J4140 / 7140 – Spring 2015
Interactive Techniques: Social Media Content
Tuesday + Thursday 3:30 – 4:45pm // Geology 105 // March 10 – April 23, 2015

INSTRUCTOR
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Office Hours: By Appointment

COURSE OVERVIEW
In the last decade, the way that people communicate changed forever with the introduction of social media networks. More than a billion people worldwide and nearly 3/4 of online adults are on Facebook. Additionally, roughly 1/4 of all online adults are actively engaged on LinkedIn, Pinterest, Instagram and Twitter. (Pew Research, 2014) In response to this revolution, brands are directing more resources toward social media marketing activities. Advertising agencies and marketers are increasingly in need of digitally savvy professionals who can navigate the social space in both strategic and creative roles.

In this class, students will survey the social media landscape and gain hands-on experience developing content for the most popular social media channels in a variety of formats (photo, video, text, blogs, and infographics). Through lectures, industry professional guest speakers, and weekly content creation assignments, students will leave this class understanding the basics of how to communicate strategically and creatively on behalf of a brand in the social media space.

CREDIT HOURS
This is a one-credit hour course.

COURSE SCHEDULE
The class will meet twice a week. Classes will consist of lecture/instruction, guest speakers, in-class exercises, take-home assignments and a final project/presentation. A full course schedule can be found below:
COURSE SCHEDULE

*Assignments in bold. All assignments emailed to instructor by start of class.

WEEK 1 – Introduction to Social Media Content

March 10 – Course Introduction
   Review syllabus on Blackboard

March 12 – The Social Landscape: Overview of Social Media Space
   In-Class Assignment – Best Social Campaigns
   Break into teams and select client

WEEK 2 – Social Strategy & Brainstorming

March 17 – Conducting Social Audits & Developing Strategy Briefs
   Assignment 1 Due: Personal Branding
   Present Personal Branding Assignment
   In-Class Assignment - Conduct social audit/ begin developing strategy brief

March 19 – Brainstorming Techniques
   Assignment 2 Due: Social audit + strategy brief
   In-Class Assignment - Brainstorming workshop
   Teams present Strategy Brief
   Explain Assignment 3 (big idea)

WEEK 3 – SPRING BREAK

No Class

WEEK 4 – Developing Text Content & Promotional Content

March 31 – How to create brilliant blog posts, text posts and contests/promotions
   Assignment 3 Due: Big Idea
   Teams present Big Idea
   Blog, text posts, contest/promotions best practices and examples
   Explain Assignment 4 (text posts + blog + contest/promotion)

April 2 – Social Media Content Development & Content Calendars
   Guest lecturer: Olivia Clatto, Veterans United, Social Media Manager
   Explain Assignment 5 (photo posts + infographic)
WEEK 5 – Developing Photo & Video Content

April 7 – How to create brilliant photo content
  Assignment 4 Due: Text Posts, Blog Posts, Contest/Promotion
  Teams present text-based posts/blog/contest
  Photo creation tools, best practices and examples, in-class tutorial (infographic)

April 9 – How to create brilliant video content
  Assignment 5 Due: Photo Content
  Teams present photo posts
  Video creation tools, best practices and examples
  Explain Assignment 6 (video)

WEEK 6 – Developing Content Calendars & Campaigns

April 14 – Developing Social Content For Large Clients (Gatorade #WinFromWithin)
  Guest lecturer: Katrina Steffenson, VML, Channel Manager

April 16 – Developing Content Calendars
  Assignment 6 Due: Video Content
  Teams present video posts
  Content calendar tools, best practices and examples

WEEK 7 – Final Presentations

April 21 – Final Presentations
  Final Project Due (All teams email presentation to instructor by start of class)

April 23 – Final Presentations
GRADING

Class assignments: 60 points
Final presentation: 30 points
Class professionalism: 10 points
*Graduate project: 20 points

The grading scale will be as follows with a +/- system:

- 97-100: A+
- 94-96.9: A
- 90-93.9: A-
- 87-89.9: B+
- 84-86.9: B
- 80-83.9: B-
- 77-79.9: C+
- 74-76.9: C
- 70-73.9: C- (Lowest permissible grade for a graduate student)
- 67-69.9: D+
- 64-66.9: D
- 60-63.9: D-
- 0-59.9: F

Note: If you receive a final semester grade of D or below and are an ad major, you must repeat the course if you want to continue pursuing a major in the Journalism-Strategic Communication sequence.

READINGS

Students will be responsible for all readings assigned in class. These readings can be found on Blackboard at: [http://bblearn.missouri.edu](http://bblearn.missouri.edu). If you have difficulty logging in to the course or you do not see the course listed, please contact the Mizzou IT Help Desk at 573/882-5000.

It is also recommended that you keep up with social media-related news, be it through websites, blogs, magazines, or agency literature.

RESOURCES

- Wired Magazine
- Mashable
- Advertising Age
- Blog.BufferApp.com
- Agency blogs: VML, ClickHere, Digitas, Razorfish, AKQA, R/GA, Edelman Digital
- Social Media Examiner Blog & Podcast
- SimplyMeasured.com/blog
- Communication Arts
ASSIGNMENTS
All assignments will only be accepted in digital form by e-mail to the instructor unless otherwise specified. Written assignments should be done in Word. Presentations should be completed in PowerPoint or Keynote (not Prezi). All Assignments will be completed in teams of 2 unless specified otherwise. Late assignments will be accepted with a penalty of 25% deduction for each day late.

Assignment 1: Personal Branding = 10 points
Each student will need to register an account on the following social media channels and submit a sample post with a themed hashtag on at least 5 of the platforms. The theme should express your unique personality/identity or reference a personal interest. Send an email to your instructor with your account handles or screen shot your sample posts to share with the class. (For additional insight, record your Klout score at the beginning of the course and see how it improves over the course of the semester as you engage in these channels.)

Channels
Facebook, Twitter, Instagram, LinkedIn  Pinterest, Google+, Snapchat, Tumblr

Assignment 2: Social Audit + Strategy Brief = 10 points
Using the client you selected in the previous assignment, conduct a social audit, analyzing their presence on (3) social media channels of your choosing.

Audit
• Provide a brief overview of social audit findings and recommendations (include strengths and weaknesses of each channel)

Based on your audit and using the guidelines provided in class, develop a social strategy brief that outlines the following items regarding your client’s social media efforts.

Strategy Brief
• Objective/s
• Target audience/s
• Brand positioning / Messaging strategy (Include 3 “Content Pillars”)
• Social channels* (Minimum 4 channels)
• Social voice (brand personality)
• Social tactics
Assignment 3: Big Idea = 10 points

Using your creative brief as a guide and drawing upon brainstorming techniques discussed in class, develop a “big idea” with a branded hashtag that could be used in a social media campaign for your client. Your big idea should be for a specific campaign, event or ongoing branded content surrounding a strategic theme.

Assignment 4: Text content + Contest/Promotion = 10 points

Using the social strategy brief you completed in the previous assignment, develop the following social media content:

- (5) Original text posts for each of the following channels: Facebook, Twitter
- (1) Blog post (400 words)
  - These posts don’t necessarily have to relate to your big idea campaign
- Description of a contest, promotion or event surrounding your big idea
- Posts should include relevant tags (@, #) and URL links
- Present your posts visually in a Powerpoint presentation
- You may also decide to create a pseudo account for your client for purposes of this course on which to post your content

Assignment 5: Photo content = 10 points

Using the social strategy brief you completed in the previous assignment, develop the following social media content:

- (3) Original photo posts for each of the following channels: Facebook, Twitter, Instagram, Pinterest (12 total)
  - These posts don’t necessarily have to relate to your campaign theme
- (1) Original infographic designed with Adobe Illustrator or Photoshop
- Posts should use relevant tags (@, #) and URL links
- Present your posts visually in a Powerpoint presentation
- You may also decide to create a pseudo account for your client for purposes of this course on which to post your content
Assignment 6: Video content = 10 points

Using the social strategy brief you completed in the previous assignment, develop the following social media content:

- (3) Original 15-second videos posts for Instagram
- (3) Original 6-second videos posts for Vine
  - All videos don’t necessarily have to relate to your campaign theme
- (1) Original 2-minute video for YouTube (should relate to your campaign)
- Posts should use relevant tags (@, #) and URL links

Final Project: Presentation + social content calendar = 30 points

Using all the information gathered on your client from the semester, create a plan for one month’s worth of content based on your strategy. You must outline content for at least (5) social channels. You will present your strategy, content calendar and sample content posts to the class in the form of a PowerPoint presentation (also known as a “deck”). Final presentations should be 10-12 minutes in length and should include the following items:

- Summary of your social audit findings and conclusions
- Social strategy brief
- 1-month sample content calendar
- Sample posts from each social channel (must include at least 5 channels)
  - Revised text posts (includes 1 blog post)
  - Revised photo posts (includes 1 infographic)
  - Revised video posts
  - Description of (1) contest/promotion

Class professionalism = 10 points

Points may be deducted for the following:
- Arriving to class late (1% deducted for each late arrival after the 3rd offense)
- Unexcused absences (1% deducted for each)
- Displaying any disrespectful behavior to the instructor or fellow class members

You will also be evaluated by each of your group members and given a peer evaluation grade on a scale of 0 - 100. This score will be factored into your professionalism grade. Please be sure to fulfill the following expectations: attend team meetings, participate equally in take-home assignments, and participate actively during in-class assignments.
Graduate students enrolled in this course are required to complete an additional project. Each graduate student will write a case study about a social media campaign or effort that broke new ground in the industry. Students will meet with the instructor for an idea pitch before beginning the project. The paper should outline the social strategy and content of the campaign and provide an evaluation of the success of the campaign based on relevant metrics. This paper should be no more than 4 pages in length. Please cite references.
Course policies

Academic Honesty
Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful.

Academic misconduct includes but is not limited to the following:

• Use of materials from another author without citation or attribution.
• Use of verbatim materials from another author without citation or attribution.
• Extensive use of materials from past assignments without permission of your instructor.
• Extensive use of materials from assignments in other classes without permission of your instructor.
• Fabricating information in news or feature stories, whether for publication or not.
• Fabricating sources in news or feature stories, whether for publication or not.
• Fabricating quotes in news or feature stories, whether for publication or not.

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult with your instructor. For closed-book exams and exercises, academic misconduct includes conferring with other class members, copying or reading someone else’s test and using notes and materials without prior permission of the instructor. For open-book exams and exercises, academic misconduct includes copying or reading someone else’s work.

Blackboard
I will communicate, distribute materials and conduct online assessments in Blackboard. It is your responsibility to regularly check the course Blackboard site for new developments and to monitor your grades for the course. If you think a grading mistake has been made, it is your responsibility to contact me within one calendar week of posting. After one calendar week, all grades are final. Official emails will be sent only to your Paw Print email account.

Classroom Misconduct
Classroom misconduct includes forgery of class attendance; obstruction or disruption of teaching, including late arrival or early departure; failure to turn off cellular telephones leading to disruption of teaching; playing games or surfing the Internet on laptop computers unless instructed to do so; physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

IMPORTANT: Entering a classroom late or leaving a classroom before the end of the period can be extremely disruptive behavior. Students are asked to arrive for class on time and to avoid early departures. This is particularly true of large lectures, where late arrivals and early departures can be most disruptive. Instructors have the right to deny students
access to the classroom if they arrive late and have the right to dismiss a student from the class for early departures that result in disruptions.

Under MU policy, your instructor has the right to ask for your removal from the course for misconduct, disruptive behavior or excessive absences. The instructor then has the right to issue a grade of withdraw, withdraw failing or F. The instructor alone is responsible for assigning the grade in such circumstances.

**Dishonesty and Misconduct Reporting Procedures**
MU faculty are required to report all instances of academic or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct will be forwarded immediately to MU’s Vice Chancellor for Student Services. Allegations of academic misconduct will be forwarded immediately to MU’s Office of the Provost. In cases of academic misconduct, the student will receive at least a zero for the assignment in question.

**Professional Standards and Ethics**
The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

**Audio and Video Recordings of Classes**
Students may make audio or video recordings of course activity for personal use and review unless specifically prohibited by the faculty member in charge of the class. However, to foster a safe learning environment in which various viewpoints are respected, the redistribution of audio or video recordings or transcripts thereof is prohibited without the written permission of the faculty member in charge of the class and the permission of all students who are recorded. (Collected Rules and Regulations, University of Missouri, Sect. 200.015, Academic Inquiry, Course Discussion and Privacy)

**University of Missouri-Columbia Notice of Nondiscrimination**
The University of Missouri System is an Equal Opportunity/Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability or status as a Vietnam-era veteran. Any person having inquiries concerning the University of Missouri-Columbia’s compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, or other civil rights laws should contact the Assistant Vice Chancellor, Human Resource Services, University of Missouri-Columbia, 1095 Virginia Ave., Room 101, Columbia, Mo. 65211, (573) 882-4256, or the Assistant Secretary for Civil Rights, U.S. Department of Education.

**Accommodations**
If you have special needs as addressed by the Americans with Disabilities Act and need assistance, please notify me immediately. The school will make reasonable efforts to
accommodate your special needs. Students are excused for recognized religious holidays. Please let me know in advance if you have a conflict.

**ADA Compliance**
If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office of Disability Services, S5 Memorial Union, 882-4696, or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

**Religious Holidays**
Students are excused for recognized religious holidays. Let your instructor know in advance if you have a conflict.

**Intellectual Pluralism**
The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the Departmental Chair or Divisional leader or Director of the Office of Students Rights and Responsibilities (http://osrr.missouri.edu/). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.