p> <p>Thinks through the boundaries of the company's legal and ethical responsibilities in the online space and adapts them to their activities.</p> |

### 4. Assessment system of the course

| Method of assessment  |  |   |
|---|--|---|
| continuous + exam   |  |   |
| Study activity  | Minimum requirement for the course completion (if any) | Weighting of student activity in the final assessment (%) |
| individual homeworks (preparing and/or finalizing in-class case studies at home)    | -  | 20%   |
| group work (planning and conducting a social media project throughout the semester) | -  | 40%   |
| final exam  | -  | 40%   |

#### Individual homeworks (20%):

Throughout the semester, case studies will be analyzed and/or exercises given out in class (altogether, a planned number of 7 occasions). For each such session, students will need to come prepared and/or finalize what has been said in the classroom. Further instructions will be given out on the course's Moodle page in due time preceding each related session.

## Group work (40%): Social media project

The groups must plan, create, and curate at least two social media pages during the semester.

At the same time as social media tools are becoming more and more important in the life of organizations (and often the sole available tools for instance for sectors such as small and medium-sized enterprises or NGOs), they are becoming more and more user-friendly, and as such, a must not only to understand but also to master for marketers. Students are to use and understand the mechanisms behind the interactive social media tools and have to experience (by doing) the role of a relevant content creating and management activity.

A detailed description and roadmap of the task will be presented in a syllabus supplement made available at the course's Moodle page at the beginning of the semester, and an entire seminar session is dedicated to handling all the arising questions. Moreover, two in-class consultation sessions will be organized to monitor the groups' progress throughout the semester.

## 5. Compulsory readings

| Compulsory reading   |
|--|
| Case studies, contents of the lectures and seminars, and other various materials distributed by the instructor   |
| Stokes, R. (2022). eMarketing: The essential guide to digital marketing (7th ed.). Cape Town: Red & Yellow. URL: <a href="https://www.redandyellow.co.za/textbook/">https://www.redandyellow.co.za/textbook/</a> |

## 6. Recommended readings

| Recommended reading   |
|---|
| Content Marketing Institute ( <a href="https://contentmarketinginstitute.com/">https://contentmarketinginstitute.com/</a> )   |
| Emarketer / Insider Intelligence ( <a href="https://www.insiderintelligence.com/events/">https://www.insiderintelligence.com/events/</a> ); <a href="https://www.youtube.com/@InsiderIntelligence">https://www.youtube.com/@InsiderIntelligence</a> ) |

## 7. Thematic weekly schedule

| Week no. | Brief description of topic   |   |
|----------|--|---|
|          | Lecture  | Seminar   |
| 1        | Introduction – The concepts, interpretations, and spheres of digital and social media  | Introduction to the course – Presentation of syllabus; Introduction of participants                       |
| 2        | Current trends of the connected world and state of digital and social media advertising within                                       | Introduction – The societal context of digital and social media: Information literacy (in-class exercise) |
| 3        | Digital marketing as a strategic tool; Integrated approaches to digital and social media marketing and communications: PO(GL)E media | Presentation of group projects, group formation and in-class brainstorming                                |
| 4        | “Traditional” forms of digital advertising   | Branding in the Age of Social Media (in-class case study)   |
| 5        | Search marketing   | Information sources in digital marketing; Online media planning   |
| 6        | Social media as a marketing communications channel [1]: Basic principles   | In-class consultation on group project progress.  |
| 7        | Social media as a marketing communications channel [2]: eCRM, content marketing, creative newsroom                                   | Corporate social media strategies [?] (in-class case study)   |
| 8        | Influencer marketing   | Influencer marketing (in-class exercise)  |

|    |  |   |
|----|--|---|
| 9  | Empowered consumers, brand communities and their marketing communication power; Co-creation in marketing and advertising | Online firestorms (in-class case study)                                   |
| 10 | The importance of earned media in digital marketing: online word-of-mouth, user-generated content                        | In-class consultation on group project progress.                          |
| 11 | Mobile marketing [1]: Attributes of the mobile as an advertising medium  | Mobile marketing in specific industries (in-class case study)             |
| 12 | Mobile marketing [2]: Beyond advertising   | Mobile marketing: data integration via online tools (in-class case study) |
| 13 | The future of digital and social media advertising: A technological perspective  | Summary: Digital vs. social media marketing?                              |

## 8. Class data

| Course code | Course type | Lecturer(s) | Time and venue |
|-------------|-------------|-------------|----------------|
|             |             |             |                |
|             |             |             |                |
|             |             |             |                |

## 9. Prerequisites and further information

| Description of prerequisites and further information |
|--|
| -  |

## 10. Class participation

Not to be confused with attendance, class participation is the practice of engaging your professor and fellow students during presentations and discussions with thoughtful and timely contributions. If you miss classes it will have an impact on your participation points!

Opinions vary, civility is constant. You should feel free to question or disagree with other students; however, such disagreement must be based on the idea and not the person. Respect for your peers and professor is the sine qua non of great discussions and great learning experiences.

**DO NOTE THAT EVERY POINT IS EARNED, NOT NEGOTIATED!**

## 11. Plagiarism

Any and all statements contained in any assignment or paper that are based upon ideas or words of another must be properly credited to the original author or source. Paraphrasing the ideas or words of another is acceptable so long as the original author or source is cited. **DO NOT** quote words or expressions from existing works verbatim without designating the passage as a quote and crediting the source. Any student who plagiarizes the work of any other person (author, professor, student, parent, friend, etc.) is committing academic dishonesty and misconduct. Any student caught committing plagiarism will automatically fail the course.

### Application of AI in solving course-related tasks:

While there is potential for AI-based tools (such as ChatGPT) to benefit learning (brainstorming ideas, getting feedback, revising or editing your work, etc.), a concern still remains as regards the output of AI replacing students' own voice and thoughts, reducing their ability to analyze ideas, and shortcoming the learning process. Because of the difficulty in self-determination of when AI is facilitating or hampering students' own learning, the use of AI tools is not encouraged in this course, unless expressly stated. It is, however, also acknowledged that learning how to thoughtfully and strategically use AI-based tools

may help students develop their skills, refine their work, and prepare them for their future career, it is therefore **tolerated** on through-term assignments.

Please note that AI results can be and often are biased, incomplete, and inaccurate. It is your **responsibility** to practice due source criticism and ensure that the information you use from AI is accurate. **Full transparency is required** about using AI solutions: the use of AI tools must be explicitly identified and properly documented (in an end-document acknowledgment or footnote citing the name of the tool/generator, date of query, and prompt/text of query as well as an attribution statement on how and why AI was used, what was retained, and how AI outputs were revised by the student). Use of AI in ways that are inconsistent with the parameters above will be considered academic misconduct and subject to investigation.

The use of AI tools is **forbidden during the final exam**.

## 12. Grade Conversion Table for Courses taught in English

| Percentage achieved | Hungarian Grade | ECTS Grade | International Grade | Explanation                 |
|---------------------|-----------------|------------|---------------------|-----------------------------|
| 97-100              | 5               | A          | A+                  | Excellent                   |
| 94-96               | 5               | A          | A                   | Excellent                   |
| 90-93               | 5               | A          | A-                  | Excellent                   |
| 87-89               | 5               | B          | B+                  | Excellent/Very good         |
| 84-86               | 4               | C          | B                   | Good                        |
| 80-83               | 4               | C          | B-                  | Good                        |
| 77-79               | 4               | C          | C+                  | Good                        |
| 74-76               | 3               | D          | C                   | Satisfactory                |
| 70-73               | 3               | D          | C-                  | Satisfactory                |
| 67-69               | 3               | D          | D+                  | Satisfactory                |
| 64-66               | 2               | D          | D                   | Low pass/Sufficient         |
| 61-63               | 2               | E          | D-                  | Low pass/Sufficient         |
| 0-60                | 1               | FX/F       | F                   | Fail, 0 credit              |
|                     | N               |            | N                   | No grade received, 0 credit |