Course Syllabus
MKTG 4630-001 Social Communication Strategies and Analytics
Fall 2016
FCBE 121 M/W 2:20-3:45
3 credit hours
(Last updated: 8/11/16)

Instructor: Dr. Tracy Cosenza
University E-mail: tracy.cosenza@memphis.edu
Office: FAB 210
LinkedIn: Tracy Cosenza (search)
Office Hours: M/W 5:00 - 5:30pm; M 10:10-10:40; and by appointment

Catalog Description: Integrate social media techniques and trends into business strategy; recognize the advanced principles of social value chain and enterprise systems; formulate action plans to combine key social media networks and tools.

Pre-Requisites / Co-Requisites:
MKTG 3010 and MKTG 3340 are required prior to enrolling in this course.

Required / Recommended Reading
Harvard and Ivey Press social media cases purchased through publication websites in addition to various readings as posted on course calendar via UofM ecourseware.

Mashable http://www.mashable.com
Social Media Examiner http://www.socialmediaexaminer.com
Fast Company http://www.fastcompany.com
Social Media Today http://www.socialmediatoday.com
Wired http://www.wired.com
TechCrunch http://techcrunch.com
Clickz http://clickz.com

Location of Course Materials
This course will be managed through the MKTG 3010 ecourseware website at: https://elearn.memphis.edu. You will be required to utilize this website to obtain and submit course materials, confer with other students in the class, and check your own grades, etc. [If you have any problems using the site, please call the 24 hour helpdesk at 678-8888].
Course Overview and Objectives

I. What we are studying

This is the second level course that builds on the knowledge, skills, and applications acquired from the pre-requisite MKTG 3340, Principles of Social Media Marketing. If you are unsure about the contents of the 3340 course, a copy of the text is on reserve in the library to refresh your knowledge base.

II. ‘Social Media Communication Strategies’ (defined for this course)

1. Social Media Communication is an integrated set of online content / earned media efforts of an organization to meet organizational objectives and goals in the overall business strategy.

2. When social media communication is combined with paid advertising, direct mail, website information / selling, and public relations, the totality forms the integrated communication plan for the business.

3. When the integrated communication plan is combined with the marketing efforts of a business (mostly at the brand level), the whole notion evolves into the integrated marketing communication plans and strategy for a business.

4. The integrated marketing communication strategy for a business guides it to reach both product / brand level objectives as well as organizational objectives.

***It is critical to understand (in all of our class efforts) that Social Media Communication Strategy does not occur as an independent development in a business. It must be considered along with all other processes that lead to achieving business objectives and goals.

III. ‘Analytics’ (defined for this course)

Business objectives and goals are set by the strategic efforts of a business that want to grow and prosper. Thus, whether for profit or not for profit businesses, existence and growth to fulfill their mission in a changing business environment seems to drive the decisions of the business. In today’s competitive climate, decisions are based on big data, thus this class will focus on data-driven decision making as it pertains to a company’s use of social media strategy.

For example: if my mission is to satisfy the nutritional needs of dogs and cats at a profit, I must set an overall profit goal for the business for a specific period of time. I must be able to ‘detect’ (use analytical analysis /tools) to determine if I have reached the profit goal in order to manage the business. All businesses use a common strategic set of goals, usually – sales, revenue, market share, industry share, profit/loss, ROI, etc.

Although much of the above is way too complicated and esoteric for the scope of this course, it is substantiated that social media efforts are contributing to reaching the above goals. Just ask Nike, for example.

***The efforts of this class will be directed toward the Social Media efforts that fit into the definition expounded above and the critical evaluation of the integrated strategies success in helping to reach specified business objectives and goals. This tracking is monitored through digital dashboards.
IV. Best Practices “Model” Content Areas

1. Listening
2. Assessing
3. Engaging – including content engagement and content management
4. Integrating the business toward Social Media efforts / policy development
5. Implementing
6. Measuring
7. Evaluating

- IV (1-5) will be identified and investigated through class lecture, current topics, and class discussions.
- Case discussions will be used to augment IV (1-6) and II (1-4) above.
- IV (6-7) will be investigated in analytical exercises and project.

V. Learning Objectives

By the end of this course, you will be able to:

- Identify how social media strategies are developed and executed across various industries.
- Investigate the strategic implications of social media use through technical experience with professional sharing, listening, monitoring, and analytical tools.
- Appraise the effectiveness of social media strategy and exhibit how to created actionable strategic tactics.
- Demonstrate how to integrate Social Media into the Integrated Marketing Plan.
- Investigate the two types of social media analytics (self-performance and competitor analysis): define and identify indicators, report creation, and interpretation.
- Evaluate the effectiveness of a company’s social media strategy through monitoring a chosen competitive landscape through a digital dashboard (Rival IQ – https://www.rivaliq.com/).

Note: It is important to know in advance that this course is not a how-to course on existing or even emerging platforms. It will focus on the use of social media within the marketing plan, in particular, communication strategy. This course is highly interactive (hands-on) and collaborative and will focus on decision making. Therefore, prepare to “think!”

Fogelman College: Learning Outcomes for Your Degree

This course is designed to help you to meet the overall learning objectives for the BBA degree offered by the Fogelman College. You should take the time to become familiar with the overall learning objectives as a student in the BBA program:


Grading and Evaluation Criteria

Over the semester, you will have a variety of opportunities to earn points toward your final (overall) letter grade in this course. This section of the syllabus describes the assessed work you will be doing and how your overall (final) letter grade will be computed.

Final Course Grade

This course is NOT +/- and the scale is:
<table>
<thead>
<tr>
<th>Point Range</th>
<th>Assigned Grade</th>
</tr>
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<tbody>
<tr>
<td>900 - 1000*</td>
<td>A</td>
</tr>
<tr>
<td>800 - 899*</td>
<td>B</td>
</tr>
<tr>
<td>700 - 799*</td>
<td>C</td>
</tr>
<tr>
<td>600 - 699*</td>
<td>D</td>
</tr>
<tr>
<td>Below 600*</td>
<td>F</td>
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</tbody>
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*I don’t give grades – I do math. Your final grade must fall within a range to receive that grade. The best time to worry about your grade is at the beginning of the semester.

Summary of Graded Activities:

Your final grade will be determined on the following basis (using a denominator of 1000 pts). Each aspect of your grade will be detailed on the following pages:

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Preparation / Discussion (200/200)</td>
<td>400</td>
</tr>
<tr>
<td>Analytics Assignments / Project</td>
<td>600</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

List of Formal Assessed Activities

Cases (40% of your grade)

Case Preparation
You will need to purchase the cases from the HBR publisher’s website. They cost $4.25/each. I will send you the link via email. You will develop well thought-out answers to case questions (uploaded to ecourseware for each case) and also develop tangential arguments/observations that you find pertinent to our study of strategic best practices in social media marketing. Your responses / reflections must be typed and turned in on discussion date immediately following class discussion. (No late turn in, no exceptions).

Class Contribution
This class will be hands-on and we will all benefit from each other’s in class discussion about the assigned HBR cases and our collaborative efforts in our study of best practices social media use with various businesses/brand/products, various platforms, and current social media tools. Your class participation is not only appreciated, it is expected. As reflected in the Grading Summary above, the point value for the contribution portion of your grade is substantial – and I expect substantial contribution. It will be graded on a class-by-class basis. WARNING: your presence is NOT enough.

Your Contribution Assessment is based on the extent that I can see that you are “getting it” and keeping current with the assigned readings and personal, external knowledge acquisition of choice. Toward this objective, please come to class prepared to contribute? These are the standards for evaluating participation:
1. Relevance to discussion
2. Move the discussion forward – test, challenge the status quo with new/innovative ideas (AKA “out of the box”)
3. Courtesy in discussion – do you respectfully consider ideas offered by classmates?
4. Is your viewpoint supported? Can you back up your viewpoint with points from the cases, data, research, theory, etc.?

Analytics (60% of your grade)

Modules

Online instruction via word documents, videos, sample data, professor guided. Online chat will be a component of these assignments. Results and evaluations submitted typed via Dropbox. See Summary calendar for important dates.

Competitive Landscape Analytics Project & Infographic

You may choose your own brand for study during this course. Over the course of the semester, you should become immersed in their tactical application of their social media use and that of their competitors throughout the analytics assignments. In addition to the analytics assignments, you should also research the company/brand. The case portion of this course should help you in your strategic decision-making and assessment. In addition to the semester assignments, you will prepare an Infographic (a visual image such as a chart or diagram to “completely” represent data – words or numbers) in which you describe, synthesize all of the research/analytics you have conducted over the semester and submit an Executive Summary describing the same. It would be beneficial for you to work on your Infographic throughout the semester as some charts are better for one type of content over another and you can build your document as you go along.

Schedule of Activities

A summary schedule is posted online under “Getting Started.” I reserve the right to alter the schedule as may become necessary during the semester. I will notify you via class announcement or email, but it is ultimately your responsibility to keep up with these changes.

Course Policies

Professor’s Expectations for the Classroom
The usual things apply here – arrive on time, don’t do anything to distract those around you, etc. If you want to bring coffee or water with you, by all means do. Don’t spill it!

Use of Digital Technology – No Technology Permitted – TAKE NOTES

Please act like you are on an airplane and power down and stow all of your personal electronic devices during class time.

Most of our time in the classroom will be discussion-based. For those times that I lecture, you won’t need your laptop to view slides. All class materials (slides, etc.) will be available for you to print (I suggest three to a page with lines for note-taking) or review well in advance of class. There is a great deal of recent research which shows that students who use laptops during class actually perform worse that those who take notes using pen and paper.

As far as cell phones, if there’s an important reason why you need to check your phone (work texting, sick child) please see me at the start of class to let me know that you’ve got a legitimate need to check
your phone. Just to clarify – check means look at your phone and read a text message. If you need to reply, please leave the room.

E-mail / Facebook Closed Group
All students are required to maintain and access their University of Memphis (@memphis.edu) email account AND CHECK IT DAILY. You will receive all official course correspondence (individual or group notification) at this email account. If you do not check your .edu account consistently, bounce it to your preferred account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition etc.) is the student’s responsibility.

DO NOT use the email link in eCourseware to correspond with me. Emails delivered via elearn do not allow me to respond to you on my digital devices, thus, I never check it. Email me directly at the above noted account. I will make every effort to respond to your emails on the same day provided you have contacted me at a reasonable hour.

We will also use a closed Facebook group for this course and this is the place I will use most often to update you on pertinent information and discuss collaborative findings. I likewise encourage you to go there first to solicit any clarification you might need. Often times your cohorts will get to you before I do – particularly if you are “after hours.” Also, please post things to the group that would broaden our knowledge base or other cool stuff we shouldn’t miss.

Do not email/ message me questions that can easily be answered by reading the syllabus, i.e., what case are we doing? can I have extra credit? when is the module due? Please check the syllabus and other posted documents and publications first for this type of information! Be warned, I will not answer these emails.

Interaction with Instructor
If you cannot make my office hours, I will be delighted to set up an appointment to meet with you at a mutually convenient time. See me before or after class or e-mail me to make an appointment. Please note that due to other commitments I cannot guarantee that I will be able to spend time with you if you just “drop by” my office. Remember, if you are having a problem with the material or with an assignment, etc. it’s best to discuss this with me before it’s too late to do anything about it, particularly if you have an accommodation.

Attendance
Attendance is both expected and considered necessary to adequately complete the course. You are responsible for all material covered in class or assigned, regardless of the reason for absence. Class discussion will be based on the assumption that you have read all assigned material prior to attending the session in which it is discussed.

For students receiving federal student loans, any lack of engagement in the course may be treated as non-attendance and potentially impact access to student loans in the future. I take attendance on most days.

Late Assignments
Don’t go there. Seriously. Don’t. All of you are far enough along in your college careers and close enough to your professional careers to know that work needs to be complete and submitted on time. If there’s a deadline, it’s due. Dropbox will close at the deadline. All project instructions are listed on eCourseware as individual documents at the beginning of the semester and due dates are listed on the class schedule loaded on eCourseware. Don’t ask for an exception, plan accordingly and treat this as you would any professional obligation.
Extra Credit
Interestingly enough, it’s often the same students who couldn’t get their work in on time that are most interested in extra credit. Same rules for late assignments apply here. No individual extra credit assignments will be given to anyone.

Academic Integrity

Cheating, Plagiarism, or Student Misconduct

It won’t be tolerated. If you need clarification, refer to your Student Handbook in the academic misconduct section of the Code of Student Conduct and Disciplinary Procedures. If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the Fogelman page on academic integrity: http://www.memphis.edu/fcbe/integrity/. [Note: using a “Solutions Manual” or “Test Bank” is considered cheating. Should I have evidence that using a “Test Bank” has occurred, I may take steps as described on the campus’ Office of Student Conduct website.”]

Drop Box Submissions

Assignments are submitted via eCourseware Drop box. If you have a problem submitting via Dropbox, call the tech people at 678-8888. Do not wait until the last minute to submit your assignment. I will not accept a late assignment even if a technical problem causes you to miss the deadline. Your written work submitted via Dropbox will be submitted to Turnitin.com or similar electronic detection method for an evaluation of the originality of your work (plagiarism). By submitting your assignment through eCourseware, you agree that your assignments will go through this review process.

***This syllabus is a tentative outline for this course. I will make reasonable effort to adhere to this schedule, but you should know that I reserve the right to alter as circumstances may dictate. All changes will be announced in class and/or via the closed Facebook group. You are responsible for obtaining this information.

Student Services

Please access the FCBE Student Services page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance

Additional GOOD Stuff

Center for Writing and Communication

The Center for Writing and Communication (CWC) is a combined writing and speaking center that provides free, one-on-one and group tutorials to students working on writing and presentation assignments. Located on the first floor of McWherter Library, the CWC can assist you at any stage of the writing/presentation process.
including brainstorming ideas, revising initial drafts, and developing editing strategies. Whether you are working on a paper, speech, or another type of composition, the CWC’s trained consultants are ready to assist you while preserving the integrity of your work. The CWC is open Monday-Thursday, 9:00-5:00, and Friday, 9:00-noon. Visit the CWC website (www.memphis.edu/cwc) for more information and to schedule an appointment. Walk-in appointments are also welcome. Direct questions to: Will Duffy by emailing cwc@memphis.edu

**THE PROFESSIONAL DEVELOPMENT CENTER - [http://www.memphis.edu/professional/](http://www.memphis.edu/professional/)**

The Complete Professional Program has an entire semester of events to help you get the job you want. Deadlines are firm, so don’t delay in securing your spot for career boosters.

If you successfully complete four of the five required core modules, you will receive The Complete Professional Program Certificate, our program lapel pin, and a set of business cards. Employers value this certificate and know that you have invested in learning about the important skills that will help you succeed in today’s business world.

Our Professional Development Program includes:

- **Accounting Careers of Tomorrow**
- **Against All Odds Luncheon**
- **Business Etiquette**
- **Fogelman Fit**
- **Fogelman Serves**
- **Futures in Finance**
- **Moving into Management**
- **Professionalism First!**
- **Technology Careers In Business** *(New for Fall 2014)*
- **Toastmasters**
- **Women in Action**
- **4Cs Lecture Series—Communication, Creativity, Critical Thinking, and Emotional Control** *(offered during regular classes)*
- **Know Good—Do Good—Thrive** *(offered during selected core classes)*

All FCBE students receive the last two components as part of our regular curriculum within Management, MIS, and Marketing core courses.

To receive the **Complete Professional Program** Certificate, you must register for and complete 4 of the five core training modules below:

- Dining Etiquette
- Fogelman Fit
- Fogelman Serves
- Professionalism First!
- Toastmasters