



The Business of Social Media

Section I: Course Overview

Course Code: MKT382DUB

Subject Area: Business, Communication, Marketing

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: none

Course Description

Social media has continued to grow as a vital business tool. In this course, students will appreciate the strategic importance of social networks. Students will be exposed to and analyze case studies of diverse organizations adopting social media. The course will also explore key challenges of social media, including the risks and challenges of managing its use, and the importance of identifying and managing misinformation.

Learning Objectives

Upon successful completion of this course, you'll be able to:

- Understand the importance and benefits of social networks.
- Design a marketing plan oriented to the use of social networks to accomplish business goals.
- Analyze the building of trust and reputation within the brand.
- Examine the impact of misinformation in a business setting.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: By appointment.

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Mid-Term Exam - 15%

Case Study Analysis - 20%

Case Study Presentation - 10%

Final Project - 20%

Final Exam - 15%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Midterm exam & final exam (15% and 15%): The midterm and final exams will cover all material studied during the course: theory, case studies, field studies, and final projects. The format will be open questions. The final exam is not cumulative.

Case study Analysis (20%): After each case study presentation, students should solve questions about the case. At the end of the class the analysis will be done by the professor with the collaboration of the class. Each student will deliver the answers before starting to solve the case. These answers and the participation will be graded by the professor.

Case study presentation (10%): Each student will present a case study assigned by the professor. Content, preparation for the presentation (oral), and presentation (pictures, videos, etc.) will be considered for the grade. Each case is a real example of a company facing a situation in the course's topic.

Final project (20%): Each group will develop and present a marketing plan for a company using social media. The instructor will provide the name of a company or the profile of a company and each group will develop a detailed marketing plan for this company.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Street art tour
- Evening City Tour
- Local business visit

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Stephen, A. and Bart, Y. (2015) *Social Media Marketing: Principles and Principles*. Stukent.

Cotte, J. and Mark, K. (2017) *Marketing Twitter: Competing as a Social Media Platform*. Case in Harvard Business Review. Ivey Publishing

Dubois, D., InYoung, C., Niessing, J. and Wee, J. (2016) *AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey*. Case in Harvard Business Review. Insead Business School.

Dubois, D. and Mastak, P. (2015). *The Nokia N8 'Push Snowboarding' Campaign: An Avant-Garde Social Media Strategy from Engagement to Sales*. Case in Harvard Business Review. Insead Business School.

Gupta, S (2015). *Volkswagen India: Das Auto Digitally*. Case in Harvard Business Review. Indian Institute of Management.

Haggerty, N., Pirouz, R. and Geng, G. (2011). *Decathlon China: Using Social Media to Penetrate the Internet Market*. Case in Harvard Business Review. Ivey Publishing.

McDonald, J. (2020). *Social Media Marketing Workbook: How to Use Social Media for Business*. CreateSpace.

Paniagua, J. and Sapena, J. (2014). *Business performance and social media: Love or Hate?* Business Horizons, 57(6), 719-728.

Stephen, A. (2010). *Ford Fiesta Movement: Using Social Media and Viral Marketing to Launch Ford's Global Car in the United States*. Case in Harvard Business Review. Insead Business School.

Tybout, A. and Fahey, N. (2012). *Marketing The Nissan Micra and Tata Nano using Social Media*. Case in Harvard Business Review. Northwestern Kellogg School of Management.

Vaynerchuk, G. & Hopkinson, J. (2013). *Jab, Jab, Jab, Right Hook: How to Tell Your Story in a Noisy Social World*. Harper Business.

Wells, J., Winkler, C. and Weinstock, B. (2019). *Facebook Fake News in the Post-Truth World*. Case in Harvard Business Review. Harvard Business School.

Recommended

Karasaki, G. (2014). *The Art of Social Media: Power Tips for Power Users*. Portfolio.

Lipschultz, J. (2018). *Social Media Communication: Concepts, Practices, Data, Law and Ethics*. Routledge.

Pillai, A. and Sahay, A. (2012), *Social Media Content Strategy at Ayojak*. Case in Harvard Business Review. Ivey Publishing.

Stokes, R. (2018). *EMarketing: the Essential Guide to Marketing in a Digital World*. Yellow Creative School of Business.

Course Calendar

Session 1	
Topics	Overview of the course: expectations and syllabus
Activity	<ul style="list-style-type: none"> • Introduction to the syllabus, assignments, and the class social contract • Overview of policies, procedures, and student resources
Readings & Assignments	<p>Reading: Chapter 1: Social Media Revolution</p> <p>Assignments: To read case 1: <i>Ford Fiesta Movement: Using Social Media and Viral Marketing to Launch Ford's Global Car in the United States</i></p>

Session 2	
Topics	Connected Customers and Social Interactions
Activity	Presentation & class discussion of Case study 1— <i>Ford Fiesta Movement: Using Social Media and Viral Marketing to Launch Ford's Global Car in the United States.</i>
Readings & Assignments	<ul style="list-style-type: none"> • Reading: Chapter 2: Connected Customers and Social Interactions • Assignments: To read case 2: <i>Marketing Twitter: Competing as a Social Media Platform</i>

Session 3	
Topics	Strategic Usage of social media and Strategy Planning
Activity	Presentation and class discussion of Case study 2— <i>Marketing Twitter: Competing as a Social Media Platform</i>
Readings & Assignments	<ul style="list-style-type: none"> • Reading: Chapter 3: Strategic Usage of social media and Strategy Planning • Assignments: To read case 3: <i>Marketing the Nissan Micra and Tata Nano Using Social Media</i>

Session 4	
Topics	Managing Social Media Communications and Planning Cycles
Activity	Presentation and class discussion of Case study 3— <i>Marketing the Nissan Micra and Tata Nano Using social media.</i>
Readings & Assignments	<ul style="list-style-type: none"> • Reading: Chapter 4: Managing Social Media Communications and Planning Cycles • Assignments: To read case 4: Volkswagen India: Das Auto Digitally Major Paper Briefing

Session 5	
Topics	Designing Content for Social Media Communications
Activity	Presentation and class discussion of Case study 4— <i>Volkswagen India: Das Auto Digitally</i>
Readings & Assignments	<ul style="list-style-type: none"> • Reading: Chapter 5: Designing Content for Social Media Communications • Assignments: To read case 5: Decathlon China: Using Social Media to Penetrate the Internet Market

Session 6	
Topics	Social Media Marketing
Activity	<ul style="list-style-type: none"> • Presentation and class discussion of Case study 5— Decathlon China: Using Social Media to Penetrate the Internet Market • Presentation and class discussion of Case study 6— AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey

Readings & Assignments	<ul style="list-style-type: none"> • Assignments: To read case 6: AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey
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Session 7	
Topics	Mid-Term Review
Activity	In-Class Mid-Term Review
Readings & Assignments	<ul style="list-style-type: none"> • Study for Mid-Term

Session 8	
Mid-term Exam	

Session 9	
Topics	Using Paid social media—Advertising on Social Media Platforms
Activity	Solution of the Midterm Exam and Article Study— <i>Business performance and social media: Love or Hate?</i>
Readings & Assignments	<ul style="list-style-type: none"> • Reading: Chapter 6: Using Paid Social Media—Advertising on Social Media Platforms • Assignments: To read case 7: <i>Social Media Content Strategy at Ayojak</i>

Session 10	
Topics	Marketing Research Using social media
Activity	Presentation and class discussion of Case study 7— <i>Social Media Content Strategy at Ayojak</i>
Readings & Assignments	<ul style="list-style-type: none"> • Reading: Chapter 7: Marketing Research Using social media. • Assignments: To read case 8: <i>The Nokia N8 ‘Push Snowboarding’ Campaign: An Avant-Garde Social Media Strategy from Engagement to Sales</i>

Session 11	
Topics	New Product Development and Launches Using social media
Activity	Presentation and class discussion of Case study 8— <i>The Nokia N8 ‘Push Snowboarding’ Campaign: An Avant-Garde Social Media Strategy from Engagement to Sales</i>
Readings & Assignments	<ul style="list-style-type: none"> • Reading: Chapter 8: New Product Development and Launches Using social media • Assignments:

	To read case 9: <i>Facebook Fake News in the Post-Truth World</i> assigned second class
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Session 12
Active Learning Activity

Session 13	
Topics	Managing Customers Using social media
Activity	Presentation and class discussion of Case study 9— <i>Facebook Fake News in the Post-Truth World</i>
Readings & Assignments	Prepare active learning engagement reflection

Session 14
Final Project Presentations

Session 15
Final Exam

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.