

Proposed New Course

[COMM 493]

[Contemporary Topics in Communication: Applied Social Media]

TEXT: Vaynerchuck, G. (2013). *Jab, Jab, Jab, Right Hook: How To Tell Your Story In A Noise Social World*. Harper Books, New York, NY.

UNIVERSITY MISSION STATEMENT:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

CATALOG DESCRIPTION: A course presenting various topics of contemporary interest. Topics will change each semester. Repeatable for credit.

Prerequisites: COMM 200; DIGM 365

Credit Hours: 3

Computer-Assisted Instruction (Y/N): Y

Additional Fees: N/A

I. PURPOSE

This course is intended to assist students to analyze various social media platforms and social media accounts used by organizations in professional contexts; set goals and social media strategies for organizations, write individual posts for various purposes; produce photos, videos and graphics for social sharing, along with editing and improving social media content with the use of social media analytics.

II. OBJECTIVES OF COURSE

A. General Learning Objectives

This course seeks to:

1. Guide students to study and analyze social media use in organizations.

2. Assist students with understanding goal setting and constructing a social media strategy professionally.
3. Provide opportunities for students to design and develop micro and macro social media content.
4. Equip students with the critical skills required for students to distinguish between good and great social media posts.
5. Investigate the ways that communication arts professionals construct social media profiles in various social media networks.
6. Assist students to judge whether a social media campaign is success or unsuccessful.

B. Specific Behavioral Objectives

As a result of the activities and study in this course, the student should be able to:

1. Evaluate whether a social media campaign is effective
2. Set a goal and social media strategy for organizations
3. Create photos, videos and graphics for use in social media posts
4. Critique social media posts
5. Edit and improve profiles on social media accounts
6. Analyze social media results through analytics

III. TOPICS TO BE COVERED

- A. Best practices in social media campaign design
- B. Goal setting in social media contexts
- C. Constructing social media strategies
- D. Design and development of social media artifacts
- E. Evaluation and construction of top quality social profiles
- F. The application and use of analytics in social media campaigns

IV. INSTRUCTIONAL PROCEDURES

- A. Lectures and group presentations
- B. Readings from the textbook
- C. Class and group discussion
- D. Demonstration of software applications
- E. Required tutorials to be completed outside of class
- F. Weekly student group reports

V. RESPONSIBILITIES OF STUDENTS

- A. Develop an attitude of professionalism and treat your work in this class as you would any other professional situation.
- B. Punctuality and Participation -- Arrive on time and consistently participate in class.
- C. Silence all electronic devices upon entering the classroom so they will not disrupt our class meetings.
- D. Read assigned materials in advance and come to our class meetings prepared with questions and insightful observations.
- E. Complete all assignments according to the highly suggested course schedule. In-class activities cannot be “made-up” and will result in a grade of zero for the missed assignment.
- F. Serious illness or death of an immediate family member are honored in this class. Documentation of this emergency must be provided in order for a student to be excused from class. Friends’ medical and emotional conditions are not considered family emergencies in this course.
- G. Permission for an excused absence must be obtained in advance of the activity and the student must have a letter from the faculty sponsor or coach indicating the student’s involvement in the activity.
- H. Students absent or late for class are responsible for obtaining any information relating to class lectures, discussions or assignment from other members of the class. The instructor will not provide outlines or notes from class lectures, other than the content uploaded to the class’s website.

VI. EVALUATION

A. Evaluation Activities

1. Attendance and Participation 10 Points

2. Social Media Campaign Critique 10 Points
3. Social Media Strategic Proposal 10 Points
4. Weekly Micro Content Production 30 Points
5. Weekly Social Media Critiques. 10 Points
6. Social Media Campaign & Analytics 30 Points

B. Grading Scale

- 93-100 = A
90-92 = A-
86-89 = B+
80-85 = B
76-79 = C+
70-75 = C
66-69 = D+
60-65 = D
< 60 = F

VII. STUDENTS WITH DISABILITIES:

Lee University in conjunction with the Academic Support Office works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate accommodations.

VIII. ACADEMIC INTEGRITY:

As a Christian community of scholarship, we at Lee University are committed to the principles of truth and honesty in the academic endeavor. As faculty and students in this Christian community, we are called to present our academic work as an honest reflection of our abilities; we do not need to defraud members of the community by presenting others' work as our own. Therefore, academic dishonesty is handled with serious consequences for two fundamental reasons: it is stealing – taking something that is not ours; it is also lying – pretending to be something it is not. In a Christian community, such pretense is not only unnecessary, it is also harmful to the individual and community as a whole. Cheating should have no place at a campus where Christ is King because God desires us to be truthful with each other concerning our academic abilities. Only with a truthful presentation of our knowledge can there be an honest evaluation of our abilities. To such integrity, we as a Christian academic community are called.

IX. READING LIST

Godin, S. (2008). Tribes: We need you to lead us. New York, NY: Penguin Books.

Godin, S. (2007). Purple Cow: Transforming your business by being remarkable. New York, NY: Penguin Books.

Godin, S. (1999). Permission Marketing: Turning Strangers into Friends and Friends into Customers. New York, NY: Simon & Schuster.

Kawasaki, G. (2014). The art of social media. New York, NY: Portfolio.

Kerpen, D. (2011). Likeable social media: How to delight your customers, create an irresistible brand, and be generally amazing on facebook (& other social networks). New York: McGraw-Hill.

Vaynerchuck, G. (2019). The rise of audio branding. Retrieved from: <https://www.garyvaynerchuk.com/the-rise-of-audio-branding/>

Vaynerchuck, G. (2019). The GaryVee content strategy: How to grow and distribute your brand's social media content. Retrieved from: <https://www.garyvaynerchuk.com/the-garyvee-content-strategy-how-to-grow-and-distribute-your-brands-social-media-content/>

Safko, L. (2012). The social media bible: Tactics, tools, and strategies for business success. 3rd ed. Hoboken, NJ: John Wiley & Sons.