DGM 6290 Social Media and Brand Strategy Implementation

CRN70227: *Fall 2017: September 2017 – December 2017*

Contact Information:
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Course Format: Blended
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Course Description:
"Social media" describes the tools and methods that people use to share ideas, content, thoughts, and relationships online. Social media differs from so-called mainstream media in that anyone can create, comment on, share, and add to social media content. Social media can take the form of text, audio, video, images, and communities.

Social media environments have become a prime target for product and personal marketing, advertising, and supporting a brand image, but their differences from passive media and even standard websites have made it more difficult to apply traditional thinking to these digital media channels.

The course introduces students to a wide variety of digital social tools with a focus on how they are used to brand a company or individual. The course will emphasize the development of hand-on skills and knowledge of business modeling, defining a brand strategy, blogging, building an online community, understanding the different online social networks, microblogging, developing a corporate social media policy, measuring and monetizing social marketing, and personal brand management.

We'll use case studies, presentations, and team-based analysis to examine these challenges and opportunities and discuss effective strategic and tactical responses.

Engaged, hard-working students will have the opportunity to cultivate the following skills:

- Describe what a brand is, how they evolved and why they matter, the difference between a B2B brand and a B2C brand, and how to keep brand messaging consistent across multiple channels.
- Develop a social media marketing campaign across multiple social channels (such as Snapchat, YouTube, Facebook, Twitter, Instagram, and LinkedIn)
- Learn how to navigate through LinkedIn's business groups and questions.
- Analyze social traffic and impact using social monitoring tools.

Course Materials:
- Required text: *The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly, 6th edition* — by David Meerman Scott

- Handouts as needed
- Blackboard account – discussion, course materials, assignments

- Optional but highly suggested online reading:
    - Hootsuite: https://blog.hootsuite.com
    - Buffer Social: http://blog.bufferapp.com
    - Mari Smith: https://www.marismith.com/mari-smith-blog
    - AgoraPulse: http://www.agorapulse.com/blog
    - Spiderworking :http://www.spiderworking.com/blog/
    - Tailwind: https://blog.tailwindapp.com
    - Socially Sorted: http://sociallysorted.com.au/blog/

- Optional but highly suggested podcast listening:
    - The GaryVee Audio Experience: https://www.garyvaynerchuk.com
    - Social Media Examiner: http://www.socialmediaexaminer.com/category/podcast-episodes
    - Social Media Marketing Talk Show: http://www.socialmediaexaminer.com/morning-social-media-marketing-talk-show
    - Social Media Social Hour: https://casualfridays.com/social-media-social-hour
    - Social Pros Podcast: http://www.convinceandconvert.com/podcasts/shows/social-pros-podcast

I also have a fairly extensive collection of books I've accumulated over the years. Ask me if there's a topic you're looking to explore since I might already own something helpful.

Course Format:
Overview
This course relies on classroom participation, following industry news and interacting with visiting experts. Students are required to engage with recorded lecture material, readings, and weekly industry news and to begin the discussion of them together online. The goal is to allow participants to introduce their interests and skills to one another, and to recognize the range of life experiences and talents brought to the course by fellow classmates.

Course Methodology
Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings and online content.
3. Complete all lecture materials for the week.

4. Participate in the Blackboard discussions and come prepared to lead and join follow-on in-class discussions.
5. Complete and submit all assignments and tests by the due dates.

Class norms and expectations
Attendance is essential for doing well in this class. Class participation and demonstrating engagement with current events and your classmates through weekly quizzes is part of this course. These in-person elements can't be made up, and will serve as spring boards for in-class discussion.

Students who miss more than three classes due to unexcused absences will be ineligible to continue in the course. Excused absences may include illness, urgent family business, work-related issues, and transportation-related or other emergencies which the instructor must approve in advance of the class. All assignments must be made up.

Do your best to come to every class on time. Since this is a blended course, video lectures and readings must be completed in advance of class. This will enable us to use class time to work on group exercises, receive guest presentations, and address individual questions or ideas.

Unless told otherwise, computing devices and phones will not be used during classroom lectures. Please show respect for your classmates by focusing on learning while we're together.

Respect and courtesy for each other is expected. Any comments or behaviors approaching rude, unprofessional, or inconsistent with my own or Northeastern's standards will not be tolerated.

Assignment Due Dates
All assignments should be submitted via Blackboard on or before their due date. Given the short timeframe for coursework, it will be exceedingly difficult to extend any assignment deadline beyond the due date, unless students can document extenuating circumstances such as a health or family emergency. Any need for an extension must be discussed (via email) in advance of the assignment deadline (one day minimum). Grades on assignments will be affected if assignments are not submitted by the deadline.

Grading
You will be assigned a letter grade in this class as follows:

Projects (both required)
   a. Social media thought leader interview and 1000-word written profile
   b. Book, podcast and/or article review and 15 minute class presentation and facilitated discussion
	500 points (250 points each)
	
	Grading and other details will be provided for both projects

Online discussions	150 points
In-class engagement and participation	150 points

	The quantity AND quality of your contributions will be considered.

In-class impromptu discussions
  c. Lead an impromptu 5-minute class discussion on a current event or topic of personal interest in social media
  d. Support and contribute to the discussions led by classmates
	50 points when you lead the discussion
	
	50 points for your contributions to others when they lead
	
	Grading and other details will be provided

Hootsuite certification	100 points *Successful completion of Hootsuite training. Details TBD*
Total	**1000 points**

Extra credit opportunities (one only):
  a. Social media book, article and/or podcast recap and 15 minute class presentation and facilitated discussion
  b. Recap of chapter from our required reading list with 15 minute class presentation and facilitated discussion
	50 points

It is expected that every student's written work will be clear, comprehensible, and competently produced. Spelling, punctuation, grammar, and writing structure will all be considered in project grading, as will your critical thinking, attention to my instructions, and focus on the topic assigned. All sources must be fully cited in APA format and late assignments will be penalized.

The following resources are available to our students who need help to improve their writing skills:
- Smarthinking (available free in Tool section of Blackboard) – allows students to submit written material in any subject and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- Writing Center on Northeastern Campus – contact the center to schedule an appointment.
- Purdue Online Writing Lab (http://owl.english.purdue.edu/owl/) – use it as a valuable source of information about grammar, sentence structure, and general writing skills.

Grade		Baseline expectations
95-100	A	Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented (if research is part of assignment). Displays creativity and originality.

90-94	A-	Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited (if research is part of assignment).
87-89	B+	Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.
84-86	B	Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts.
80-83	B-	Minimally satisfactory work. Shows some understanding of concepts with little reflection or analysis. Barely meets basic requirements of assignment.
77-79 74-76 70-73	C+ C C-	Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped.
69 or below	F	Did not complete the task. Sources not cited.

Grades below C- are not awarded for CPS graduate level courses.

Assignments and Class Schedule (topics and speakers subject to change):

		Theme & Topics	**By 12:00 noon on the Wednesday before class ...**
1	9/20	**Introduction to Social Branding** - Class & faculty introductions - Class structure, grading, and other expectations - Course overview, topics and focus areas *Guest: TBD*	1. Read the course's syllabus and come prepared with questions or suggestions. 2. Open the Week 1 folder and review the course's structure for a typical week. 3. Update your personal profile, making sure you have a current avatar and accurate contact information. 4. In our course's discussion groups, open the "Introduce Yourself" folder and post a brief

			introduction to yourself.
			I'd like to see mention of (1) how you introduce yourself in professional settings ("I'm James Gardner, a veteran sales and marketing professional..."), (2) where you grew up and have lived, (3) where you've worked professionally, (4) your professional goals and dreams after graduation, (5) links to your professional blog, LinkedIn account, Twitter, online design portfolio, and your other public social media channels (6) something unusual or remarkable about you that will surprise me and your classmates, and (7) a tasteful photo of you doing something that makes you happy. Be fun here, but please be professional as well. 5. Read your classmate's introductions and come prepared to both introduce yourself and ask them about themselves. 6. Please contact me if you have any questions.
2	9/27	**Brands: What Are They and Why Do They Matter?** - What is a brand? - Why do brands exist and how did they come to be? - Why do brands matter to marketers? - How are brands changing in today's era of social media? How might they change going forward?	1) Participate in Blackboard discussions 2) Come prepared to share a current event or topic of personal interest in social media and lead a 5-minute class discussion 3) Finish assigned readings and/or viewings
3	10/4	*Social Media and Brand Strategy* **1 of 6: Publishing** - Publishing with blog platforms (WordPress, Blogger, TypePad, Medium, PostHaven, Live	1) Participate in Blackboard discussions 2) Come prepared to share a current event or topic of personal interest in social media and lead a

		Journal, Svbtle, Over-Blog, SquareSpace…), wikis (Wikipedia, Wikia…) and hybrid publishing / sharing services like Tumblr and MySpace *Guest: TBD*	5-minute class discussion 3) Finish assigned readings and/or viewings
4	10/11	***Social Media and Brand Strategy*** **2 of 6: Sharing** - Sharing with video platforms (YouTube, Vevo, Vimeo, Vine, Dailymotion, China's YouKu… and new live streaming services like Twitch and Periscope), document platforms (SlideShare, Scribd…), photo platforms (Instagram, Flickr, Imgur, 500px…), picture platforms (Pinterest, Fancy, Lyst, Ello, Behance…), music platforms (Spotify, Deezer, SoundCloud…), links platforms (Delicious, Scoop.it) and places platforms (Foursquare, Swarm) *Guest: TBD*	1) Participate in Blackboard discussions 2) Come prepared to share a current event or topic of personal interest in social media and lead a 5-minute class discussion 3) Finish assigned readings and/or viewings
5	10/18	***Social Media and Brand Strategy*** **3 of 6: Messaging** - Messaging platforms (WhatsApp, Facebook Messenger, iMessage, Hangouts, Telegram, Skype, SnapChat, Kik, Viber, Tango, WeChat, Line, KakaoTalk, Nimbuzz) *Guest: TBD*	1) Participate in Blackboard discussions 2) Come prepared to share a current event or topic of personal interest in social media and lead a 5-minute class discussion 3) Finish assigned readings and/or viewings
6	10/25	***Social Media and Brand Strategy*** **4 of 6: Discussing** - Conversation platforms (Github, Quora, Reddit, 4chan, Disqus, Muut, Sina Weibo, Tencent Weibo, Tieba Baidu)	1) Participate in Blackboard discussions 2) Come prepared to share a current event or topic of personal interest in social media and lead a 5-minute class discussion 3) Finish assigned readings and/or

		Guest: TBD	viewings
7	11/1	***Social Media and Brand Strategy*** **5 of 6: Collaborating** - Professional communication tools (Slack, HipChat, Chime, TalkSpirit, Caliber…) and collaboration ones (Yammer, Chatter) *Guest: TBD*	1) Participate in Blackboard discussions 2) Come prepared to share a current event or topic of personal interest in social media and lead a 5-minute class discussion 3) Finish assigned readings and/or viewings
8	11/8	***Social Media and Brand Strategy*** **6 of 6: Networking** - Professional social networks (LinkedIn, Viadeo, Xing, Plaxo…), niche social networks (Ning, Nextdoor, Houzz…), and dating servies (Badoo, OKcupid, Tinder, Bumble, Happn) *Guest: TBD*	1) Participate in Blackboard discussions 2) Come prepared to share a current event or topic of personal interest in social media and lead a 5-minute class discussion 3) Finish assigned readings and/or viewings
9	11/15	**Social Media Tools for Monitoring, Automating, and Measuring** - What tools exist to monitor, automate, and measure your social media efforts? *Guest: TBD*	1) Participate in Blackboard discussions 2) Come prepared to share a current event or topic of personal interest in social media and lead a 5-minute class discussion 3) Finish assigned readings and/or viewings
10	11/22	**Paid Media Opportunities Across Social Media: How and When to Pay to Play** - When, why, and how should we think of "free" social media platforms as paid media? Are they ever really free? - How are they best used and how can you get value for your money? *Guest: TBD*	1) Participate in Blackboard discussions 2) Come prepared to share a current event or topic of personal interest in social media and lead a 5-minute class discussion 3) Finish assigned readings and/or viewings

11	11/29	**Social Media Strategy & Planning: Turning Tactics Into Strategic Plans** - How do you pull together all these tactics and opportunities and form a coherent, consistent strategies that ties to your larger goals? - How do you get your organization and leadership to support your social media strategy? *Guest: TBD*	1) Participate in Blackboard discussions 2) Come prepared to share a current event or topic of personal interest in social media and lead a 5-minute class discussion 3) Finish assigned readings and/or viewings
12	12/6	**Social Media's ROI: How to Tell If It's Working (and What to Do If It's Not)** - Why is there skepticism about social media's effectiveness? - How do you know if your social media efforts are delivering ROI? - How can you win over your CMO and CFO and pursue a social media strategy? *Guest: TBD*	1) Participate in Blackboard discussions 2) Come prepared to share a current event or topic of personal interest in social media and lead a 5-minute class discussion 3) Finish assigned readings and/or viewings
13	12/13	**Branding YOU: Self Branding in Your Field to Advance Your Career** - What are your career ambitions? - How can social media tools like Twitter, LinkedIn, YouTube, and even Facebook help (or hurt) your job search and career advancement? *Guest: TBD*	1) Participate in Blackboard discussions 2) Come prepared to share a current event or topic of personal interest in social media and lead a 5-minute class discussion 3) Finish assigned readings and/or viewings

Academic Honesty and Integrity:
Northeastern University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty.

● Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student's exam, paper, computer disk, etc.

- Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- Plagiarism – intentionally representing the words or ideas of another as one's own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.
- Unauthorized collaboration – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation and reporting of the data must be each individual's.
- Participation in academically dishonest activities – Examples include stealing an exam, using a prewritten paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alteration, theft, forgery, or destruction of the academic work of others.
- Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

These are excerpted from the University's policy on academic honesty and integrity; the complete policy is available at: http://www.cps.neu.edu/images/CPS-Stu-Handbook2012-2013.pdf.

For more information please go to http://www.cps.neu.edu/online/.

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