



## MFJS 3700: Social Media Messaging | Spring Quarter 2015

**Class Begins: March 23; Ends: May 29 (Check CANVAS for first class pre-class assignments)**

**Saturday Mornings: 8:00 a.m. to Noon**

**- March 28; April 4; April 11; April 18; April 25; May 2; May 9; May 16; May 23.**

**Note: This syllabus can be changed, revised, and/or adjusted at any time.**

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**Office Hours:** By appointment. The best way to contact me is within CANVAS. You can also contact me via email, text, and voice. Response time is – 24 hours M-F; 72 hours on the weekends. You are encouraged to post your general questions in CANVAS in the discussion area.

Prerequisite: None

### **REQUIRED Course Texts and Materials:**

1. Fuchs, Christian. *Social Media, A Critical Introduction*. Sage, 2014. ISBN: 978-1-4462-5730-2 or ISBN: 978-1-4462-5731-9 (pbk) – (Available at Amazon, B&N- for \$25-\$40/Kindle \$36.34); or you can read it online or purchase/retrieve the eBook at [Google Books](#) for \$19.87.
2. Rob Stokes' eMarketing – Quirk's Digital Marketing Textbook, 5<sup>th</sup> Edition | FREE PDF Download > <http://www.redandyellow.co.za/product/textbook-digital/> <
3. Centers for Disease Control and Prevention (CDC) – *CDC's Guide to Writing for Social Media* | Download from CANVAS under "Course Materials".
4. You may need to purchase one business case from Harvard Business Publications for \$3.95 (This will be noted in CANVAS\_TBD).
5. Bring your personal laptop computer or tablet to class. You may also share with your team members (at least one computer per team is required in class).
6. Business news articles, scenarios, case examples, handouts, exhibits and videos — will be posted in CANVAS throughout the course. Assignment and reading due dates will be noted.

### **Course Description:**

What is social about social media? This course will investigate the history, rise, and growth of social media within a communication framework—in other words, we will explore what it means to be social through the examination of theory and application. We will discuss the evolution of social communication and ask critical questions that look at its past, present, and future impact on culture, business, and society.

You will leave this class with an applied understanding of digital technologies through the development of an integrated social media campaign using online tools (such as Google and/or similar analytic tools) and social networks such as Facebook, Twitter, LinkedIn, YouTube, Flickr, Digg, Tumblr, etc. Be prepared to embrace an interdisciplinary hands-on journey through the basic fundamentals of digital and traditional marketing communication and tactics.

**Learning Outcomes:**

1. Explain how online communication impacts social, economic, and political markets.
2. Develop an awareness of strategic marketing and communication approaches.
3. Demonstrate knowledge and application of social media messaging concepts.
4. Demonstrate an understanding of social media’s impact on relationships.
5. Identify and demonstrate social media skills through the use of online tools and tactics.
6. Analyze the effectiveness and impact of messaging to diverse targets and user groups.
7. Identify/measure the short/long-term impact (ROI) of online (content) communication.
8. Refine skills of active reading/listening, critical thinking, reasoning, evaluation, and communication in face-to-face and technologically mediated environments.

***LEARNING ASSESSMENT:***

| Assessment Item  | Individual or Group Assessment | Percent of Total Course Grade  | Relationship of Learning Assessment Item to Course Learning Outcomes (LO) |
|--|--------------------------------|--|---|
| <b>Digital Media Campaign Brief (DMCB)</b><br>Plan (DMCB) – 20%<br>Presentation – 10%<br>Self/Peer-Evaluations – 10%,<br>Peer Review – 10%   | Individual and/or Group*       | 50%  | LO “All-1-8”  |
| <b>Opinion Report (6x)</b>   | Individual                     | 10%  | LO “All-1-8”  |
| <b>Reflection/Research (6x)</b>  | Individual                     | 10%  | LO 1, 4, 7  |
| <b><i>Class Participation</i></b><br>(see Participation Rubric) –<br><b>In-class Activities</b> include Activities, Discussions, Pitch Sessions, Case Analysis; <b>Online Discussions</b> include Quizzes, Posts, Field Work, etc. ---<br><b>READ: Dos and Don’ts of Online Discussions:</b><br><a href="http://www.onlinecollege.org/2011/04/18/dos-and-donts-online-class-discussions/">http://www.onlinecollege.org/2011/04/18/dos-and-donts-online-class-discussions/</a>  | Individual and/or Group        | In-class Activities: 20%<br><br>Online Activities and/or Field Work: 10% | LO “All-1-8”  |
| <b>This is important.</b> You have creative control over your “ <b>Digital Media Campaign Brief</b> ”. Your team will dictate whether you’re creating a campaign for a start-up business, non-profit organization, or a well-established brand. If you have another project idea, I’m willing to discuss what that might entail. Keep in mind your group will also be graded on:<br>-Creativity<br>-Diversity<br>-Flexibility<br>-Thoroughness<br>-The application of what you’ve learned, and<br>-How well you communicate your plan. |                                | <b>100%</b>  |   |

\*Individual scores for group activities may be adjusted for differences in individual contribution indicated in the peer evaluation.\*

Assignment and reading details will be presented in class and posted in CANVAS.

| Percentage | Grade |                                 |
|------------|-------|---------------------------------|
| 95-100     | A     | <b>Outstanding Scholarship</b>  |
| 90-94      | A-    |                                 |
| 87-89      | B+    | <b>Superior Achievement</b>     |
| 84-86      | B     |                                 |
| 80-83      | B-    |                                 |
| 77-79      | C+    |                                 |
| 74-76      | C     | <b>Satisfactory Achievement</b> |
| 70-73      | C-    |                                 |
| 67-69      | D+    |                                 |
| 64-66      | D     |                                 |
| 60-63      | D-    |                                 |
| 0-59       | F     | <b>No Credit</b>                |

### Participation Rubric:

| Student evaluation will be based on <u>both demonstration of understanding of concepts provided in the readings and class during the course</u> and in the level of participation demonstrated during face-to-face and online class activities. |  |  |  |
|---|--|--|--|
| A   | B  | C  | D  |
| “A” --performance in participation will include attendance in all class sessions, verbal contributions demonstrating knowledge of the subject matter during class discussions, and strong involvement in each of the weekly sessions.           | “B” --level performance occurs when verbal contributions don’t reflect knowledge of the course subject matter but involvement in the course is strong. | “C” --level participation, the contributions may not be as numerous or as substantive. | “D” --level suggests lack of effort or commitment demonstrated in weekly class sessions. |

## PRE-CLASS ASSIGNMENT

**(DUE: March 27<sup>th</sup> /Before Class – Submit in Canvas)**

**Reading Assignment:** Read Chapters 1 and 2, p. 1-49 in the book *Social Media, A Critical Introduction*/Christian Fuchs. Be prepared to discuss these chapters during our first class session.

**Written Assignment:** Based on the pre-class reading assignment briefly answer **ONE** of the following topics in a FULL 2-3 page, double spaced, 12 point/Times New Roman, typewritten paper. (**CHOOSE ONE TOPIC TO WRITE ABOUT**).

- What is social media?
- Identify and describe the basic features of a virtual community.
- How would you explain the concept of “work”, according to Marx.
- Describe your ideas of collaborative work and its role in today’s society.
- What do you see as the positive and negative features of social media?

This written assignment will be graded on content and integration of your own ideas and ideas from the reading, as well as organization, grammar, and mechanics.

**Student Responsibility:** Students should read the material and complete any necessary assignments PRIOR to each class session. Other responsibilities include being respectful of one another as we create a “team like” environment. We are here to SHARE freely, have FUN, and help each other become better communicators, presenters, and digital marketers. Be considerate of your peers, arrive on time, listen to each other attentively, ask/answer questions, and plan to attend every class.

### **TENTATIVE Course Schedule AND Assignments:**

*Note: Assignment and reading details will be presented in class and posted in CANVAS.*

| <b>Class</b>   | <b>Topics Covered</b>   | <b>Assigned Reading(s)</b>  | <b>Assignments Due</b>   |
|--|---|---|--|
| Pre-Class  | <b>Topic:</b> Pre-Class Assignment – See assignment details in this syllabus.   | <b>Read:</b> <i>Social Media, A Critical Introduction/Fuchs</i><br>Chapters 1, 2, p. 1-49   | <b>DUE: March 27<sup>th</sup> –</b><br><b>- Pre-Class Written Assignment</b><br><b>- 60 Second Profile</b><br><b>Submit in CANVAS by midnight.</b><br>(Bring a hard copy of each to first class for instructor). |
| Week 1<br><br>Saturday,<br>March<br>28 <sup>th</sup><br><br>8:00 a.m.<br>to Noon | Activities/Discussions:<br><br><b>Topic:</b> Course Overview/Syllabus<br><b>Topic:</b> What is Social Media?<br><b>Topic:</b> Defining Brand Awareness<br><b>Topic:</b> Identifying SM channels   | <i>Social Media, A Critical Introduction/Fuchs.</i><br><b>Chapters 1, 2, p. 1-49</b><br><br>See CANVAS for Weekly Links and New Media.  | <b>DUE: Pre-Class Assignments</b>  |
| Week 2<br><br>Saturday,<br>April 4 <sup>th</sup><br><br>8:00 a.m.<br>to Noon     | Activities/Discussions:<br><br><b>Topic:</b> Who is Your Audience?<br><b>Topic:</b> Social Media Literacy<br><b>Topic:</b> Your Brain on Social Media<br><br><b>Topic:</b> SITUATION Analysis (DMCB) –<br><b>#1 ASSIGNMENT Details Posted in CANVAS.</b>              | <b>Read:</b> <i>Social Media, A Critical Introduction/Fuchs.</i><br><b>Chapter 3, p. 69-88</b><br><br><b>Read:</b> <i>Digital Marketing Textbook/Stokes</i><br><b>Chapter 1, p. 1-11;</b><br><b>Chapter 2, p. 13-36;</b><br><b>Chapter 14, p. 365-402</b><br><br>See CANVAS for Weekly Links and New Media. | <b>DUE: Opinion Report (#1)</b><br><br><b>DUE: Reflection/Research (#1)</b>  |
| Week 3<br><br>Saturday,<br>April 11 <sup>th</sup><br><br>8:00 a.m.<br>to Noon    | Activities/Discussions:<br><br><b>Topic:</b> What is Communication Power?<br><b>Topic:</b> Social Impacts of Social Media<br><b>Topic:</b> Digital Messaging and Strategy<br><br><b>Topic:</b> CAMPAIGN Goals (DMCB) – <b>#2 ASSIGNMENT Details Posted in CANVAS.</b> | <b>Read:</b> <i>Social Media, A Critical Introduction/Fuchs.</i><br><b>Chapter 4, p. 69-88</b><br><br><b>Read:</b> <i>Digital Marketing Textbook/Stokes</i><br><b>Chapter 7, p. 165-194</b><br><b>Chapter 15, p. 405-429;</b><br><br>See CANVAS for Weekly Links and New Media.                             | <b>DUE: SITUATION Analysis (DMCB) – #1 ASSIGNMENT- Submit in CANVAS</b><br><br><b>DUE: Opinion Report (#2)</b>   |
| Week 4<br><br>Saturday,<br>April 18 <sup>th</sup><br><br>8:00 a.m.<br>to Noon    | Activities/Discussions:<br><br><b>Topic:</b> Should Labor Be Free?<br><b>Topic:</b> How Do We Define “Work”<br><b>Topic:</b> Community Collaboration<br><br><b>Topic:</b> CAMPAIGN Tactics (DMCB) – <b>#3</b>   | <b>Read:</b> <i>Social Media, A Critical Introduction/Fuchs.</i><br><b>Chapter 5, p. 97-122</b><br><br><b>Read:</b> <i>Digital Marketing Textbook/Stokes</i><br><b>Chapter 4, p. 69-86;</b>   | <b>DUE: CAMPAIGN Goals (DMCB) – #2 ASSIGNMENT- Submit in CANVAS</b><br><br><b>DUE: Reflection/Research (#2)</b>  |

|   |   |   |  |
|---|---|---|--|
|   | <b>ASSIGNMENT Details Posted in CANVAS.</b>   | <b>Chapter 5, p. 89-128</b><br><br>CDC Guide Book – see PDF in Canvas.<br><br>See CANVAS for Weekly Links and New Media.  |  |
| Week 5<br><br>Saturday, April 25 <sup>th</sup><br><br>8:00 a.m. to Noon | Activities/Discussions:<br><br><b>Topic:</b> Google: Good or Evil?<br><b>Topic:</b> Social Media Networks & Tools<br><br><b>Topic:</b> CAMPAIGN Tactics (DMCB) continued...   | <b>Read:</b> <i>Social Media, A Critical Introduction/Fuchs.</i><br><b>Chapter 6, p. 126-149</b><br><br><b>Read:</b> <i>Digital Marketing Textbook/Stokes</i><br><b>Chapter 18, p. 495-522;</b><br><br>See CANVAS for Weekly Links and New Media.                                 | <b>DUE:</b> CAMPAIGN Tactics (DMCB) – <b>#3 ASSIGNMENT– Submit in CANVAS</b><br><br><b>DUE: Opinion Report (#3)</b><br><br><b>DUE: Reflection/Research (#3)</b>  |
| Week 6<br><br>Saturday, May 2 <sup>nd</sup><br><br>8:00 a.m. to Noon    | Activities/Discussions:<br><br><b>Topic:</b> What Should We Measure?<br><b>Topic:</b> SM Return on Investment (ROI)<br><br><b>Topic:</b> CAMPAIGN Planning (DMCB) – <b>#4 ASSIGNMENT Details Posted in CANVAS.</b>  | <b>Read:</b> <i>No Assigned Reading</i><br><br>See CANVAS for Weekly Links and New Media.   | <b>DUE: Opinion Report (#4)</b><br><br><b>DUE: Reflection/Research (#4)</b>  |
| Week 7<br><br>Saturday, May 9 <sup>th</sup><br><br>8:00 a.m. to Noon    | Activities/Discussions:<br><br><b>Topic:</b> Is Social Media Here to Stay?<br><b>Topic:</b> Sustaining Your Message<br><b>Topic:</b> Maintaining Relationships<br><br><b>Topic:</b> CAMPAIGN Tracking (DMCB) – <b>#5 ASSIGNMENT Details Posted in CANVAS.</b> | <b>Read:</b> <i>Social Media, A Critical Introduction/Fuchs.</i><br><b>Chapter 11, p. 251-264</b><br><br><b>Read:</b> <i>Digital Marketing Textbook/Stokes</i><br><b>Chapter 8, p. 201-459;</b><br><b>Chapter 9, p. 229-258</b><br><br>See CANVAS for Weekly Links and New Media. | <b>DUE:</b> CAMPAIGN Planning (DMCB) – <b>#4 ASSIGNMENT– Submit in CANVAS</b><br><br><b>DUE: Opinion Report (#5)</b><br><br><b>DUE: Reflection/Research (#5)</b> |
| Week 8<br><br>Saturday, May 16 <sup>th</sup><br><br>8:00 a.m. to Noon   | Activity/Discussions:<br><br><b>Topic:</b> Group Presentations (TBD)<br><b>Topic:</b> Self/Peer Evaluations   | <b>Read:</b> <i>No Assigned Reading</i><br><br>See CANVAS for Weekly Links and New Media.   | <b>DUE:</b> CAMPAIGN Tracking (DMCB) – <b>#5 ASSIGNMENT– Submit in CANVAS</b><br><br><b>DUE: Opinion Report (#6)</b><br><br><b>DUE: Reflection/Research (#6)</b> |
| Week 9<br><br>Saturday, May 23 <sup>rd</sup><br><br>8:00 a.m. to Noon   | Activity/Discussions:<br><br><b>Topic:</b> Group Presentations<br><b>Topic:</b> Self/Peer Evaluations<br><br><b>Topic:</b> Celebration of achievements!!  |   | NO ASSIGNMENTS ACCEPTED AFTER LAST DAY OF CLASS UNLESS NOTED.  |

### ACADEMIC INTEGRITY:

Colorado Women’s College fully endorses the University of Denver’s Honor Code and the procedures put forth by the Office of Citizenship and Community Standards. Academic dishonesty—including plagiarism, cheating, and falsification of data and research—is in violation of the code and will result in a failing grade for the assignment or for the course.

*Plagiarism occurs when a student or scholar leads the reader/listener to believe that what she or he is hearing or reading is an original work when it is not.*

Examples of plagiarism:

- Using a quote from a book or any source without a reference
- Using ideas from a book or any source without a reference to the original author
- Using sentences or paragraphs from another person's paper or speech without appropriate citation
- Having someone else write any part of your paper or speech without including them as an author or acknowledging their work. (ex: Courtesy of Kim Lambdin, M.Ed, from University College class syllabus, Editing Skills COMM 4111)

As student members of a community committed to academic integrity and honesty, it is your responsibility to become familiar with the DU Honor Code and its procedures ([www.du.edu/honorcode](http://www.du.edu/honorcode)).

### **DIVERSITY, INCLUSIVITY AND RESPECT**

CWC has a core commitment to fostering a diverse learning community that is inclusive and respectful. Our diversity is reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment. A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up AND listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

### **OBSERVATION OF RELIGIOUS HOLIDAYS**

Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided advanced written notice is given the instructor during the first two weeks of the quarter. With advanced written notice, the absence will be considered an excused absence. For additional information, contact DU's Center for Religious Services (<http://www.du.edu/crs/>).

### **DISABILITY SERVICES**

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. Students who need accommodations for a disability in order to fully participate in University classes and programs should call the Disability Service Program (DSP) to coordinate accommodations at (303) 871-2278 or <dsp@du.edu>. This contact should be made as far in advance as possible. DSP will work collaboratively with students, graduate department faculty, and other University personnel to facilitate appropriate, individualized accommodations. Documentation of disability is required. The Handbook for Students with Disabilities can be accessed at [www.du.edu/disability](http://www.du.edu/disability) and selecting "publications". DSP is located in The Center located in Driscoll South. If you have a disability requiring accommodation, please also contact me immediately to make arrangements.