



## **Social Media Marketing**

Course Number

Semester

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Professor Name: Bingbing Zhang

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\*Email is the best way to reach me. Please anticipate up to 24 hours for a response M-F and up to 48 hours over the weekend.

### **Course Description**

Social Media Marketing is an ever-changing field that seems only to grow in importance for everyone from academic institutions to nonprofits to businesses big and small. In this course, we will study social media best practices and put what we learn into action helping real clients achieve their goals. Students will learn the history of social media, social media best practices, and strategies for content and campaign implementation. This class will be a combination of lecture, discussion, readings, and client work.

### **Course Objectives**

This course contributes to fulfilling the learning goals of the SJMC Assessment Plan. Specifically, this course reinforces the learning objectives outlined in the Media Industries and Culture Learning Goal of the Assessment plan. These objectives include:

#### **Learning Objective 1**

Students will demonstrate knowledge of technological innovations in print and electronic communication and their impact on media publishing industries for mass audiences, showing an awareness of their distinct political, social, and economic contexts and uses.

#### **Learning Objective 2**

Students will demonstrate knowledge of media cultures, particularly the construction of meaning through methods and devices such as media framing.

#### **Learning Objective 3**

Students will demonstrate an ability to analyze media texts by way of contexts and analogy. This course also contains learning goals and objectives specific to course material. These include:

##### **1. The Power of Brands / Building a Community of Active Participants**

- Obtain a fundamental understanding of how Brands seek to engage their key constituents in the life of the Brand

- Creating emotional connections to increase active participation with the Brand
- Extending the Brand to convert new engaged followers
- Understanding how visual storytelling encourages grass roots brand apostles
  - Obtain an understanding of how Brands extend themselves into their markets
- Allowing their brand apostles, the opportunity to participate in the life of the Brand
- Understanding the importance of frequency of interaction
- Understanding Brand engagement and engagement methodology
- Brand storytelling and it's place and importance in Brand narrative

## 2. **Social Media Fundamentals**

- Obtain a fundamental understanding of:
  - 6 core social media platforms and their differences, pros, and cons: Facebook, Instagram, Twitter, LinkedIn, TikTok, YouTube
  - The impact of social media on society
  - The importance of good social media management practices

## 3. **Social Media Content Strategy**

- Obtain a clear understanding of SMART goals
- Learn about social media analysis via a client audit
- Learn the fundamental stages of developing a social media campaign strategy including:
  - Goal Setting
  - Audience identification
  - Organic content strategy
  - The customer/marketing funnel

## 4. **Social Media Campaign Structure & Paid Promotion Using a “Live” Client**

- Obtain a fundamental understanding of:
  - The advertising options for the 6 core social media platforms: Facebook, Instagram, Twitter, LinkedIn, TikTok, YouTube
  - Ethical and effective targeting practices for paid social media
  - Tracking and reporting on paid social campaigns
  - How to set paid promotion projections and budgets
- Successfully present a complete and thorough presentation to your client pulling together all the concepts from class

## **Course Materials & Resources**

This course does not use a required text. Supplementary readings and resources will be posted to ICON. We will use excerpts from three textbooks: *Jab, Jab, Jab, Right Hook – How to Tell Your Story in a Noisy Social World*, *Likeable Social Media* and *Hug Your Haters*.

Videos will be shown in class.

Hootsuite Social Media Trends 2023 Report available on ICON

<https://later.com/blog/social-media-trends/>

Presentation Zen Design Tips from Garr Reynolds:

<https://www.garreynolds.com/design-tips>

Nancy Duarte's How to Create Better Visual Presentations <https://youtu.be/so9EJoQJc-0>

How to pare down text from Sonja Stetzler <https://sonjastetzler.com/presentation-tips/enhance-presentation-visuals>

Social Media Today Article - Instagram Provides An Overview of How Its Algorithm Works. Available on ICON on online at:

<https://www.socialmediatoday.com/news/instagram-provides-a-new-overview-of-how-its-algorithms-work/601492/>

Sprout Social Article - How the Facebook Algorithm Works and Ways to Outsmart It

<https://sproutsocial.com/insights/facebook-algorithm/>

Social Media Today article Social Media is Becoming Less 'Social' and More 'Media.'

Available on ICON or online at: <https://www.socialmediatoday.com/news/social-media-tiktok-is-entertainment/637087/>

Sprout Social Article – How to Set and Achieve Meaningful Social Media Goals

<https://sproutsocial.com/insights/social-media-goals/>

Hubspot: How to Conduct a Social Media Audit: [https://blog.hubspot.com/customers/check-](https://blog.hubspot.com/customers/check-pulse-digital-strategy-social-media-audit)

[pulse-digital-strategy-social-media-audit](https://blog.hubspot.com/customers/check-pulse-digital-strategy-social-media-audit)

## **Course Requirements**

In keeping with the spirit of social media marketing, this class is designed for interaction. There are no tests. Your grade will be based on the points you accumulate from class attendance, your contribution to class discussion for each class (contribution is recorded for each class), completing all required readings, submitting assignments on time, and the grades you receive for your projects, papers, and presentations (see point system below). Much of the information you need to complete your work will be provided in class through presentations and discussions. Attendance and participation are 200 points out of a total of 1,000 points for all class projects.

You are expected to behave respectfully and in a professional manner in the classroom, on Zoom, and when representing the class in any way. Noises from your digital devices should be turned off to keep from disrupting class. Late assignments and excessive absences will result in lower grades (including 5% penalty for each day an assignment is late). If you behave unprofessionally, which includes excessive tardiness, lack of attention, disrespect to others, etc., I reserve the right to deduct points from your final grade.

**Grading (Points out of 1000)**

990-1000 A+	880-899 B+	780-799 C+	680-699 D+
940-989 A	840-879 B	740-779 C	630-679 D
900-939 A-	800-839 B-	700-739 C-	600-629 D-

**COURSE POLICIES****ATTENDANCE AND CLASSROOM EXPECTATIONS**

Students are responsible for attending class and for knowing an instructor's attendance policies, which vary by course and content area. All students are expected to attend class and to contribute to its learning environment in part by complying with University policies and directives regarding appropriate classroom behavior or other matters.

**ABSENCES**

Students are responsible for communicating with instructors as soon they know that an absence might occur or as soon as possible in the case of an illness or an unavoidable circumstance.

Students can use the CLAS absence form to help communicate with instructors who will decide if the absence is excused or unexcused; the form is located on ICON within the top banner under "Student Tools." Delays by students in communication with an instructor could result in a forfeit of what otherwise might be an excused absence (<https://clas.uiowa.edu/students/handbook/attendance-absences>).

**ABSENCES: ILLNESS, UNAVOIDABLE CIRCUMSTANCES, & UI SPONSORED ACTIVITIES**

Students who are ill, in an unavoidable circumstance affecting academic work, or who miss class because of a University sponsored activity are allowed by UI policy to make up a missed exam. Documentation is required by the instructor except in the case of a brief illness. Students are responsible for communicating with instructors as soon as the absence is known (<https://opsmanual.uiowa.edu/students/absences-class#8.1>).

**ABSENCES: HOLY DAYS**

The University is prepared to make reasonable accommodations for students whose religious holy days coincide with their classroom assignments, test schedules, and classroom attendance expectations. Students must notify their instructors in writing of any such Religious Holy Day conflicts or absences within the first few days of the semester or session, and no later than the third week of the semester. If the conflict or absence will occur within the first three weeks of the semester, the student should notify the instructor as soon as possible. See Operations Manual 8.2 Absences for Religious Holy Days for additional information.

**ABSENCES: MILITARY SERVICE OBLIGATIONS**

Students absent from class due to U.S. veteran or U.S. military service obligations (including military service-related medical appointments, military orders, and National Guard Service obligations) must be excused without penalty. Instructors must make reasonable accommodations to allow students to make-up exams or other work. Students must communicate with their instructors about the expected possibility of missing class as soon as possible. (For more information, see <https://opsmanual.uiowa.edu/iv-8-absences->

class%C2%A0-0).

## **ACADEMIC MISCONDUCT**

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 grade and is reported to the College which applies an additional sanction, such as suspension. Outcomes about misconduct are communicated through UI email (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

## **ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The University is committed to providing an educational experience that is accessible to all students. If a student has a diagnosed disability or other disabling condition that may impact the student's ability to complete the course requirements as stated in the syllabus, the student may seek accommodations through Student Disability Services (SDS). SDS is responsible for making Letters of Accommodation (LOA) available to the student. The student must provide a LOA to the instructor as early in the semester as possible, but requests not made at least two weeks prior to the scheduled activity for which an accommodation is sought may not be accommodated. The LOA will specify what reasonable course accommodations the student is eligible for and those the instructor should provide. Note that accommodations are not granted retroactively but from the time of the student's request to the instructor onward. Additional information can be found on the SDS website.

## **CLASS RECORDINGS: PRIVACY AND SHARING**

Course lectures and discussions are sometimes recorded or live-streamed. These are only available to students registered for the course and are the intellectual property of the faculty member. These materials may not be shared or reproduced without the explicit written consent of the instructors. Students may not share these recordings 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 could be a violation of the Federal Education Rights and Privacy Act (FERPA); also see <https://dos.uiowa.edu/policies/code-of-student-life/>.

## **COMMUNICATION: UI EMAIL**

Students are responsible for all official correspondences sent to their UI email address (uiowa.edu) and must use this address for any communication with instructors or staff in the UI community (Operations Manual, III.15.2). Emails should be respectful and brief, with complex matters addressed during the instructor's drop-in hours, for example. Faculty are not expected to answer email after business hours or during the weekends.

## **COMPLAINTS ABOUT ACADEMIC MATTERS**

Students with a complaint about a grade or a related academic issue should first visit with the instructor and then with the course supervisor (if one is assigned), and next with the Chair of the Department or program offering the course. If not resolved, students may bring their concerns to the College of Liberal Arts and Sciences: <https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>.

## **FINAL EXAMINATION POLICIES**

The final exam schedule is published during the fifth week of the fall and spring semesters or on the first day of summer classes; students are responsible for knowing the date, time, and place of their final exams. Students should not make travel plans until knowing this information. A student with exams scheduled on the same day and time or who have more than two final exams on the same day should visit this page for how to resolve these

problems by the given deadline: <https://registrar.uiowa.edu/makeup-final-examination-policies>. No exams may be scheduled the week before finals; some exceptions, however, have been made for labs, language courses, and off-cycle courses(<https://registrar.uiowa.edu/final-examination-scheduling-policies>).

## **FREE SPEECH AND EXPRESSION**

The University of Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We are committed to open inquiry, vigorous debate, and creative expression inside and outside of the classroom. Visit Free Speech at Iowa for more information on the University's policies on free speech and academic freedom(<https://freespeech.uiowa.edu/>).

## **HOME OF THE COURSE**

The College of Liberal Arts and Sciences (CLAS) is the home of this course, and CLAS governs the course's add and drop deadlines, the "second-grade only" option (SG0), and other undergraduate policies and procedures. Different UI colleges may have other policies or deadlines. See <https://clas.uiowa.edu/students/handbook>. Questions? Contact CLAS at [clasps@uiowa.edu](mailto:clasps@uiowa.edu) or 319-335-2633.

## **MENTAL HEALTH**

Students are encouraged to be mindful of their mental health and seek help as a preventive measure or if feeling overwhelmed and/or struggling to meet course expectations. Students are encouraged to talk to their instructor for assistance with specific class-related concerns. For additional support and counseling, students are encouraged to contact University Counseling Service (UCS). Information about UCS, including resources and how to schedule an appointment, can be found at [counseling.uiowa.edu](https://counseling.uiowa.edu). Find out more about UI mental health services at: [mentalhealth.uiowa.edu](https://mentalhealth.uiowa.edu). Student Health can also address related concerns (<https://studenthealth.uiowa.edu/>). These visits are free to students. After hours, students are encouraged to call the Johnson County Community Crisis Line at (319) 351-0140 or dial 911 in an emergency.

## **NON-DISCRIMINATION STATEMENT**

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Director, Office of Institutional Equity, the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335- 0705, [oi-ui@uiowa.edu](mailto:oi-ui@uiowa.edu). Students may share their pronouns and chosen/preferred names in MyUI, which is accessible to instructors and advisors.

## **SEXUAL HARASSMENT**

The University of Iowa prohibits all forms of sexual harassment, sexual misconduct, and related retaliation. The Policy on Sexual Harassment and Sexual Misconduct governs actions by students, faculty, staff and visitors. Incidents of sexual harassment or sexual misconduct can be reported to the Title IX and Gender Equity Office or to the Department of Public Safety. Students impacted by sexual harassment or sexual misconduct may be eligible for academic supportive measures and can learn more by contacting the Title IX and Gender Equity Office. Information about confidential resources can be found here. Watch the video for an explanation of these resources.

## DIVERSITY, EQUITY & INCLUSION

The School of Journalism and Mass Communication is dedicated to equity, anti-racism and social justice. A fuller statement of this commitment can be found [here](#). We strive to serve our students well in this regard, and consider diversity, equity, and inclusion as social resources that inform our learning environment. We train our students to achieve cultural competency across the diversity of groups that inhabit our global society. Among other things, this involves enhancing students' ability to communicate effectively with people from different backgrounds and experiences. In our classes, we discuss these themes through the concepts of media representations, bias and resulting stereotypes, and the effects of discrimination and structural inequalities as they pertain to all aspects of the media, from foundational concepts to advanced professional and graduate training. In accord with the First Amendment of the U.S. Constitution, and the dictates of academic freedom, we support an open discussion of all relevant viewpoints, even those with which we disagree. We encourage conversation that is based on facts and documentation, and on a mutual respect for one another.

## ASSIGNMENTS

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

### Group Deliverables

1. **Platform Analysis:** Students will analyze one of the six major social media platforms plus a seventh that explores emerging social media platforms and perform a detailed analysis of the platform, including how Brands can leverage the platforms, what their advertising rates are, how their algorithms work, how effective ad placements are and then present their analysis to the class. (120 points / 12%)
2. **Client Audit:** Students will analyze their chosen client's information and set goals to keep in mind throughout the course. Details below. (100 points / 10%)
3. **Social Media Content Plan:** A group presentation (PowerPoint) of a recommended content strategy, marketing funnel, sample content pieces, and audience details. (100 points / 10%)
4. **Ad Plan:** Students will develop and describe a social media advertisement to help their client meet their goals. Details below. (100 points / 10%)
5. **Final Presentation:** A group presentation pulling together all concepts from class will be delivered to the class and the client. (200 points / 20%)

### Individual Deliverables

1. **Brand Presentation:** Students will select a Brand that appeal/speak to them, following the example of a Brand that is effective is creating an emotional connection with it's customer base and present that in class, along with an analysis of how it's message is extended using social media. (100 points / 10%)
2. **Papers (2):** This course will contain 2 papers that students will create that address how social media can have an impact on both a Brand and its constituent audience. (40 points each / 8%)
3. **Attendance & Participation:** Attendance represents 100 points towards your final

grade. For every unexcused absence, your score will drop by 10 points. If you have 4 unexcused absences, you get 50 points. Anything more than 4 unexcused absences and you lose the entire 100 points. Class participation includes asking questions during *all* presentations and engaging with class activities. (200 points / 20%)

## **Assignment Details - Group Deliverables**

### **Platform Analysis**

#### **120 points total (12% of total grade)**

Understanding the various commercial social media platforms is the first key in understanding how social media marketing works in business and commerce. Students will be divided into 7 groups, each of which will undertake a discovery process to determine key elements of each platform that we will be reviewing in this class. The platforms we will focus on are: Facebook, Instagram, LinkedIn, TikTok, Twitter, YouTube and Emerging Media (new platforms that are gaining traction).

Students will research the platform they are assigned to and make a group presentation to the class that outlines: History of the platform, commercial overview, monetization strategy, platform size (audience size), target audience, share of social media marketplace, ad strategy, ad costs, etc.

### **Client Audit**

#### **100 points total (10% of total grade)**

Understanding the current social media and digital landscape your client exists in is an important first step in creating a solid strategy. Students will analyze the client's data exports from each platform, identify competitors, establish benchmarks, recommend opportunities and set goals to keep in mind throughout the course.

A group audit of your client's current social media presence and a competitive analysis including:

- Analysis and comparison of 3 competitors
- Current social presence table analysis
- Current audience breakdown
- 3 top content pieces identified
- 3 opportunities identified

### **Social Media Content Plan**

#### **100 points total (10% of total grade)**

Social media content is continually evolving going from basic static images and 90 character ad copy 10 years ago to now a wide range of video / content offerings across multiple platforms and countless ad copy strategies for conversion.

A group presentation of a recommended content strategy for your client including:

- An overview of the marketing funnel
- A content strategy framework (themes + topics)
- Example content pieces
- Audience detail



Students should be prepared to answer questions about their content choices, funnel structure, and audience. This presentation will be given to the class. The group will have 15 mins for their presentation followed by 10 mins of questions from their peers and the professor. Each member of the group should speak for an equal part of the presentation and all students should be prepared to answer questions.

### **Ad Plan**

#### **100 points total (10% of total grade)**

Students will work together to develop and describe a social media advertising plan to help clients meet their goals. This will be submitted in slide format but not presented to the class in person. This should build onto the campaign content assignment and It must include:

- A 3-stage campaign funnel (as reviewed in class and included in the campaign content assignment)
- 1 content piece per funnel stage including:
  - Simple design concept
  - Copywriting for the captions and headline(s)
- Detailed audience targeting per ad set
- Rationale for decisions and strategy

### **Final Presentation**

#### **200 points total (20% of total grade)**

For the final project, students will collaborate on a group presentation pulling together all concepts from class. This will be delivered to the class as well as the client. It will include a compilation and refinement of the Client Audit, Campaign Content, and Advertising plans as well as other relevant content from class. The presentation must include:

- A short audit review
- Organic SMART goals for social
- Community management recommendations
- Content strategy framework
- 3-stage campaign funnel review
- Paid ad campaign review
- 3 SMART goals for the paid campaign
- Benchmarks and budget recommendations for paid campaign
- Ad Plan review
- Conclusion

Each student will be required to speak for approximately equal time during the presentation. The presentation will be 25 minutes long and will be followed by 10 minutes of questions from class peers, the professor, and the client. Everyone in the group should be able and prepared to answer these questions.

### **Assignment Details - Individual Deliverables**

## **Brand Presentation**

### **100 Points Total (10% of total grade)**

Understanding how Brands act is fundamental to the study of social media marketing, because social media marketing is a deliberate, calculated outgrowth of a Brands overall marketing and go-to-market plan.

In this section of the class curriculum, students will be shown examples of several Brands and how their overall market strategy manifests itself in their social media output. Students will be required to select one Brand that is meaningful to them, and make a 10 minute presentation on brands that speak to you on an emotional level, and why and show on piece similar to Google and Sierra Nevada. Additionally, students must show how these same brands extend themselves onto their social media outlets and discuss whether it is consistent.

### **Papers (40 points each / 8% of total grade)**

Being able to set out cogent, strategic thoughts and ideas is critical to a student's success whether it be during their academic career or upon graduation. In this section of the class, students will be asked to create two academic papers that deal with course subject matter.

- Paper #1 – Students will write a paper that provides an analytical overview of one Brand that they participate with, and how do they rate that Brand from a Diversity, Equity and Inclusion standpoint. Specifically, is their social media presence consistent with their DEI standards and if so or if not, how did the student come to that conclusion?
- Paper #2 – Students will pick one social media platform (Facebook, Instagram, Twitter, LinkedIn, TikTok, YouTube or an emerging platform (e.g., BeReal) and give an in-depth overview of the strengths and weaknesses of the platform, how it is positioned for growth and whether the student feels it is well equipped for the future.

## **Attendance & Participation**

### **200 points total (10% of total grade)**

Attendance and participation represent 200 points towards your final grade. For every unexcused absence, your score will drop by 10 points. Class participation includes asking questions during *all* presentations, engaging with class activities and having a working knowledge of the reading assignments. (200 points / 10%)

## **COURSE SCHEDULE**

This class is formatted into 4 units. The first will help establish a fundamental knowledge of how Brands work, how they seek to achieve a community of followers and how that relates to their social media marketing. During the second, you will be assigned to a group and explore each of the seven key social media platforms that we will cover – Facebook, Twitter, Instagram, LinkedIn, YouTube and TikTok and create an analysis of each. The third unit is understanding the basics of social media content and be introduced to a real-world client to focus on for the duration of the class. In this section we will also learn about campaign strategy, and you will begin creating content for your client. In the fourth, we will focus on completing the client work before a final presentation will be delivered to your client.

## Unit 1 – The Power of Brands / Building a Community of Active Participants

Week/Date	Topics (subject to change)	Readings assigned on a weekly basis
1.1	<p>Introductions</p> <p>Syllabus Overview / Class Overview / Grading</p> <p>Introduction to “Brands” and Assessing Brand Strategy</p> <p><b>(Social Media in the News Assignment given)</b></p>	
1.2	<p>Brand Storytelling and Brand Engagement</p> <p>Divide into SM Platform Teams, Understand Group Assignment #1 and Outline Individual Assignment #1 – Brand Presentations</p> <p><b>Reading Assignment – <i>Sprout Social</i> Article - How the Facebook Algorithm Works and Ways to Outsmart It</b></p>	
1.3	<p>Brand Engagement Examples</p> <p><b>Reading Assignment – <i>Social Media Today</i> Article - Instagram Explains How Its Algorithm Works</b></p> <p>Student Presentations of Assignment #1</p>	
1.4	<p>Brand Engagement Examples</p> <p>Student Presentations of Assignment #1</p> <p><b>Field Trip</b></p>	
<b>Unit 2 – Social Media Fundamentals by Platform</b>		
2.1	<p><b>Paper #1 Due</b></p> <p>Group Presentation #1 – Platform Review – <b>FACEBOOK</b></p> <p>Group Presentation #1 – Platform Review - <b>INSTAGRAM</b></p> <p>Social Media in the News (2 presentations)</p>	
2.2	Goal Setting (SMART) and Types of Campaigns	

	<p>Group Presentation #1 – Platform Review – <b>LINKEDIN</b></p> <p>Group Presentation #1 – Platform Review – <b>TWITTER</b></p>
2.3	<p>Group Presentation #1 – Platform Review – <b>TIKTOK</b></p> <p>Group Presentation #1 – Platform Review – <b>YOUTUBE</b></p>
2.4	<p>Organic Content and Community Management</p> <p>Goal Setting, Audience ID, Social Listening and Audit Intro</p> <p><i><b>Sprout Social Article – How to Set and Achieve Meaningful Social Media Goals</b></i></p> <p><b>Guest Speaker</b></p>
<p align="center"><b>UNIT 3 – Social Media Content Strategies &amp; Campaign Structures</b></p>	
3.1	<p>Social Media <b>Audit</b> and <b>Competitive Analysis</b> Overview</p>
3.2	<p>Social Media <b>Content Plan</b> Overview</p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Audience identification</li> <li>• Organic content strategy</li> <li>• The customer/marketing funnel</li> </ul> <p><i><b>Jab, Jab, Jab Right Hook – Round 1 – The Setup and Round 2 – The Characteristics of Great Content</b></i></p>
3.3	<p>Social Media <b>Content Best Practices and Strategy</b> Overview</p> <p><b>Reading Assignment – <i>Databox</i> Article 6 Examples of Highly Converting Social Media Copy and Social Media Tactical Writing Tips</b></p>
3.4	<p><b>Paper #2 Due</b></p> <p><b>Ad Plan</b> Overview</p> <p><b>Status Update/Client Communication #1</b> Presentation to Class</p> <p><b>Field Trip</b></p>
<p align="center"><b>Unit 4 – Client Work and Client Presentations</b></p>	
4.1	<p>Cultural Awareness in Advertising</p>

	Conversational Marketing / Contests / Influencers
4.2	<b>Client Audit Due</b> with presentation to class (10 minutes)  <b><i>Likeable Social Media Excerpt – Chapter 16 and 17</i></b>
4.3	<b>Client Content Plan Due</b> with presentation to class (10 minutes)
4.4	<b>Client Ad Plan Due</b> with presentation to class (10 minutes)  <b>Group Executive Summary Presentation for Client</b>

## Grading

*\*\*\*Within this section, you will need to include how grades will be allocated, whether or not a plus/minus will be used, and a statement discussing the recommended grade distribution. To determine the grade distribution for your course, see UI Policies on the CIMBA website: <http://cimbaitaly.com/ui-policies/> . In addition, allocation or award of “participation” points can be highly subjective and are often the scores that students challenge during grade appeals. If you choose to include participation points in your grading process, you must outline here how, in detail, those points will be determined (i.e.- verbal participation in course, quantity and quality of participation, paying attention, attendance, etc.). We also strongly recommend that you keep a document with notes and comments regarding the quantity and quality of participation for each student as well as any notes on how the participation grade was determined for each student.*

## Class Schedule

*\*\*\*Since CIMBA’s schedule changes and is flexible, it is easier to mark classes with course meeting #1, #2, etc. or by week rather than specific dates. There are 21 course meetings in the semester, including the final or 12 academic weeks.*

## Attendance Policy

Attendance at all classes and CIMBA sanctioned activities is MANDATORY. All unexcused absences will have the following consequences:

- 1st absence will result in a loss of a 1/3 of a letter grade in that class (1/2 in the summer program)
- 2nd (cumulative) absence will result in a loss of an entire letter grade in that class
- 3rd (cumulative) absence will result in a dismissal from the program.

Absences due to illness require a note from the CIMBA Office Staff. If a student is sick and cannot attend class, he/she must inform the CIMBA Staff immediately. Failure to do so will result in an unexcused absence.

## **Grievance Policy**

Student concerns regarding this course should first be discussed with me, the faculty member teaching this course. If we can't resolve the complaint, you may contact the CIMBA Interim Director, Stephanie Schnicker (319-335-1041, [stephanie-schnicker@uiowa.edu](mailto:stephanie-schnicker@uiowa.edu)). The Director will review the details of the complaint and involve the Associate Dean of the Undergraduate Programs, as needed.

## **Academic Misconduct**

The Tippie College of Business at the University of Iowa follows an honor code regarding academic misconduct. That code can be found at <http://tippie.uiowa.edu/honorcode.cfm> and includes cheating, plagiarism, unauthorized collaboration, obtaining an unfair advantage, forgery, facilitating academic dishonesty, and misrepresentation. Be sure you are familiar with this code. Students who exhibit academic dishonesty will receive a zero (0) for the assignment or examination involved and may receive an "F" for the class. All incidents of cheating will be reported to the CIMBA staff, as well as to the Senior Associate Dean of the Tippie College of Business. The decision of the professor may be appealed to a Judicial Board. The Honor Code for the Tippie College of Business will determine the appropriate appeal process.

## **Accommodating Students with Disabilities/Academic Accommodations**

A student seeking academic accommodations such as a modification of seating, testing, timing, etc. should first register with Student Disability Services, then contact the CIMBA Italy Office ([cimba-italy@uiowa.edu](mailto:cimba-italy@uiowa.edu)) to make further arrangements. See <http://sds.studentlife.uiowa.edu> for more information.

## **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 have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. If you feel that you are being or have been harassed or you are not sure what constitutes sexual harassment, we encourage you to visit the University website, [www.sexualharassment.uiowa.edu/index.php](http://www.sexualharassment.uiowa.edu/index.php), and to seek assistance from the CIMBA Interim Director, Stephanie Schnicker, at 319-335-1041 or [stephanie-schnicker@uiowa.edu](mailto:stephanie-schnicker@uiowa.edu).