

MKT432 Social Media Marketing

(3 credit hours)

Course Syllabus

Course Description

Social Media Marketing (SMM) will prepare students in the use of social media by marketers to increase brand awareness, identify key audiences, generate leads, and build meaningful relationships with customers. SMM allows businesses to gain a competitive advantage through the creation and distribution of valuable, relevant and consistent content to attract and retain clearly-defined audiences. The course includes social media content creation, conversation, and metrics. By the end of the course, students will be able to walk into any company with an online and social media presence and improve their use of the digital and social media in accomplishing their marketing strategy.

Course Learning Outcomes

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

1. How to create a social media marketing strategy, analytics, & measuring ROI.
2. Implementing a social media content strategy on each social network.
3. How to launch a social media marketing campaign.
4. Social media advertising on each social network.

Required Textbook(s) and Resources

Zahay, D. & Roberts, M.L. (2023). *Social Media Marketing: A Strategic Approach* . Cengage.

A digital version of your book is included automatically as part of your course fees. You can access your book through the DragonAccess tool in Moodle.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

This course has been designed as a Dialogue course type. This means that the majority of the work in the class will be your participation in authentic dialogue with your classmates. There may be one discussion per week, or there may be a variety of discussions open for a certain number of weeks or even the entire course. You will have to read instructions carefully for requirements and due dates. APA formatting will not be emphasized; however you should still acknowledge any outside sources you use in some way.

Replies to classmates *must* be substantive and move the discussion forward. Guidance will be given in each discussion for what kind of replies are appropriate. Responses that are vapid or simply agree with the original poster will not receive full points. The discussion prompts have been designed in such a way as to encourage actual discussion, so you should critically think about your posts and replies. Discussions in each course will vary, so be sure to read directions carefully.

Lastly, reflection will be a large part of the course as well. How often you complete a reflection depends on the course. This kind of writing asks you to think about your learning and often asks you to think about your own thinking (metacognition). It is **not** writing about your feelings. Reflection is often the best way we learn something, so do your best to analyze your own thought processes.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Forums Activity 1.1 (n/a) Activity 1.2 (30)	Forums (n/a)	Forums Activity 3.1 (30)	Forums (n/a)	Forums Activity 5.1 (30)	Forums (n/a)	Forums Activity 7.1 (30) Activity 7.2 (60)	180
Assignments Activity 1.3 (50)	Assignments Activity 2.1 (50) Activity 2.2 (100) Activity 2.3 (10)	Assignments Activity 3.2 (50)	Assignments Activity 4.1 (50) Activity 4.2 (100) Activity 4.3 (10)	Assignments Activity 5.2 (50)	Assignments Activity 6.1 (50) Activity 6.2 (100) Activity 6.3 (10)	Assignments Activity 7.3 (190)	
80	160	80	160	80	160	280	1000

Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: <60%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Start Here

- ☐ MON: Activity 1.1: Meet Your Peers - Introductory Post

Week 1 – Social Media Marketing Essentials

- ☐ WED: Activity 1.1: Meet Your Peers – Secondary Post (Optional)
- ☐ WED: Activity 1.2: SMM Essentials Discussion
- ☐ SAT: Activity 1.2: SMM Essentials Discussion – Follow-Up Post
- ☐ SUN: Activity 1.3: Real World Application – SMM Strategy

Week 2 – Audience Engagement and Governance

- ☐ SAT: Activity 2.1: TechGen Innovations Case Study
- ☐ SUN: Activity 2.2: Social Media Marketing Campaign (Part 1)
- ☐ SUN: Activity 2.3: Course Reflection

Week 3 – Social Media Strategy and Influence

- ☐ WED: Activity 3.1: Social Media Influences
- ☐ SAT: Activity 3.1: Social Media Influences – Follow-Up Post
- ☐ SUN: Activity 3.2: Real World Application – Digital Marketing Strategy

Week 4 – Dynamic Digital Storytelling

- ☐ SAT: Activity 4.1: Visual Storytelling Case Study
- ☐ SUN: Activity 4.2: Social Media Marketing Campaign (Part 2)
- ☐ SUN: Activity 4.3: Course Reflection

Week 5 – Strategic Content and Communications

- ☐ WED: Activity 5.1: Social Media Campaign Analysis
- ☐ SUN: Activity 5.1: Social Media Campaign Analysis – Follow-Up Post
- ☐ SUN: Activity 5.2: Real World Application – Content Marketing

Week 6 – Mobile Social Strategy & Tools

- ☐ SAT: Activity 6.1: Mobile Marketing Case Study
- ☐ SUN: Activity 6.2: Social Media Marketing Campaign (Part 3)
- ☐ SUN: Activity 6.3: Course Reflection

Week 7 – Social Media Mastery

- ☐ WED: Activity 7.1: Social Media Campaign Discussion
- ☐ WED: Activity 7.2: SMM Presentation Discussion
- ☐ SAT: Activity 7.1: Social Media Campaign Discussion – Follow-Up Post
- ☐ SAT: Activity 7.2: SMM Presentation Discussion– Follow-Up Post
- ☐ SUN: Activity 7.3: Social Medial Marketing Campaign (Final)

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

Veterans

The Veteran and Military Resource Center assist veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at <http://www.tiffin.edu/va>.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.