

Marketing
Course Number: 22:630:692
Course Title: Social Media Marketing

COURSE DESCRIPTION

Social networking consumes several hours of our daily life, mostly on our mobile devices. This course focuses on current social media trends and marketing strategies, both for consumer and business audiences. It will explore the social media marketing ecosystem and how organizations incorporate social media into their business strategy. The course will also offer hands-on experience with social media marketing management and provide best practices for students to present their personal brands on social media.

COURSE DELIVERY MODE

This is a fully online, asynchronous, class-paced course taught on the Canvas learning management system. To access the course, please visit <https://canvas.rutgers.edu/>. All live, scheduled events for the course, including my office hours, are optional.

For more information about course access or support, contact the Online Learning Help Desk via email at help@newark.rutgers.edu or call 833-OIT-HELP.

COURSE MATERIALS

- Required Resources:
 - **Case Studies:** There are two required Case Studies that should be purchased and downloaded from our course pack on the Harvard Business School Publishing website: <https://hbsp.harvard.edu/import/1088725>.
 - **Mimic Social Simulation:** The simulation (from Stukent Publishing) will be introduced midway through the semester. At that time, it can be purchased and accessed online through your Canvas course.
 - This class has been integrated with **Hootsuite's Student Program**, which provides students free access to Hootsuite Academy courseware and the Hootsuite social media management dashboard. You are required to register for Hootsuite Academy and take the Hootsuite Platform Certification exam. (Optionally, you may also take the Hootsuite Social Marketing Certification exam on your own at the conclusion of this course).

- Optional Textbook:

Much of the material in this course is based on the following textbook, so I recommend (but do not require) that you purchase a copy for yourself. The 4th Edition is the latest, however the 3rd Edition of the textbook would suffice (if you can tolerate some outdated stats and case studies):

- Tuten, Tracy L. *Social Media Marketing*. 4th ed. Thousand Oaks: Sage Publishing, 2021. (ISBN 978-1529731989)

Technology Expectations:

- Student systems should capably support a full Windows10 Professional environment with Office365, RBS course-specific applications and virtual computing environments. Minimum recommended requirements include:
 - I5 Processor
 - Windows 10 Professional
 - 8gb of RAM
 - 256gb hard drive
 - 720p webcam
 - Internal mic
- Students will use Zoom (integrated within Canvas) to participate in Office Hours for this course.
 - Activating your Zoom Account:
<https://it.rutgers.edu/zoom/knowledgebase/how-to- create-your-rutgers-zoom-account/>
 - Signing into your Rutgers Zoom Account:
<https://it.rutgers.edu/zoom/knowledgebase/how-do-i-log-into-my-zoom-account/>
- Additionally, students can download most needed software from RU software portal: <https://it.rutgers.edu/software-portal/>

LEARNING GOALS AND OBJECTIVES

- Students who complete this course will demonstrate the following:
 - Critically evaluate a company's business needs and develop social media marketing recommendations that fulfill those needs.
 - Understand, analyze, and utilize quantitative data to make strategic social media marketing decisions.
 - Effectively communicate their grasp of social media and mobile marketing concepts.
 - Comprehend owned, paid, and earned media and identify key players in the social media ecosystem.

- Recognize and utilize a variety of social media tools and applications.
 - Analyze and evaluate the development and execution of social media marketing campaigns
 - Understand how to effectively use social media platforms and tools for business purposes.
- Students develop these skills and knowledge through the following course activities and assignments:
- Participating in class case discussions and simulation exercises.
 - Completing a series of written assignments related to course content.
 - Researching, developing and presenting a social media platform overview to the class.
 - Learning how to use Hootsuite social media management software.
 - Successful completion of a mid-term exam.
 - Developing a social media marketing plan recommendation based on your learnings.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>). I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” [I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work.] Don’t let cheating or plagiarism destroy your hard-earned opportunity to learn and advance. See business.rutgers.edu/ai for more details.

You do not have permission to distribute my course materials to any other person or republish any of my content to a third-party platform like Course Hero, Quizlet, etc.

Guidance on the use of AI at Rutgers

As noted in [Rutgers Academic Integrity Policy 10.2.13](#), the principles of academic integrity require that students make sure that all submitted coursework be “the student’s own and created without the aid of impermissible technologies, materials, or collaborations.”

ATTENDANCE AND PREPARATION POLICY

- This course is an online, facilitator-led, asynchronous course. This means there are no required online meeting times. The course assessments and activities, however, have firm deadlines. This course is not purely self-paced; you will be expected to interact with the rest of the class each week and complete activities in a timely manner.
- Be sure you are logging into the course in Canvas each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will

probably log in many times). If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

- Expect me to prepare properly for each online module. I expect the same of you. Complete all background reading and written assignments. To be successful in this course, you should plan to dedicate approximately 5-9 hours on it per week.
- All live sessions, including instructor office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you need to discuss an assignment with me but cannot attend my scheduled office hours, please contact me to schedule another time to talk.

CODE OF CONDUCT

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful. I try to foster an interactive environment, where we can all learn from each other.

- Writing style: This course requires participation in online discussion boards with your instructor and classmates. While you don't need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.
- Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Treat your instructor and fellow students with respect at all times, and in all communications.
- Citing your sources: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- Backing up your work: Consider composing your academic posts in a Word document, where you can save your work, and then copying into the online discussion in Canvas.
- I will generally reply to e-mails within 24 hours on weekdays. Please include the Course Number in the subject line of your email for the fastest reply.

We value mutual respect and responsibility, as these are fundamental to our educational excellence both inside and outside the classroom. To that end, maintaining the caliber of classroom excellence requires students to adhere to the same behaviors that are expected in professional career environments.

GRADING POLICY

Course grades are determined as follows:

<u>Criteria</u>	<u>Percent</u>
Group Projects	35%
Weekly Module Assignments	30%
Stukent “Mimic Social” Simulation	15%
Mid-Term Exam	15%
Hootsuite Platform Certification	5%
Total	100%

Group Projects: First, you will research, complete, and deliver a social media platform presentation with a team of your peers. The purpose of this assignment is to familiarize you with leading global social media platforms that you likely haven’t used before. Later in the semester, you will complete a two-part group project based on your individual work on the Mimic Social simulation. Together with your group, you will develop a Social Media Marketing Plan for an online retailer. Part 1 is a Situation Analysis, due mid-semester, and Part 2 is a full Social Media Marketing Plan recommendation delivered at the end of the semester. See Course Schedule for dates. Please note there will be an individual contribution component of your group project grade, as assessed by your teammates.

Weekly Module Assignments: You will be required to submit written assignments, discussion boards, and class exercises on various course topics throughout the semester, as indicated on your Course Schedule. Some of these module assignments accompany other tasks (e.g. thoroughly reading and analyzing a case study), so give yourself ample time to complete before the weekly due dates! These are to be completed on an individual basis. There may be grade penalties for late submissions, and case study analyses may not be submitted late.

Stukent “Mimic Social” Simulation: An important part of this course is the Mimic Social simulation, which will give you a taste of what it is like to run a social media marketing campaign for a business. During the 12-round simulation, you will play the role of Social Media Manager at an e-commerce and retail bag supplier. You will purchase the simulation directly from Stukent through the link provided, and complete this work on an individual basis (but in collaboration with your team). Your experience in this simulation will be used to develop a Social Media Marketing plan with your project group.

Mid-Term Exam: One online exam to reinforce your learning. Please note that exams can only be rescheduled for University-excused absences. Please discuss conflicts with your exam date as early as possible.

Hootsuite Certification: This class has been integrated with Hootsuite’s Student program, which provides students free access to Hootsuite Academy courseware, the Hootsuite social media management dashboard, the Hootsuite Platform Certification exam (\$99 value), and the Hootsuite Social Marketing Certification exam (\$199 value). As part of this course, you are required to take the Hootsuite Platform Certification exam. A passing score of at least 75% is required by Hootsuite to earn the Certification credential, which gives you a listing in Hootsuite’s Certified Professionals Directory and an impressive credential on your resume. For the purposes of your grade in this class, your score on the Hootsuite Platform Certification exam will determine your grade for this assignment. You must show proof of the Certification, with your final score, by the date listed on the Course Schedule. Additionally, you have the option to take the Hootsuite Social Marketing Certification exam. Since this is not a course requirement, you can take this Certification exam through the end of the year, even after the course has ended.

Note that your final grade is not subject to negotiation. If you feel I have made an error, submit your written argument to me (along with supporting documentation) within one week of receiving your final grade. If I have made an error, I will gladly correct it. But I will adjust grades only if I have made an error. I cannot give you a grade that you did not earn, and it is dishonest to attempt to influence me to do so.

COURSE SCHEDULE

MODULE	TOPIC	ASSIGNMENTS DUE
1	Introduction Fundamentals of Social Media Marketing	To Do: <u>Assignment:</u> Syllabus Quiz <u>Assignment:</u> Discussion Board mini- Case Study
2	Social Media Strategy & Planning - Dell Case Study - Introduction to Hootsuite Student Program	To Read: <u>Case Study:</u> “Building a Social Media Culture at Dell” (Download from HBS Publishing Course Pack) <u>Textbook (optional):</u> Tuten, Ch 1 & 4 To Do: <u>Assignment:</u> Dell Case Study Analysis Discussion - Register for Hootsuite Academy & Hootsuite Student Program - Sign up for a project team

3	Social Media Strategy & Planning, cont. • The Social Media Marketing Plan • Social Media Policy	To Read: • <u>Textbook (optional)</u>: Tuten, Ch 1 & 4 To Do: • <u>Assignment</u>: SM Crisis Management Discussion • Complete Survey about your SM Platform Activity
4	Social Consumers • Customer Decision-Making • Bases of Segmentation • Social Identity	To Read: • <u>Textbook (optional)</u>: Tuten, Ch 2 To Do: • <u>Assignment</u>: Explore Your Social Identity on LinkedIn
5	Social Media Platform Overview • Introduction to Social Media Platform Overviews	To Do: • <u>SM Platform Overview (Group)</u>: Each team submits a) recording link of group presentation and b) presentation slides
6	Network Structure and Group Influence in Social Media • Facebook case study • Exploring your own influence	To Read: • <u>Case Study</u>: “Facebook Fake News in the Post-Truth World” (see HBS Publishing course pack) • <u>Textbook (optional)</u>: Tuten, Ch 3 To Do: • <u>Assignment</u>: Facebook Case Study Analysis Discussion
7	Social Media Analytics & Measurement Introduction to Group Projects • Intro to client • Overview of individual and group deliverables	To Read: • Textbook (optional): Tuten, Ch 10 & 11 To Do: • Assignment: Social Media Listening Activity

8	Catch-Up Week • Study for mid-term • Watch each other's Social Media Platform Overview presentations (if you haven't already) • Work on your Group Project Part 1: Situation Analysis (due next week)	To Do: • MID-TERM EXAM: Foundations of Social Media Marketing (Sun) • Discussion Board: What did you learn from your class Social Media Platform Overview presentations? • Mimic Social Simulation: Purchase and register using link provided
9	Social Community Social Media Zone 1	To Read: • Textbook (optional): Tuten, Ch 6 To Do: • Group Project: Part 1 Situation Analysis Due
10	Social Publishing Social Media Zone 2 Introduction to Student "Mimic Social" Simulation • Simulation kickoff	To Read: • Textbook (optional): Tuten, Ch 7 To Do: • Mimic Social Simulation: Rounds 1-3 (Organic Posts) • Assignment: Mimic Social Simulation Results & Reflections Discussion, Rounds 1-3 (Canvas)
11	Social Media Advertising	To Read: • Textbook (optional): Tuten, Ch 7 To Do: • Mimic Social Simulation: Rounds 4-6 (Paid Posts) • Assignment: Mimic Social Simulation Results & Reflections Discussion, Rounds 4-6 (Canvas)
12	Social Entertainment Social Media Zone 3	To Read: • <u>Textbook (optional)</u>: Tuten, Ch 8 To Do: • <u>Mimic Social Simulation</u>: Rounds 7-9 (Influencer Rounds) • <u>Assignment</u>: Mimic Social Simulation Results & Reflections

		Discussion, Rounds 7-9 (Canvas)
13	Social Commerce Social Media Zone 47-8	To Read: • Textbook (optional): Tuten, Ch 9 To Do: • Mimic Social Simulation: Rounds 10- 12 (Optimization Rounds) • Assignment: Mimic Social Simulation Results & Reflections Discussion, Rounds 10-12 (Canvas)
14	Group Projects Due: Final Client Recommendation	• Group Project, Part 2: Social Media Marketing Plan
		• Group Project: Individual Team Member Reviews • Hootsuite: Platform Certification Scores due

SUPPORT SERVICES

If you need accommodation for a **disability**, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are ***pregnant***, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek ***religious accommodations***, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of ***gender or sex-based discrimination or harassment***, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link:

<http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link:

https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

Bias incidents: an act – either verbal, written, physical, or psychological that threatens or harms a person or group on the basis of actual or perceived race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

Bias incidents can be reported online at:

[New Brunswick Bias Incident Report Form](#)
[Newark Bias Incident Report Form](#)

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via

<https://temporaryconditions.rutgers.edu> .

If you are a military ***veteran*** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.
[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]
[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.
[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]
[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of **legal** services, please use our readily available services:
<http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for supports.
[Rutgers–Newark: PALS@newark.rutgers.edu]
[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional **academic assistance**, please use our readily available services.
[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]
[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]
[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.
- Students must sign, date, and return a statement declaring that they understand this syllabus.]

CODE OF PROFESSIONAL CONDUCT

[If you prefer to direct students to the conduct policy online instead, please use the following link and place it beneath the header above:
<https://myrbs.business.rutgers.edu/students/code-professional-conduct>]

Rutgers Business School is recognized for its high-quality education. To that end, maintaining the caliber of classroom excellence, whether in person or online, requires students to adhere to the same behaviors expected in professional career environments. These include the following principles:

Discussion and Correspondence

- Each student is encouraged to participate actively in class discussions and exercises. Substantive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Disagreement and the challenging of ideas must happen in a supportive and sensitive manner. Hostility and disrespectful behavior will not be tolerated.

- In correspondence and in the classroom, students should demonstrate respect in how they address instructors. Students should use proper titles unless there is an explicit understanding that the instructor accepts less formal alternatives. Similarly, appropriate formatting in electronic communication and timely responsiveness are all expectations in every professional interaction, including with instructors. Everything said and written should demonstrate respect and goodwill.

Punctuality and Disruption

- Class starts and ends promptly at the assigned periods. Students are expected to be in their seats or present online and ready to begin class on time.
 - Take your responsibility to attend class seriously. Your attendance is a critical element of the learning experience for in-person classes. Failure to show up disrupts your learning and signals disrespect to your peers and instructors. (Of course, illness is a legitimate exception requiring advanced reporting to the [University](#) and your instructors.)
 - Barring emergencies and within reason, students are expected to remain in their seats for the class duration. In person, packing belongings before the end of class disturbs both other students and the instructor. Online, attending to other tasks is distracting. In addition, even if webcams are not required in your course, your attention is fundamentally lacking if you are engaged in multiple tasks simultaneously.

Technology

- The use of technology is sanctioned only as permitted by the course instructor. As research on learning shows, peripheral use of technology in classes negatively impacts the learning environment in three ways:
 1. Individual learning and performance directly suffer, resulting in the systemic lowering of grades earned.
 2. In the classroom, one student's use of technology automatically diverts and captures other people's attention, thus impeding their learning and performance. Moreover, even minor infractions have a spillover effect and result in others doing the same.
 3. Subverting this policy (e.g., using a phone during class, even if hidden below the table or out of sight from your webcam; tapping on a smartwatch; using a laptop for non-course related matters) is evident to the course instructor and offensive to the principles of decorum in a learning environment.
- Networking, computing, and associated resources in the trading rooms, advanced technology rooms, and general classrooms are to be used in the manner intended.

- Sharing links to private online classes, attempting to join an online class you are not enrolled in, or posting disruptive content during these sessions are strictly prohibited and may lead to disciplinary action.
- For more instructions on information technology resources at Rutgers University, please refer to the [Acceptable Use Policy for Information Technology Resources](#).

Misappropriating Intellectual Property

- Almost all original work is the intellectual property of its authors. These works may include syllabi, lecture slides, recorded lectures, homework problems, exams, and other materials, in either printed or electronic form. The authors may hold copyrights in these works, which U.S. statutes protect. Copying this work or posting it online (on sites such as Chegg or Course Hero) without the author's permission may violate the author's rights. More importantly, these works are the product of the author's efforts; respect for these efforts and the author's intellectual property rights are important values that members of the university community take seriously.
- For more instructions on copyright protections at Rutgers University, please refer to the [Rutgers Libraries](#).

Rutgers Business School is committed to the highest standards of integrity. We value mutual respect and responsibility, as these are fundamental to our educational excellence inside and outside the classroom.