



NEW YORK INSTITUTE OF TECHNOLOGY

Intro to Social Media for Business

Comm 350 M02

Course Outline

Instructor's information

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Office hours: Tuesday 12 – 2 pm.

Course information

Term and date: Winter 2010

Course number and section: Comm 350 M02 *Credits:* 3

Meeting times: Tuesdays 2 - 5

Building and room number: MC 61, room 927

Prerequisites and co-requisites: none

Required texts (including ISBN numbers)

Inbound Marketing: Get Found Using Google, Social Media, and Blogs by Brian Halligan, Dharmesh Shah and David Meerman Scott, ISBN-13: 978-0470499313

Recommended reading

Groundswell: Winning in a World Transformed by Social Technologies by Charlene Li and Josh Bernoff, ISBN-13: 978-1422125007

SmartBrief on Social Media: <http://www.smartbrief.com/news/socialmedia>

Social Net Daily: <http://www.socialnetdaily.com/>

Course description from catalog

From blogging to Facebook, LinkedIn to Ning, social media use is increasingly widespread and is garnering more and more media attention. There's no doubt it's popular, but how can it be useful to businesses? This class will explore how businesses can make the most of this technology to expand their current marketing and customer relations programs to social media platforms. It will also examine what it means to a business to get involved with social media: How will it set its strategy? Who will execute



on it? How will it address this highly public channel for criticism and the corresponding calls for transparency?

Course goals and introduction

This course will teach students how to develop a social media plan for a company and use the most popular platforms well for business purposes.

Learning outcomes and instruments of assessment

Upon successful completion of this course, students will be able to:

- Leverage social media for businesses in order to increase awareness, influence, care and trust
- Develop effective marketing campaigns using social media
- Measure the effectiveness and quality of social marketing campaigns
- Discern trends on the web and stay ahead of the curve
- Determine which social media are best for different types of businesses and audiences

Methods of assessment will include:

1. Class participation
2. Student blog
3. Twitter activity
4. Peer review
5. Final project

Grading formula

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|--------------------------------------|-----|
| • Class participation | 15% |
| • Blogging assignments | 20% |
| • Twitter/Facebook/LinkedIn activity | 15% |
| • Peer review & rebuttal | 20% |
| • Final project | 30% |

Description of assignments

Students will be required to **blog** on assigned topics each week and will contribute to the class reading wiki as soon as each is set up (setting these up will be part of the lessons). They are encouraged to comment on each other's blogs as often as possible.

Reading the assigned texts is pivotal to each class. Having that background knowledge will enable students to **engage in conversation** during the class by asking and answering questions and sharing insights and experiences.

Students will be setting up **Facebook, Twitter and LinkedIn profiles** and will keep the class wiki updated on their activities – how long they were on each site, what they did there, whose blog they commented on (if any). They will also drive the Facebook Fan Page once that is set up by providing updates on their blogs, activities, extra reading, etc.

The **peer review** is the equivalent of a mid-term exam. Each student in the class will review one other person's Facebook, blog, Twitter and commenting activity for 5 minutes with an eye towards frequency, follow-up, engagement and thoroughness. The person being reviewed will have 2 minutes to comment on the review. Students will be graded on their review of someone else and how they comment on their own review

The **Final Project** for the class will be to construct a social media plan for a fictional company in an industry of the student's choosing (one can be suggested if desired).

These should be typewritten and double-spaced. There is a 5-page limit. Exhibits & illustrations are not included in the page limit.

Details will be discussed in class as to how to properly shape this plan.

Policy for make-up exams and missed or late assignments

Under extenuating circumstances and in consult with a student's advisor, extensions may be given.

Attendance policy

On-time class attendance. Being late three times is equivalent to one absence. Being absent more than three times without a valid written excuse is grounds for dismissal from the course.

Withdrawal policy

A student may withdraw from a course without penalty through the end of the 8th week of class during a 14- or 15-week semester and through the 8th meeting during an 8week course cycle. After this, the student must be doing passing work in order to receive a W grade. Students who are not passing after the 8th week or equivalent will be assigned the grade of WF.

It is the student's responsibility to inform the instructor of his/her intention to withdraw



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from a course. If a student has stopped attending class without completing all assignments and/or examinations, failing grades for the missing work may be factored into the final grade calculation and the instructor for the course may assign the grade of WF. The grade of F is used for students who have completed the course but whose quality of work is below the standard for passing.

Withdrawal forms are available in departmental offices and once completed must be filed with the registrar. Students should be reminded that a W notation could negatively impact their eligibility for financial aid and/or V.A. benefits, as it may change the student's enrollment status (full-time, part-time, less than part-time). International students may also jeopardize their visa status if they fail to maintain full-time status.

Academic integrity and plagiarism policies

Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers.

Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct.

Library Resources

All students can access the NYIT virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.

Support for students with disabilities

NYIT adheres to the requirements of the Americans with Disabilities Act of 1990 and the rehabilitation Act of 1973, Section 504. The Office of Disability Services actively supports students in the pursuit of their academic and career goals. Identification of oneself as an individual with disability is voluntary and confidential. Students wishing to receive accommodations, referrals and other services are encouraged to contact the Office of Disability Services as early in the semester as possible although requests can be made throughout the academic year.

Schedule of Dates

Jan 26: Introductions

We'll be addressing the following questions: What's marketing? What's a brand? How do brands engage their audience and keep them interested. What was new media, what is social media and how did it come to be? Why is social media important?

Feb 2: Blogs and RSS

We'll be discussing: What a blog is, why we're talking about it first, why it matters and how to do it well.

Read chapters 1 & 2 in Inbound Marketing

Feb 9: Wikis

Wikis are platforms for collaborating on work. How can businesses use wikis to improve efficiency and enhance creativity across teams and between employees and vendors?

Read chapters 3 & 4 in Inbound Marketing

Feb 16: Social Objects

Social objects are what make the Web an interesting place. They go by a variety of names – viral videos, retweetable posts, etc – but what are they? How do they make a difference and how can they be used by businesses to drive awareness?

Read chapter 5 in Inbound Marketing

Feb 23: Social Networks: Facebook, LinkedIn & Whatever Happened to MySpace?

From Friendster to MySpace to Facebook and LinkedIn: the evolution of friending and what it all means to businesses trying to engage their audiences.

Read pages 85 - 103 in Inbound Marketing

March 2: The Twittersphere

Is Twitter important or a fad? Are your friends busting your chops about taking the “Twitter class” or jealous you got in? How to compress your products, services, business, opinions and life into 140 keystrokes and have it make a difference.

Read pages 103 – 108, 120 - 126 in Inbound Marketing

March 9: Bookmarks & Photos

Everything is going social – even pictures and bookmarks. This week, we look into how they can make your brand more transparent, drive traffic to your site and interact with your audience.

Read pages 108 - 116 in Inbound Marketing

March 16: Podcasting Your Brand – from iTunes to YouTube

What’s a podcast? How can companies use podcasts (audio and video) and Webinars to enhance their brand, build their audiences and encourage sales? How does audio and video enhance blogs and encourage interaction? How do platforms like iTunes and YouTube help you get the word out about your business?

Read pages 116 - 120 in Inbound Marketing

March 30: Demos & Presentations PLUS Peer Review Prep

The value of demonstrating products and even expertise is obvious. But how do you do it (and do it well)? We’ll also be discussing how to structure the peer reviews to be presented after Spring Break.

April 6 Social Media Peer Review

This week, we will all be reviewing the status of all your online activity associated with this class. Each person in the class will review one other person’s Facebook, blog, Twitter and commenting activity for 5 minutes. The person being reviewed will have 2



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minutes to comment on the review. You will be graded on your review of someone else and how you comment on your own review for a total of 20% of your grade.

April 13: The Future of the Corporate Website / Conferences and Events 2.0

All of this technology is changing how more traditional business assets, like Web sites, and events and conferences take shape.

Reread Chapters 1 & 2 in Inbound Marketing

April 20: Hiring for Social Media

Companies are hiring right now for people who understand how to use social media for business purposes. What skills are right for these roles? Would you want to be a company's social media expert? What qualifies someone as an expert in such a new technology?

Read Chapter 12 in Inbound Marketing

April 27: Social Media Policies

Companies control how employees use the Internet so they don't waste time. Opening the door to social media sites creates a variety of problems, including what employees can say about the company on their profiles. This is a huge issue and we will take a close look at some of the radically different approaches companies are taking to preserve their brand and enhance the attitudes of their customers.

May 4: Constructing a Social Media Plan Part 1

All these different moving parts are interesting, but a business needs to put them all together to make a cohesive plan. What do those plans look like and what makes one good?

This is prep for your final project, due on May 27. DO NOT MISS THIS CLASS!

Read chapters 8, 9 & 10 in Inbound Marketing

May 11: Make Up Day (if necessary)



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May 18: Constructing a Social Media Plan Part 2

What's New & Review

In social media years, we started this class eons ago. What's emerged since we began? How is our text book already out of date? How can you incorporate these new things into your social media plan? We will also review everything for your final project, due May 27 and continue to discuss how to write a social media plan.