COM 490: Selected Topics - Social Media Strategy
Shippensburg University, Spring 2019
Mondays and Wednesdays, 5 – 6:15 p.m., Rowland Hall 202

Professor: Dr. Kyle Heim

Office: Rowland Hall 123

Office hours:
Mondays, 2 – 4 p.m.
Tuesdays, 12:30 – 1:30 p.m.
Thursdays, 12:30 – 2:30 p.m.

Email: krheim@ship.edu

Phone: (717) 477-1152

Course blog:
http://shipsocial.wordpress.com

Twitter: @ShipHeim

© marketoonist.com

Course description
Students will be introduced to a variety of social media platforms and learn how communication professionals may use them strategically for information gathering, reporting, publicity, promotion and audience engagement. The course is designed to broaden students' understanding of social media principles and ethics while providing practical experience in social media planning, content creation and analytics.

Course objectives
➢ To critically examine the influence of social media, including the ways in which social media both enhance and disrupt the core values and skill sets of public relations and journalism.
➢ To identify ways in which communication professionals can use social media not merely to "friend" or "follow" personal acquaintances but to achieve professional goals and interact with the public.
➢ To learn strategies for designing social media campaigns and measuring their effectiveness.
➢ To gain proficiency in the use of several social media platforms and tools.
➢ To develop a set of social media skills and practices that will endure even as the technology changes.

Required texts
➢ David Meerman Scott (2017). *The new rules of marketing & PR: How to use social media, online video, mobile applications, blogs, news releases & viral marketing to reach buyers directly* (6th ed.). Hoboken, NJ: Wiley & Sons. ISBN: 9781119362418 (Make sure you purchase the **6th edition**.)
➢ Anthony Adornato (2018). *Mobile and social media journalism: A practical guide*. Thousand Oaks, CA: CQ Press. ISBN: 9781506357140.

➤ Several web pages also are part of the required reading. They are posted as clickable links in the schedule at the end of this syllabus and on the course blog. Many of the web readings are also available as pdf files on D2L (in the "Readings" folder) in the event that the links aren't working.
.

Professional values and competencies for C/J majors and minors

The Communication/Journalism Department faculty sets the goal of developing within each student core professional values and competencies as defined by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC). The following competencies are addressed in this course:

➤ Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
➤ Think critically, creatively and independently
➤ Conduct research and gather information by methods appropriate to the communications professions in which they work.
➤ Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
➤ Apply tools and technologies appropriate for the communications professions in which they work

Some special notes about this course

➤ **You will be required to *actually use* social media and create some new social media accounts in this course.** You will create and maintain a WordPress blog and a Twitter account. If you already have a blog or a Twitter account, you will need to create new ones specifically for this course. In addition, you will use the Hootsuite social media management system and gain Hootsuite Platform Certification. You may be required to use other social media tools as well.
➤ **Most of what you post online in this course will be public and searchable.** Keep that in mind. Your social media account names must identify you to your classmates and the professor and must be professional in tone (no cute nicknames).
➤ **You don't need to be a technology wizard to succeed in this course, but you need to use the technology properly.** Double-check everything before publishing it to the world. Make sure your posts are properly formatted and all hyperlinks are functional. If you're stuck, help menus and Google searches can be your friends.
➤ **The assigned reading is essential.** You can't stay on top of the latest social media trends if you're not willing to read about them and learn from others' experiences.
➤ **This is not a purely lecture-based course.** Come to class prepared to discuss and reflect upon the assigned readings. Also, spend some time each week surveying the social media landscape and be prepared to share any interesting discoveries during class.
➤ **All of the rules of effective communication, including professionalism, accuracy, and correct spelling and grammar, still apply. So do libel and copyright laws.** Social media do not give you a license to do dumb stuff. If you do something dumb by accident, fix it.

Course blog, Twitter and D2L

To succeed in this course, you must have reliable Internet access. **You must check the course blog (http://shipsocial.wordpress.com) and the Twitter account that you will create for this course regularly, including before class.** The syllabus and schedule have been posted to the course blog, and all assignment instructions will be posted there. I may post class announcements via the course blog or via Twitter. D2L will be used for taking quizzes and for recording grades. **Computer or Internet problems will not be a valid excuse failing to follow instructions or failing to complete assignments on time.**

Email

Please check your Ship email account regularly. I will use your Ship email address when I need to communicate with you individually. When corresponding with me by email, **always include a subject**

line and mention that the email is regarding COM 490. I respond to emails as quickly as I can, but **please allow 24 hours for a response or up to 48 hours on a weekend.**

Attendance and classroom etiquette

- ➢ **Attendance is mandatory**, and students are expected to arrive on time. An attendance sheet will be circulated at the start of class each day. It is your responsibility to sign the sheet. The attendance sheets will serve as the official record of attendance. If you come to class late, after the attendance sheet has circulated, you may be marked absent that day.
- ➢ **Students are responsible for keeping track of their own attendance.** I will use the attendance sheets to record attendance at the end of the semester.
- ➢ **Students are permitted NO MORE THAN TWO unexcused absences during the semester.** More than two unexcused absences will result in the lowering of your final course grade as follows**:**
  - o **3 or 4 unexcused absences** = final grade lowered by a half-grade — for example, from an A- to a B+ or from a C+ to a C. NOTE: Shippensburg University does not use C- or D+ grades, so a C would be lowered to a D.
  - o **5 or 6 unexcused absences** = final grade lowered by a full letter grade — for example, from a B to a C.
  - o **7 or more unexcused absences** = student automatically fails the course, regardless of his or her performance on assignments, quizzes and projects.
- ➢ **An absence will be excused ONLY** if a student (1) notifies the instructor of the absence in person or via email BEFORE class, **AND** (2) provides official written documentation of the reason for the absence (e.g., an official signed, dated note from a doctor, coach, lawyer, other instructor, etc., or from the Dean's Office). This documentation must be provided when you return to class. If you know you will miss more than one class due to illness, it is recommended that you notify the Dean's Office, which will notify all of your instructors of your absences.
- ➢ **In-class exercises generally cannot be made up.** If you miss a class for anything other than illness, a death in the family or an official university function, you will not be allowed to make up the work and will earn a zero on the assignment. Official documentation such as a note from a doctor, coach or the dean's office is required in order to make up the work.
- ➢ Please observe basic courtesy during class. **Phones and other electronic devices may NOT be used except when needed for an in-class exercise.** They must be turned off or set to "vibrate" and put away to avoid disrupting the class. Texting is not allowed in class. Students violating the rules on phones and electronic devices will lose participation points. **Food and drink are not permitted in the computer labs.**

Course requirements (more details to be provided during the semester)

- ➢ **Reading:** The assigned reading is absolutely essential. Class sessions will build upon the assigned readings, not simply rehash them. When reading material on the web, be sure to click on any relevant embedded links and peruse any comments left by readers.

- ➢ **Challenge assignments:** These assignments will help you gain proficiency in using multiple social media tools, creating content for social media platforms and engaging in personal reflection on your usage of social media. The seven challenge assignments will consist of two blogging challenges, two Twitter challenges, an Instagram challenge, a Hootsuite certification challenge and a personal branding challenge. For the Hootsuite certification challenge, you will earn Hootsuite Platform Certification by completing online training in the use of the Hootsuite social media management system and passing an online examination.

- ➢ **Social media strategy and critique:** For this project, you will select an organization (company,

business, nonprofit, professional association or news outlet) and critique its social media strategy. You should select an organization that has a social media presence but, in your opinion, is not meeting its full potential. The project has two parts. In the first part, you will research the organization and its audience, create buyer/user personas and conduct a social media audit. In the second part, you will evaluate the organization's social media content, recommend ways in which the organization may improve its social media presence and create some sample content.

➢ **Case study presentation:** Working in teams of two or three, you will select a case (from a list of options) in which social media were used by communication professionals in ways that raised ethical questions or controversy. Each team will deliver a presentation to the class summarizing the case, analyzing how and why the usage of social media was effective or ineffective and explaining what lessons the case teaches us about best (and worst) social media practices. Presentations will be staggered throughout the semester. The presentation must be 8 to 12 minutes and include one or more interactive or multimedia elements.

➢ **Quizzes:** You will take **10 quizzes on D2L** during the semester. Each quiz will cover the assigned reading for that week to ensure that you are ready to participate in class discussion. **Each quiz will be available on D2L for a 48-hour period ending at 4 p.m. the day of class. Failure to take the quiz during that time will result in a score of zero.** Each quiz will contain 8 multiple-choice, fill-in-the-blank, and/or true-or-false questions. The quizzes are open-book and open-notes, but you will have only **15 minutes** to complete the quiz, so you must finish the reading before taking the quiz. If you exceed the 15-minute time limit, you will receive a grade of zero. You must complete the quiz in its entirety the first time you open it, and you are not allowed to move back and forth between questions. If you leave the quiz to go to another web page, you may be locked out of the quiz. **You may not retake a quiz**, so make sure that you have a reliable Internet connection and are free from interruptions before you begin. You may NOT work on the quizzes with a classmate; that is a form of academic dishonesty (see "Plagiarism and academic dishonesty" below). **Your eight highest quiz scores will count toward your semester grade, and your two lowest quiz scores will be dropped.** I drop the two lowest scores because I understand that problems such as illness, emergencies, computer glitches, etc., may arise. Because of the possibility that unforeseen problems may arise later in the semester, you should never skip a quiz. **There will be no make-up quizzes**.

➢ **In-class exercises:** There will be several exercises that will be completed and submitted during class. These exercises cannot be made up. If you are absent, you won't earn the points.

➢ **Participation:** You are expected to be an active participant in this course, both in the classroom and on social media. You are expected to make thoughtful contributions to class discussions and to tweet regularly (at least three relevant, substantive tweets per week), beginning in Week 5 of the semester, using a Twitter account that you will create for this course. You will be graded on the quantity and quality of your participation in four areas: contributions to the classroom discussion, quantity of tweets, quality of tweets and mechanics of tweets. A participation grading rubric is included at the end of this syllabus.

Grading and evaluation

Grades will be recorded on the course D2L site. It is your responsibility to monitor your grades. Questions about grades should be raised when an assignment is returned, not at the end of the semester.

You may earn a total of up to **400 points** during the semester, broken down as follows:

7 challenge assignments (18 points each)	126 points
Social media strategy and critique	100 points
Part 1 – Organization background and audience (40 points)	
Part 2 – Social media evaluation and recommendations (60 points)	
Case study presentation	40 points
Top 8 quiz scores (8 points each)	64 points
In-class exercises	20 points
Participation (in class and on Twitter)	50 points
TOTAL	**400 points**

Point totals at the end of the semester will be converted to letter grades using the following percentage-based scale:

Point Total	Grade		Point Total	Grade		Point Total	Grade
372 – 400 (93%)	A		320 – 331.5 (80%)	B-		0 – 239.5	F
360 – 371.5 (90%)	A-		300 – 319.5 (75%)	C+			
348 – 359.5 (87%)	B+		280 – 299.5 (70%)	C			
332 – 347.5 (83%)	B		240 – 279.5 (60%)	D			

Deadlines and assignment submission
Because of the nature of this course, assignments will be submitted in a variety of formats. **Any assignment that is not correctly formatted or does not follow instructions and proper procedures may be penalized with a deduction in points or a zero.**

Social media operate in real time. Minutes and seconds count. Deadlines matter. Submit all assignments by the due date and time. Computer or Internet problems will not be a valid excuse for failing to submit assignments properly or for submitting them late. Any assignment submitted up to 48 hours late will receive a 10 percent point deduction (approximately one full letter grade). **ANY ASSIGNMENT SUBMITTED MORE THAN 48 HOURS LATE WILL NOT BE ACCEPTED, WILL NOT BE GRADED, AND WILL EARN A ZERO.**

Extensions may be granted at my discretion and may require documentation of extreme circumstances, such as illness or an emergency. All extensions must be requested at least 24 hours before the assignment is due. Extensions will not be granted after the deadline has passed.

Plagiarism and academic dishonesty
Students are expected to complete individual and original work for this class. Plagiarism, cheating and other forms of academic dishonesty will not be tolerated and will be handled according to the university's Academic Dishonesty Policy contained in the 2017-2019 Shippensburg University Undergraduate Catalog (http://www.ship.edu/catalog). All instances of academic dishonesty will be reported to the department, Dean's Office and Office of Student Affairs. Penalties for violation of the Academic Dishonesty Policy include grade reduction, assignment of a failing grade for the course, suspension and expulsion from the University.

Learning Center and Advising Center resources
The Learning Center: If you feel you need extra help to improve your academic performance in this course or in any of your other courses, please consider making an appointment with a tutor or learning specialist in the Learning Center. The Learning Center is located in Mowrey Hall and can be reached at (717) 477-1420. More information is available at http://learning.ship.edu/home.

The College of Arts & Sciences Advising Center (CASA): Located in DHC 216, CASA is a walk-in office that offers several types of academic support, from advice and help on time management, test anxiety and study skills to discussions about what major might be right for you. It is open Monday through Thursday from 9 a.m. to 4 p.m. and Friday from 9 a.m. to noon. You may also email (casa@ship.edu) or call (717) 477-1150 to set up a time to meet with a success coach or faculty adviser.

Accessibility and accommodations

Shippensburg University welcomes students with disabilities into all of the university's educational programs and strives to make all learning experiences as accessible as possible. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Office of Accessibility Resources (OAR) to discuss your specific needs. OAR is located in Horton Hall 324 and can be reached by phone at (717) 477-1364. The office's website is http://www.ship.edu/oar.

In order to receive consideration for reasonable accommodations, you must provide documentation and participate in an intake interview. If the documentation supports your request for reasonable accommodations, the Office of Accessibility Resources will provide you with an Accommodation Notification Form. OAR encourages you to share your notification form with your instructors and discuss your accommodations with them as early in your courses as possible. You must submit a request for a new notification form each semester that you request accommodations.

Commitment to a safe learning environment

Shippensburg University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to faculty members' reporting obligations are when incidents of sexual violence are communicated by students during classroom discussions, in writing assignments for class, or as part of University-approved research projects.

Faculty members are obligated to report allegations of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. Such reporting must be made to the Shippensburg University Police (717-477-1444), the Department of Human Services (DHS) at 800-932-0313, and the University's Office of the Vice President of Student Affairs (717-477-1308).

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence are set forth at:
http://www.ship.edu/No_More/Sexual_Misconduct/Sexual_Misconduct_Information/.

Shippensburg University Title IX Coordinator:
Carlesha Green Halkias, J.D.
Shippensburg University
1871 Old Main Drive
Shippensburg, PA 17257-2299
(717) 477-1123, extension 1161
cghalkias@ship.edu

Department of Education
Website: Office for Civil Rights, Department of Education
Contact via the Web: Contact the Office for Civil Rights (Education)

E-mail: ocr@ed.gov
Address: 400 Maryland Ave SW, Washington, DC 20202-1100
Phone Number: (202) 245-6700 **Toll-free**: (800) 421-3481 **TTY**: (800) 877-8339

Additional information regarding domestic violence, sexual assault, dating violence and stalking directed toward students may be found at Ship Says No More, which is located at: http://www.ship.edu/No_More/Sexual_Misconduct/Sexual_Misconduct_Information/. The information includes interim measures available, processes, rights, options and resources.

Tentative Course Schedule

This schedule is subject to change. Changes will be announced in class and/or posted on the course blog. All assignment instructions will be posted on the course blog. Many of the web readings are also available as pdf files on D2L (in the "Readings" folder) in the event that the links aren't working.

WEEK 1 (Jan. 23): Introduction to the course

WEEK 2 (Jan. 28 & 30): How social media is changing journalism

- **READING for Wednesday:**
    - Scott, Ch. 4, pp. 61-64 only
    - Adornato, Ch. 1 ("Forces at the Gate: An Active Audience"), full chapter
    - Adornato, Ch. 7 ("Social Media Ethics and Policies"), full chapter
    - Derek Thompson, "What the Death of Homepages Means for the Future of News," *The Atlantic*, May 15, 2014, https://www.theatlantic.com/business/archive/2014/05/what-the-death-the-homepage-means-for-news/370997/
    - *Terminology:* social media vs. social networking, active audience, journalism as a conversation, gatekeeping, user-generated content
- **Take Quiz 1 on D2L before 4 p.m. Wednesday.**

WEEK 3 (Feb. 4 & 6): How social media is changing public relations

- **READING for Monday:**
    - Scott, Ch. 1 ("The Old Rules of Marketing and PR Are Ineffective in an Online World"), full chapter
    - Scott, Ch. 2 ("The New Rules of Marketing and PR"), full chapter
    - *Terminology:* one-way interruption, the "long tail"
- **Take Quiz 2 on D2L before 4 p.m. Monday.**
- **DUE Wednesday: Challenge #1 (Blogging Challenge 1)**

WEEK 4 (Feb. 11 & 13): Social media mindset: Mobile-first, real-time, audience-centric

- **READING for Monday:**
    - Scott, Ch. 9 ("Marketing and PR in Real Time"), full chapter
    - Adornato, Ch. 2, pp. 23-35
    - Adornato, Ch. 4, pp. 86-88 (section on "Crowdsourcing: Social Collaboration and Curation")
    - *Terminology:* real time, crowdsourcing
- **Take Quiz 3 on D2L before 4 p.m. Monday.**
- **DUE Wednesday: Challenge #2 (Twitter Challenge 1 – Scavenger Hunt)**

WEEK 5 (Feb. 18 & 20): Social media planning and strategizing

— **READING for Monday:**
- Scott, Ch. 3, pp. 45-49 (section on "Buyer Personas: The Basics")
- Scott, Ch. 10, pp. 159-180
- Scott, Ch. 14 pp. 262-268 (beginning with "Which Social Networking Site is Right for You?")
- Adornato, Ch. 2, pp. 36-45 (section on "Newsroom Mobile and Social Media Strategies")
- Adornato, Ch. 5, pp. 95-99
- *Terminology:* buyer persona, quality content, positive audience experience, authentic engagement, social listening

— **Take Quiz 4 on D2L before 4 p.m. Monday.**

— **DUE Wednesday: Selection of organization for Social Media Strategy and Critique project**

WEEK 6 (Feb. 25 & 27): Finding the right voice, tone and writing style

— **READING for Monday:**
- Kevan Lee, "How to Find Your Social Media Marketing Voice: The Best Examples, Questions and Guides," *Buffer*, Nov. 30, 2018, https://buffer.com/library/social-media-marketing-voice-and-tone
- Scott, Ch. 13 ("How to Write for Your Buyers"), full chapter
- Scott, Ch. 14, pp. 257-260 (section on "The Sharing More Than Selling Rule")
- Adornato, pp. 123-133
- *Terminology:* voice vs. tone, brand journalism, social media optimization (SMO)

— **Take Quiz 5 on D2L before 4 p.m. Monday.**

— **Complete Hootsuite Platform Training Chapter 1 (The Fundamentals of Using Hootsuite)**

WEEK 7 (March 4 & 6): Blogging

— **READING for Monday:**
- Adornato, Ch. 3, pp. 63-66
- Scott, Ch. 5 ("Blogs: Tapping Millions of Evangelists to Tell Your Story"), full chapter
- Scott, Ch. 15 ("Blogging to Reach Your Buyers"), full chapter
- *Terminology:* blog, RSS

— **DUE Wednesday: Challenge #3 - Complete Hootsuite Platform Training Chapter 2 (Advanced Uses of Hootsuite) and Hootsuite Platform Certification Exam**

March 11 & 13
NO CLASS (Spring break)

WEEK 8 (March 18 & 20): Tweeting and livetweeting

– **READING for Monday:**
  - Adornato, Ch. 4, pp. 69-72 <u>and</u> pp. 80-86 (section on "Social Newsgathering: Story Ideas, Sources, and Content")
  - Scott, Ch. 14 pp. 252-256 (sections on "Tweet Your Thoughts to the World" and "Social Networking and Personal Branding")
  - Scott, Ch. 21 ("Newsjacking Your Way Into the Media"), full chapter
  - Kris Banks, "So You Wanna Livetweet: 10 Rules for Effective Livetweeting," *Medium*, July 21, 2016, https://medium.com/@KrisBanks/so-you-wanna-livetweet-10-rules-for-effective-livetweeting-c1bf929f2325
  - *Terminology:* handle, hashtag, tagging, geo-location, livetweeting, social listening, Twitter lists, geocode, social media dashboards
 – **Take Quiz 6 on D2L before 4 p.m. Monday.**
 – **DUE Wednesday: Challenge #4 (Blogging Challenge 2)**

WEEK 9 (March 25 & 27): Facebook, algorithms and dark posts

– **READING:**
  - Scott, Ch. 14, pp. 240-247
  - Brian Boland, "Organic Reach on Facebook: Your Questions Answered," *Facebook Business*, June 5, 2014, https://www.facebook.com/business/news/Organic-Reach-on-Facebook
  - Sophia Bernazzani, "The Decline of Organic Facebook Reach & How to Adjust to the Algorithm," *HubSpot*, June 15, 2018, https://blog.hubspot.com/marketing/facebook-organic-reach-declining
  - Sapna Maheshwari and Sydney Ember, "The End of the Social News Era? Journalists Brace for Facebook's Big Change," *New York Times*, Jan. 11, 2018, https://www.nytimes.com/2018/01/11/business/media/facebook-news-feed-media.html
  - Nate Brooks, "The Elephant in the Room - Dark Marketing: What It Is and How to Illuminate the Darkness," *BrandTotal*, July 6, 2017, https://www.brandtotal.com/blog/the-elephant-in-the-room-dark-marketing-what-it-is-and-how-to-illuminate-the-darkness
  - *Terminology:* Facebook groups, organic reach, algorithm, dark marketing, fragmentation, segmentation, personalization, retargeting
 – **Take Quiz 7 on D2L before 4 p.m. Monday.**
 – **DUE Wednesday: Challenge #5 (Twitter Challenge 2 – Twitter Lists and Chats)**

WEEK 10 (April 1 & 3): Sharing photos, audio and video

- **READING:**
  - Adornato, Ch. 4, pp. 74-75 (section on Instagram) and pp. 77-79 (Section on Snapchat)
  - Scott, Ch. 16 ("An Image Is Worth a Thousand Words"), full chapter
  - Michael Aynsley, "How to Write Good Instagram Captions: Tips, Ideas, and Tools," *Hootsuite*, August 9, 2018, https://blog.hootsuite.com/instagram-captions-drive-engagement/
  - Gabriele Boland, "10 Tips to Creating the Best Snapchat and Instagram Stories," *NewsWhip*, July 5, 2018, https://www.newswhip.com/2018/07/best-instagram-stories-snapchat-stories/
  - Brent Barnhart, "The Ultimate Guide on How to Use Instagram Stories," SproutSocial, August 21, 2018, https://sproutsocial.com/insights/how-to-use-instagram-stories/
  - *Terminology:* filters, Instagram stories, Snap stories, Snapcode
- **DUE Wednesday: Social Media Strategy and Critique - Part 1**

WEEK 11 (April 8 & 10): Media relations and outreach

- **READING:**
  - Scott, Ch. 18 ("How to Use News Releases to Reach Buyers Directly"), full chapter
  - Scott, Ch. 20 ("The New Rules for Reaching the Media"), full chapter
- **Take Quiz 8 on D2L before 4 p.m. Monday.**

WEEK 12 (April 15 & 17): Measurement and evaluation - Social media analytics

- **READING:**
  - Adornato, Ch. 6, pp. 134-145
  - Scott, Ch. 10, pp. 180-183 (beginning with "The New Rules of Measurement")
  - Scott, Ch. 22 ("Search Engine Marketing"), full chapter
  - *Terminology:* clickbait, Facebook analytics (likes, reach, page views), Twitter analytics (impressions, engagements, engagement rate), website analytics (unique visitors, page views, referrers), search engine marketing, search engine optimization (SEO), landing pages
- **Take Quiz 9 on D2L before 4 p.m. Monday.**
- **DUE Wednesday: Challenge #6 (Instagram Challenge)**

WEEK 13 (April 22 & 24): Social media pitfalls - Dealing with crises and trolls

 — **READING:**
- Scott, Ch. 14, pp. 269-272 (section on "Social Networking and Crisis Communications")
- Kelly Samuel, "A Social Media Crisis Management Plan All Marketers Can Follow," *Forbes*, Sept. 12, 2017, https://www.forbes.com/sites/forbesagencycouncil/2017/09/12/a-social-media-crisis-management-plan-all-marketers-can-follow/#533942586804
- Patrick Whatman, "Build Your Social Media Crisis Management Plan in 10 Steps," *Mention*, https://mention.com/blog/social-media-crisis-management-plan/
- Dan Gingiss, "How to Handle Trolls in Social Media," *Forbes*, Sept. 24, 2018, https://www.forbes.com/sites/dangingiss/2018/09/24/how-to-handle-trolls-in-social-media/#65923a491767

 — **Take Quiz 10 on D2L before 4 p.m. Monday.**

WEEK 14 (April 29 & May 1): Your social media future - Personal branding and careers

 — **READING:**
- Adornato Ch. 3, pp. 47-62
- Adornato, Ch. 8 ("Mobile and Social Media in Your Career"), full chapter
- "'I Am a Brand,' Pathetic Man Says, *The Onion*, November 29, 2012, https://local.theonion.com/i-am-a-brand-pathetic-man-says-1819574256
- *Terminology*: 80/20 rule of social media, rule of thirds for social media

 — **DUE Wednesday: Social Media Strategy and Critique - Part 2**

WEEK 15 (May 6-10) — date and time to be announced
Final meeting; discussion of Social Media Strategy and Critique projects

 — **DUE: Challenge #7 (Personal Branding Challenge)**

COM 490: Selected Topics – Social Media Strategy

Participation

  Classroom participation: Participation in this course requires more than being physically present. Social media is all about sharing and conversation, and those principles apply to the classroom as well. Come to class on time. Be prepared to discuss the assigned reading and share any interesting things you've discovered online. Always give your classmates, the professor and any guest speakers your undivided attention.

  Twitter participation: Because this is a course in social media, participation extends beyond the classroom to social media platforms. At a minimum, you must participate via Twitter by posting **at least three substantive tweets per week to the Twitter account** you will create for this course, **beginning no later than the fifth week of the semester (Feb. 17-23)**. These tweets must be IN ADDITION TO the tweets that are required for any assignments in class or outside of class. **No more than about a third of the tweets should be retweets. More than half of them should link to a relevant article, blog post or other current information on the web.** NOTE: The tweets must be spread out week by week. You cannot make up for a missed week by doubling up the following week. The tweets must be **relevant to the topics of this course** (directly pertain to social or digital media, journalism, broadcasting, public relations, advertising and/or marketing). The tweets should be professional, not purely personal, in nature. They should follow the rules and best practices for using Twitter, contain no errors, and adhere to all the rules of spelling, grammar and punctuation.

  Grading: You may earn up to **50 points** for participation, broken down as follows:

	Excellent	**Satisfactory**	**Poor**	**Unacceptable**
Contributions to classroom discussion	Regularly made substantive contributions to the classroom conversation without prompting. **15 points**	Occasionally made substantive contributions to the classroom conversation without prompting. **12 points**	Made substantive contributions to the classroom conversation, but only when prompted. **9 points**	Did not make substantive contributions to the classroom conversation, even when prompted. **6 points**
Quantity of tweets	Tweeted well above and beyond the minimum expectation of three tweets per week. **15 points**	Met the minimum expectation of about three tweets per week. **12 points**	Posted fewer than three tweets per week, or did not post regularly throughout the semester. **9 points**	Rarely tweeted except when required to for an assignment. **6 points**
Quality of tweets	Tweets were consistently substantive and relevant, and they often linked to outside sources. **15 points**	Tweets were consistently substantive and relevant, but rarely linked to outside sources. **12 points**	Tweets sometimes lacked substance or relevance to the course. **9 points**	Tweets were rarely substantive or relevant to the course. **6 points**
Mechanics of tweets	Tweets followed Twitter rules and best practices, and had very few, if any, errors or typos. **5 points**	Tweets followed Twitter rules and best practices, but had a few errors or typos. **4 points**	Tweets had very few, if any, errors or typos, but did not consistently follow Twitter rules and best practices. **3 points**	Tweets either had many errors and typos, or showed no effort to follow Twitter rules and best practices. **2 points**

47-50 = A | 45-46 = A- | 44 = B+ | 42-43 = B | 40-41 = B- | 38-39 = C+ | 35-37 = C | 30-34 = D | 0-29 = F