



J480/580

#SOJCSSM

Strategic Social Media at the SOJC

Logistics

Times/Dates	T/Th 2 pm - 3:50 pm
Instructor	Kelli Matthews
Contact	kmatthew@uoregon.edu or 541.579.5888 call/text
Office Hours	Vary. Schedule at: http://meetme.so/kellimatthews
My GTF	Jenn Casey jcasey@uoregon.edu
Course website:	www.sojcssm.com + Canvas
Hashtag:	#SOJCssm

Textbooks:

Required

- Karen Freberg — Social Media for Strategic Communication

Additional readings available via Canvas - canvas.uoregon.edu



Learning Outcomes

J480/580 is a special topics course on social media marketing and strategic social media. As a conceptual course, it is designed to build on a basic foundation of the “how to” of specific tools and to help students understand the why and when of social media for the purpose of building relationships and creating conversations with stakeholders and key audiences.

By the end of this course, you should be able to:

1. Understand the history, theory and core concepts of social media use.
2. Understand the ethical decisions organizations must make when engaging in social media and real-time conversations.
3. Understand how social media tools can help organizations reach their objectives and when these tools are most appropriate.
4. Be able to provide strategic counsel, based on your understanding of core concepts of social media, to organizations about why and when to use social media tools in their public relations, marketing and advertising campaigns.
5. Gather, report on and interpret social media analytics.
6. Provide insights and actionable recommendations based on analytics and social media data.
7. Create a social media plan that chooses the tools (tactics) designed to meet the objectives.
8. Engage with tools and understand how to measure social media campaigns.



“Engage, enlighten, encourage and especially... just be yourself. Social media is a community effort. Everyone is an asset.”

- Susan Cooper

Expectations

The assignments in this course are designed to challenge your thinking about how social media can be used strategically for organizations of all sizes - from tiny non-profits to Fortune 100.

Case Studies/Best Practices

You will submit two cases study analyses on a social media case of your choice. Each case study requires that you relate it to the course readings and discussions. Recommendation: Choose case studies in the industry or area of social media that you're interested in. (Learning outcomes: 1, 2, 3, 5)

Contribution to Class Blog

You will be required to contribute one time to the class blog. The post should be on a topic related to discussions in class. Written, audio or video submission. You'll sign up for a spot by the end of week 1. (Learning outcomes: 1, 3)

Twitter Management

You will choose one day during the term to take the primary role of managing twitter conversations around the topic of the day. For the day you're assigned, you'll be required to do advance preparation, drive conversation the day of the class and write a short written summary afterward. Summaries will be uploaded to the class blog. (Learning outcomes: 3, 4, 6)

Mid-Term Project

For your mid-term project, you'll work with your client team to conduct a listening/monitoring conversation analysis, along with an influencer identification report that includes a social network analysis. (Learning outcomes: 1, 2, 3, 5, 8)

Final Assignment

In teams of four, you'll complete a social media audit and create a social media strategy/plan for a client of your choice. Clients will be provided. (Learning outcomes: 1, 3, 4, 5, 6, 7, 8)

Professionalism

I expect you to act like a grown up and create the level of work expected of professionals working in social media, community management, communications or journalism. Your "professionalism" grade includes attendance, active participation and the intangibles like not showing up late, not being disruptive, etc. This grade also includes bringing questions for guest speakers.

Required Waiver

All students must sign a waiver to be able to participate in the class-related social media. If you have concerns about privacy or safety, please see your instructor immediately. The waiver is worth 5% of the professionalism grade.

Graduate Student Assignment

Grad students will be required to submit a written analysis using case study methodology on a social media campaign. You'll be required to present your case in class (a short overview). The case study should have heavy emphasis course concepts. Primary research is required. Specific case should be in line with student's core interests and academic program and will be approved by instructor.

General Guidelines

This is a journalism course and my emphasis on writing skills cannot be understated. Grammar, spelling and style are all major considerations.

Deadlines

All deadlines are firm. PLEASE DO NOT ask me or expect me to accept late work. Student activity group work CANNOT be made up.

I do reserve the right to make changes to the attached reading and topic schedule, which, in turn, might affect the deadline schedule. Such changes would only be made if absolutely unavoidable, due to, for example, guest speakers' schedules.

Grading Summary

	Undergraduate	Graduate
Critical Thinking One Case Analysis (written) 4 Online discussions (Canvas)	Weight 20%	Weight 15%
Mid-Term Listening/monitoring analysis, influencer identification and social network analysis. Peer review required and may impact grade up to 10%.	Weight 20%	Weight 20%
Social Media Strategy Social media audit & complete strategy. Peer review required and may impact grade up to 10%. Includes a warm-up assignment.	Weight 25%	Weight 25%
Class Blog Contribution Individual: Written, Video or Audio	Weight 10%	Weight 10%
Twitter Management Team of 2 - 3: Pre, day-of and post-wrap up/transcript	Weight 10%	Weight 10%
Professionalism, Attendance, Participation <i>Professionalism: in-class behavior, teamwork and collaboration, communication with instructor & classmates.</i> <i>Participation includes: signed waiver, active Twitter participation*; submitting questions for all guests on Canvas; contributing to in-class discussions.</i> <i>*Twitter participation includes in-class and out-of-class</i>	Weight 15%	Weight 15%
Graduate Student Case Study Assignment Case study using primary & secondary research; in-class presentation		Weight 5%

Letter Grade Breakdown

90 - 92 = A-; 93 - 96 = A; 97 - 100 = A+

80 - 82 = B-; 83 - 86 = B; 87 - 89 = B+

70 - 72 = C-; 73 - 76 = C; 77 - 79 = C+

60 - 69 = D

If the percentage points are close to the next level, any “bump” in grade will be dependent on your professionalism score.


Course Schedule

		Description	Reading
Week 1	1/8	Course Overview — Important Issues in Social Media	
	1/10	Social Media History & Theory: Long Tail, Cluetrain	[on Canvas] • Cluetrain Manifesto • Long Tail
Week 1 To Dos: <input type="checkbox"/> Sign up for a Twitter Management day <input type="checkbox"/> Sign up for a Blogging day <input type="checkbox"/> Sign & return waiver <input type="checkbox"/> Read history, long tail and Cluetrain material <input type="checkbox"/> Review case study assignment on Canvas & look for a good case			
Week 2	1/15	Social Media Theory: Diffusion, Relationship Management	
	1/17	Personal use, empathy, trolls and the mob mentality	[on Canvas]
Case Study 1 DUE VIA CANVAS BY January 19			
Week 3	1/22	SM research, listening and monitoring	[on Canvas]
	1/24	Meltwater How-To	[on Canvas]
Canvas Discussion Q			
Week 4	1/29	Social Network Analysis	[on Canvas]
	1/31	Influencers	[on Canvas]
Canvas Discussion Q			
Week 5	2/5	Ethics in Social Media	[on Canvas]
	2/7	Crisis Communications/Management in Social Media	[on Canvas]
MIDTERM: DUE VIA CANVAS by February 9			

Calendar subject to change. Please stay up-to-date via Twitter, Canvas and in class.

Course Schedule

		Description	Reading
Week 6	2/12	Go over final project Social media audit — understanding data, content analysis	[on Canvas]
	2/14	Social media audit — data analysis	[on Canvas]
Canvas Discussion Q			
Week 7	2/19	Big Data	
	2/21	Social media audit – drawing insights	[on Canvas]
Canvas Discussion Q			
Week 8	2/26	Social media strategy	[on Canvas]
	2/28	Donna Davis — Virtual Reality	[on Canvas]
DUE Warm-up Assignment: Client Overview + Project Plan via Canvas Discussion Question by February 28			
Week 9	3/5	Content marketing; social media management	[on Canvas]
	3/7	Global Social Media (Damian Radcliffe)	[on Canvas]
Canvas Discussion Q			
Week 10	3/12	Customer Relationship Management	[on Canvas]
	3/14	Google Analytics & Search Engine Optimization Final Projects Due In Class & On Canvas	[on Canvas]
Finals Week: Mandatory Presentations & Project Delivery to Clients			



“Social tools are not just about giving people a voice, but giving them a way to collaborate, contribute and connect.”

Policies

Classroom Protocol

Attendance is mandatory. You are expected to be in class on time, every time the class meets. If you are unable to attend class, you're expected to inform me via email before class begins.

Every student is expected to accept responsibility for getting assignments, understanding precisely what is expected, and getting the work done to a high professional standard on or before specified deadlines.

Disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the end of the first week of the term.

Inclusiveness

Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. I am committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities.

Harassment

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here <https://safe.uoregon.edu/>

Conflict Resolution

Several options, both informal and formal, are available to you to resolve conflicts. First, follow the chain of command: (1) the instructor, (2) Associate Dean Patricia Curtin, (3) Senior Associate Dean Leslie Steeves, (4) Dean Juan-Carlos Mollada.

Outside the School, you can contact the UO Bias Response Team 346-1139, Conflict Resolution Services 346-0617, or Affirmative Action and Equal Opportunity office 346-3123 Computer Use

Academic integrity

I take academic dishonesty very seriously. In this industry, your integrity is your professional capital. It's the most powerful thing you bring to the table and you have to protect it at all costs.

Academic Integrity, based on the values of honesty, trust, fairness, respect, and responsibility, is a fundamental principle of scholarship at the UO and SOJC. UO's Academic Misconduct Policy prohibits: plagiarism (using another person's writing or copying any work without proper citation), fabrication, unauthorized collaboration during a test or on an assignment, or substitution for another student to take an exam, course or test.

If you are to benefit from this class and be properly evaluated for your contributions, it is important for you to be familiar with and follow UO's Academic Misconduct policy.

Students are encouraged to review UO's Academic Misconduct Policy on-line at <http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>

Work that violates these values is incompatible with the goals of this class and will not be tolerated. Students who are found responsible for a violation of the Academic Misconduct Policy will be sanctioned. The first offense will result in a failing grade for the assignment and a deduction from the professionalism grade. Subsequent violations will result in failing the course.

Academic dishonesty includes attendance-related activities such as checking in for someone else or allowing someone to check you in.

Resources:

Did I plagiarize? <http://thevisualcommunicationguy.com/2014/09/16/did-i-plagiarize-the-types-and-severity-of-plagiarism-violations/>

Plagiarism.org <http://www.plagiarism.org/> (excellent resources including how to prevent plagiarism and a way to check your paper before you submit).

A word about math.

There is no room for “but I’m a journalism major, I don’t do math...” in this class or in social media and digital strategy. Everything is data driven. For your insights and recommendations to have credibility, you have to get comfortable with math, with spreadsheets and with basic formulas. You have to embrace content analysis and manually calculating engagement rates.

Trust me on this one. I’ve had to teach myself to read reports, run formulas, interpret data and then take those to clients with authority and confidence.

Take advantage of the sandbox that is your undergraduate career, of the mentors and resources available to you.

Besides... Pivot tables can be fun!

