

## **Social Media Marketing**

**JMC:3530**

The University of Iowa

School of Journalism & Mass Communication

**Instructor:** Heather Spangler

**Location:** Online

**Contact:**

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\*Email is the best way to reach me. You can expect a response within 24 hours during the week and 48 hours over the weekend. Students are expected to practice professionalism in their electronic communications.

### **Course Overview:**

Social Media Marketing is an ever-changing area that seems to only grow in importance for everyone from academic institutions to nonprofits to businesses big and small. Each of these entities and more has an online brand and goals that social media can help them meet. In this course, we will study social media best practices and put our ideas into action using real-world scenarios.

### **Readings:**

Kerpen, Dave. Likeable Social Media. 3rd ed. New York: McGraw-Hill, 2019.

Supplementary readings and resources will be posted to ICON.

## **Grading:**

A+: 101+	B+: 88-89	C+: 78-79	D+: 68-69
A: 94-100	B: 84-87	C: 74-77	D: 64-67
A-:90-93	B-80-83	C-: 70-73	D-:60-63

## **THE COLLEGE OF LIBERAL ARTS & SCIENCES POLICIES:**

### **Absences and Attendance**

Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing course absence policies, which vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, unavoidable circumstances, and University authorized activities (<https://clas.uiowa.edu/students/handbook/attendance-absences>). Students may use the CLAS absence form to aid communication with the instructor who will decide if the absence is excused or unexcused; the form is located on ICON within the top banner under "Student Tools."

### **Academic Integrity**

All undergraduates enrolled in courses offered by CLAS have in essence agreed to the College's [Code of Academic Honesty](#). Academic misconduct affects a student's related grade and is reported to the College which applies an additional sanction including suspension. Outcomes about misconduct are communicated through UI email (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

### **Accommodations for Disabilities**

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as a mental health, attention, learning, vision, and a physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at <https://sds.studentlife.uiowa.edu/>.

### **Administrative Home of the Course**

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other UI colleges may have different policies for courses offered by that college. CLAS policies may be found here: <https://clas.uiowa.edu/students/handbook>.

### **Classroom Expectations**

Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the Code of Student Life (<https://dos.uiowa.edu/policies/code-of-student-life/>). This includes related UI policies and procedures that all students have agreed to regarding the COVID-19 pandemic. Particularly, each student must wear a face mask when in a UI building, including a classroom. The density of seats in classrooms has been reduced, and in

some instances, this will allow 6 feet or more of distance while other cases, it may be less. Regardless, wearing a face mask and maintaining as much distance as is possible are vital to slowing the spread of COVID-19. In the event that a student disrupts the classroom environment through the failure to comply with a reasonable directive of an instructor or of the University, the instructor has the authority to ask that the student to leave the space immediately for the remainder of the class period. Additionally, the instructor is asked to report the incident to the UI Office of Student Accountability, with the possibility of additional follow-up with the student. Students who need temporary alternative learning arrangements (TALA) for a future semester related to COVID-19 should visit this website for more information: <https://coronavirus.uiowa.edu/temporary-alternative-learning-arrangements-tala>.

### **Class Recordings: Privacy and Sharing**

Some sessions of a course could be recorded or live-streamed. Such a recording or streaming will only be available to students registered for the course. These recordings are the intellectual property of the faculty, and they may not be shared or reproduced without the explicit written consent of the faculty member. Students may not share these sessions with those who are not enrolled in the course; likewise, students may not upload recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and in some cases is a violation of the Federal Education Rights and Privacy Act (FERPA).

### **Communication and the Required Use of UI Email**

Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within or with UI ([Operations Manual, III.15.2](#)).

### **Complaints**

Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to the College of Liberal Arts and Sciences. See this page for more information: <https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>.

### **Final Examination Policies**

The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals with a few exceptions made for particular types of courses such as labs or off-cycle courses: <https://registrar.uiowa.edu/final-examination-scheduling-policies>.

### **Nondiscrimination in the Classroom**

The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (<https://diversity.uiowa.edu/eod>; +1 319 335-0705 or ([diversity.uiowa.edu](https://diversity.uiowa.edu)))

## **Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see <https://osmrc.uiowa.edu/>.

## **LEARNING GOALS**

The following learning goals and objectives will be reinforced in this course.

### **1. Law & Ethics Learning Goal**

Understand and apply the principles and laws of freedom of speech and press in real space and cyberspace, and demonstrate an understanding of professional ethical principles and their historical development.

**Learning Objective 3.** Students will demonstrate an ability to anticipate and recognize ethical issues when they arise and to reason through them taking multiple perspectives and contexts into account.

**Learning Objective 4.** Students will demonstrate an ability to explain their ethical approaches and reasoning about a particular dilemma in terms that can be understood by a diverse group of people.

### **2. Media Literacy Learning Goal**

Understand the principles of media literacy and develop the skills necessary to access, analyze, evaluate, and create media messages across multiple media domains.

**Learning Objective 2.** Students will develop critical thinking skills to analyze and interpret media messages through an understanding of media practices and institutions.

**Learning Objective 3.** Students will learn how to create and disseminate media messages in various forms.

### **3. Writing and Storytelling Learning Goal**

Understand that clear, concise, correct writing is at the heart of journalistic expression and that reporting and communicating it effectively requires a knowledge and achievement of the highest, professionally-accepted standards in all work.

**Learning Objective 2.** Students will display the ability to access and analyze data, report facts accurately, research and edit information responsibly and in a manner commensurate with professional standards.

**Learning Objective 4.** Students will demonstrate the ability to apply above concepts in a manner that is sensitive to audiences across all media.

#### **4. Multiculturalism Learning Goal**

To demonstrate an understanding of the diversity of groups (including communities defined by gender, race, ethnicity, age, religion and sexual orientation) in a global society in relationship to communications.

**Learning Objective 1:** Students will demonstrate an ability to produce media that serve the needs and interests of diverse communities and reflect their voices and experiences.

**Learning Objective 2:** Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political situations of diverse groups.

**Learning Objective 3:** Students will demonstrate an ability to work with members of diverse groups to engage publicly over issues of community interest.

### **SCHEDULE:**

#### **Week 1: Background Research & Defining Audience**

READINGS: Chapters 1, 2, & 3. Complete Ch. 1 Action Item 2; Ch. 2 Action Item 1, and Ch. 3 Action Item 3.

#### **TO DO:**

- \*ASAP\* Select client & explore analytics posted on ICON as well as client's digital presence. NOTE: If you plan to use an off-list client, please communicate with me via email to confirm it's a good fit.
- Reading Response
- Social Media Status and Stats

#### **Week 2: Engaging & Responding**

READINGS: Chapters 5, 6 & 7. Complete Chapter 5 Action Item 3, Chapter 6 Action Item 3, and Chapter 7 Action Item 4.

TO DO:

- Content Calendar
- Reading Response

### **Week 3: How to be Human**

READINGS: Chapters 8, 9 & 10. Complete Ch. 8 Action Item 1 and Ch. 10 Action Item 1. (No Action Item for Chapter 9)

TO DO:

- Event Plan
- Reading Response

### **Week 4: Creating Good Content**

READINGS: Chapters 11, 12, & 13. Complete Ch. 11 Action Items 1 & 2 and Ch. 13 Action Item 2 or 3 (your choice!) No Action Item for Chapter 12.

TO DO:

- Evergreen Content
- Reading Response

### **Week 5: Ads**

READINGS: Ch. 14 & 16. Complete Ch. 14 Action Item 3, Ch. 16, Action Item 1.

TO DO:

- Advertisement Plan
- Reading Response

**Week 6:**

TO DO:

- Final Report due THURSDAY

## **ASSIGNMENT DETAILS**

Please see ICON for supplemental materials and examples to help you better understand expectations and to do your best work.

### **Reading Assignments**

#### **Due Weekly**

**20 points each**

You will read an average of three chapters in our assigned text per week. After you've read and understood the text, you will summarize each chapter as if you were creating a condensed version tailored for your client. Your summary will directly address your client (you, your company, Company Name, etc. are all acceptable for use in your summary). The summary should explain the basic concepts to your clients and how they relate to the clients' social media efforts.

Summaries will vary in length depending on relevance to your client, but should always be at least three paragraphs.

In addition to summaries, you will complete an Action Item or two for most chapters. Again, these action items should be completed with your client in mind can be addressed to the company or organization.

Reading summaries and Action Item responses should be submitted to the ICON dropbox by 11:59 p.m. on the Saturday of each week.

The work that you do through your reading assignments will all contribute to your final report. Doing a thorough, polished job on each assignment as we flow through the course will make your life easier in the long run.

## **Social Media Status and Stats**

### **Due: Week 1**

### **30 Points**

Congratulations! You are officially a social media marketer starting....NOW! Once you have selected your client, please get to work right away gathering information to guide your work throughout our session. You will have access to the client's analytics and some background information, which I've shared in the Client Information Module.

Please supplement this information with some research of your own to learn about your client's presence online and in social media as well as identify who you would describe as your client's prime competition. The more you can learn about your client, the better you will be able to accomplish the rest of your tasks for this course.

Part 1—RESEARCH SUMMARY: Please write up a summary of your research findings, including a description of your client's digital presence, your initial impression of its current social media strengths and weaknesses, and how it relates to its prime competition. (1-2 pages)

Part 2—ANALYTICS AND AUDIENCE: Please include an overview of the current analytics. This overview should include a discussion of at least three key data points you find interesting and a description of the client's audience. (1-2 pages)

Part 3—GOAL SETTING: To help guide your work throughout the semester, please identify three goals you think your client should work toward while improving his or her social media presence. You should use goals set forth in the client background information I provided and can choose to supplement with a goal or goals you identify on your own.

These should be SMART goals—Specific, Measurable, Attainable, Timeline, and Realistic. For example, if you want to grow the client's audience, by what percentage and over what amount of time? (1 page)

Upload all three parts to ICON by Saturday at 11:59 p.m.



## **Content Calendar**

### **Due Week 2**

#### **20 points**

Using what you've learned about your client, your competition, and your audience, create a 1-year calendar including important dates for social media posts specific to your client. For example, an ice cream shop should celebrate National Ice Cream Day, National Chocolate Day, the first day of Summer, the company's anniversary, etc. In addition to these important dates, you will suggest and schedule 1-2 recurring post themes (think #tbtt) to give your client a rhythm and clear direction for part of its social media management.

Google provides a good calendaring tool, or you're free to create a more visually-appealing calendar on your own or with a template. You are welcome to upload a PDF export, an Excel file, or to submit a URL. Please be sure your privacy settings allow access if submitting a URL.

## **Event Plan**

### **Due Week 3**

#### **20 points**

Social media events provide an opportunity to build audience, engage with existing fans, share a message, and bring your client to the front of people's minds. For this assignment, you will devise a plan that you think will meet the SMART goal(s) you defined for your client, engage with your client's audience in a productive and positive way, and be something your client could feasibly carry out without additional staffing or support.

Examples include contests, inviting fans to join you live, etc.

Your plan should include:

- An overall description (3-6 paragraphs)
- Justification—why is this a good event for your client? (1-2 paragraphs)
- Event goals and how you could measure success (3 SMART goals for the event, 1 paragraph each)
- Specific instructions for carrying out the event (3-6 paragraphs)
- Sample content (3 items or more, including visual and textual elements needed to pull off the event. A great tool for designing visually-appealing social media content is Canva.com.)

## **Evergreen Content**

### **Due Week 4**

#### **20 points**

Although social media content should be fresh and responsive, it is beneficial for companies and organizations to have a store of “evergreen” content for use during busy times or when inspiration escapes them. Evergreen content is content that can be used any time and does not have an expiration date. Some examples might include a story about the company’s background, a trivia question, a list, an interesting fact, a photo and description, a graphic, a video, etc.

For this assignment, you will create 5 pieces of evergreen content that your client can use on their preferred social media channels in the future. Your posts should be visual and resemble real social media content so that when we insert them into your final report, they’re attractive and professional and easy for your client to use. Again, a great tool for designing visually-appealing social media content is Canva.com. Please see ICON for some other tools you might try.

You will be graded on your work’s visual appeal, professional polish, appropriateness for your client, and relevance to your stated goals.

## **Advertisement Plan**

### **Due Week 5**

#### **20 points**

Based on the advertisement discussion in your book and your own research using the supplemental materials I’ve provided for this week along with any other useful outside resources, please come up with a description of the best social media advertisement to help your client meet the goals you identified in Week 1.

Your plan should address these questions:

- Which social media platform is preferred and why? (Check out the appendix in your book for some good platform descriptions.)
- What type of paid promotion will you select (ex: offer, sponsored post/promoted tweet, targeted ad, etc.)?
- What is your ad’s target market and how will you be sure you’re reaching it?
- What specific goals do you hope your ad/paid content would reach?
- What is the ad content—please include example text, images, etc.
- What is your estimated budget to allow you to reach the ad goals?

## **Final Report**

### **Due Week 6**

#### **100 points**

You have created a lot of useful ideas and tangible social media content for your client in the past 5 weeks. Now we can put it all together in a useful, professional report.

Your report will include a **revision** of all of the Action Items and client-focused chapter summaries you have already created. It will include a **revision** of all of the special assignments you have already completed. You can decide the organization of the report--it is not necessary to include the information in the order we completed it in class or the order it appears in our book.

You will close your report with a 1-page reflection of how you feel your ideas could help your client reach your SMART goals.

The report will take this format:

Cover page

Executive Summary (1 page or less)

Table of Contents

Content

Reflection (1 page or more)

Works Cited (Please provide thorough in-text citations for our course text and incorporate at least two other outside sources to enhance your work.)

Please make a visually-appealing report. The final document should be saved as a PDF.

If you're willing, you should also provide an avenue for sharing usable versions of your content such as evergreen, event elements, advertising content, etc. If you are uncomfortable with your work being used, please express this in your dropbox comments.

Thanks for all of your hard work these 6 weeks!