

Syllabus for BUS-35 (D6887)

Course Information

Semester & Year: Spring 2024
Course ID #: BUS-35 (D6887)
Instructor: Dr. Laurrie McKendry
Day/Time: 3:45 – 5:45
Location: DM15
Course units: 4

Instructor Contact Information

Office location: First office to the left of the front door.
Office hours: By appointment only
Email address: laurrie-mckendry@redwoods.edu

Catalog Description

An overview of how to utilize marketing and social media to grow a business and build lasting relationships with your customers. The student will learn contemporary strategies on digital, social and traditional techniques for building brands, promoting products, and communicating the value that your business offers. The course will explore consumer behavior, product strategy, distribution strategy, financial modeling and research of markets, industries, and competition. As an added bonus, students will also explore building a personal brand and ways that digital and social realms can be utilized to build professional networks and advance career opportunities.

Course Student Learning Outcomes

1. Analyze situations and apply marketing terms and concepts to make business decisions.
2. Write a comprehensive marketing plan.

Prerequisites/co-requisites/ recommended preparation

None

Course Textbook (required):

- *Social Media Marketing: A Strategic Approach*, 2023, Cengage. ISBN: 978-0-357-51618

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)
- [Online Tutoring Resources](#)

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Visit TimelyCARE here](#)

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

Contact info

Text: 707-496-2856

Email: shawnabmft@gmail.com

Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Wellness Central](#).

Counseling

[Counseling & Advising](#) can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center

[The Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can submit a request for services and information [here](#).

Contact info

Phone: 707-476-4153

Email: the-grove@redwoods.edu

Learning Resource Center

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

EOPS

[Extended Opportunity Programs & Services \(EOPS\)](#)[Links to an external site.](#) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).

Veterans Resource Center

The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS

CalWORKs – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF **benefits**), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Assignments

In-Class Participation (10 points per class): Active participation is key to your learning and growth. I encourage everyone to engage in discussions, share ideas, and ask questions. Remember, there are no wrong questions or perspectives here. Your participation not only enriches your own learning experience but also contributes to the learning environment of the entire class.

Weekly Quizzes (15 points each): We will have open-book quizzes. These are designed to help you apply and understand the course material, not just memorize it. You can use your notes, textbooks, and other course materials, but remember, the goal is to engage deeply with the content. These quizzes will test your ability to interpret, analyze, and apply information, rather than just recalling facts

Weekly Discussions (10 points each): Each week you will be required to post an initial post (full directions are on Canvas), and reply to at least two classmates.

Social Media Platform Analysis Project (25 points!) (Teams): Objective: To critically analyze a social media platform, understanding its features, user base, and marketing potentials.

Description:

In this assignment, groups will choose a social media platform (like Instagram, Twitter, Facebook, TikTok, etc.) to analyze in-depth. Your task is to explore various aspects of the platform, I assign your group, and present your findings to the class, highlighting how it can be effectively used for marketing purposes.

Areas to Focus On:

1. User Demographics: Age, gender, geographic location, interests of the platform's primary user base.
2. Key Features: Unique aspects of the platform, such as post types (e.g., stories, live videos), algorithms, and interactive features.
3. Marketing Tools: Built-in tools for marketing and advertising (e.g., business accounts, analytics, ad services).
4. Success Stories: Examples of successful marketing campaigns or strategies used on this platform.
5. Challenges and Limitations: Potential difficulties or limitations in using the platform for marketing.

Deliverables:

1. A presentation showcasing your analysis of the chosen platform.
2. A written report summarizing your findings and recommendations for marketers.

Social Media Plan (50 points!) (Teams) Final presentation: The requirements for the Marketing Plan will be discussed at length in class and an outline will be posted to Canvas.

*Please see the Modules section on Canvas to see a detailed weekly schedule including assignment descriptions and due dates. **All work is submitted to Canvas and must be turned in by the due date.***

Grading (The Bottom Line): Grades will be assigned using the following performance measures:

Assessment Activities	Points Available	Percentage of Grade
In Class Participation (15 x 10 pts)	150	26%
Discussions/Reflections (14 x 10 pts)	140	24%
Social Media Platform Analysis (25 pts)	25	4%
Quizzes (14 x 15 pts)	210	36%
Social Media Plan: Final Presentation (50 pts)	50	10%
TOTAL	575	100%

Please note: The above assignments and point totals are *tentative / subject to change*. Any changes will be posted in Canvas and/or via email.

Below are the **grading points** for final course grade.

A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
D	63%
F	Less than 63%

If your final grade is “on the bubble” (e.g. 79% or 89%), **class participation and attendance** will be the deciding factor.

CR Policies and General Information

Educational Accessibility & Support Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

SPRING SEMESTER 2024

January 12	Last day to register for classes (day before the first class meeting)
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)

February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 29	Last day for student initiated withdrawal (62.5% of class)
March 29	Last day for faculty initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due
May 24	Grades available

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact Admissions & Records to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the Student Information Update form.

Course Schedule and Assignments

The following course calendar is tentative and subject to change by instructor:

Each week is one-week long beginning Monday 12:01 am and ending Sunday 11:59 pm

Class	Topics	Assignment Specifics
<p><u>WEEK 1</u> Jan. 15-21</p>	<p>The Role of Social Media Marketing</p>	<p>Readings:</p> <ul style="list-style-type: none"> SMM: Ch. #1 <p>Assignment</p> <ul style="list-style-type: none"> Quiz #1: Due at beginning of next class
<p><u>WEEK 2</u> Jan. 22-28</p>	<p>SMM Goals and Strategies</p>	<p>Readings:</p> <ul style="list-style-type: none"> SSM: Ch. #2 <p>Quiz #2: Due at beginning of next class</p>
<p><u>WEEK 3</u> Jan. 29 – Feb. 4</p>	<p>Identifying target audiences</p>	<p>Readings:</p> <ul style="list-style-type: none"> SSM: Ch. #3 <p>Quiz #3: Due at beginning of next class</p>
<p><u>WEEK 4</u></p>		<p>Readings:</p>

Feb. 5 - 11	Rules of engagement for SMM and social media governance	<ul style="list-style-type: none"> SSM: Ch. #4 Quiz #4: Due at beginning of next class
<u>WEEK 5</u> Feb. 12 - 18	Social media platforms and social networking sites	Readings: <ul style="list-style-type: none"> SSM: Ch. #5 Quiz #5: Due at beginning of next class
<u>WEEK 6</u> Feb. 19 - 25	Paid social and influencers	Readings: <ul style="list-style-type: none"> SSM: Ch. #6 Quiz #7: Due at beginning of next class
<u>WEEK 7</u> Feb. 26 - March 3	Content creation and sharing: blogs, podcasting, and webinars	Readings: <ul style="list-style-type: none"> SSM: Ch. #7 Quiz #7: Due at beginning of next class
<u>WEEK 8</u> March 4 - 10	Visual storytelling	Readings: <ul style="list-style-type: none"> SSM: Ch. #8 Quiz #8: Due at beginning of next class
<u>WEEK 9</u> March 11 - 17	Content marketing: Publishing articles, white papers, and ebooks	Readings: <ul style="list-style-type: none"> SSM: Ch. #9 Quiz #9: Due at beginning of next class
<u>SPRING BREAK</u>		Extra Credit:

March 17 - 24		Solution Story
<u>WEEK 10</u> March 25 - 31	Virtual Communities	Readings: <ul style="list-style-type: none"> • <i>BUSN: Intro to Business, Ch. 10</i> • <i>Bedtime Business Stories: #24 Gas Station Wars (pp. 228-244).</i> Quiz #10: Due at beginning of next class
<u>WEEK 11</u> April 1 - 7	Mobile marketing on social network	Readings: <ul style="list-style-type: none"> • <i>SSM: Ch. #11</i> Quiz #11: Due at beginning of next class
<u>WEEKS 12</u> April 8 - 14	Social media monitoring and management tools	Readings: <ul style="list-style-type: none"> • <i>SSM: Ch. #12</i> Quiz #12: Due at beginning of next class
<u>WEEK 13</u> April 15 - 21	Managing and staffing the organization for social media marketing	Readings: <ul style="list-style-type: none"> • <i>SSM: Ch. #13</i> Quiz #13: Due at beginning of next class
<u>WEEK 14</u> April 22 - 28	Social Media Marketing Plan	Readings: <ul style="list-style-type: none"> • <i>SSM: Ch. #14</i> Quiz #14: Due at beginning of next class
April 29 – May 5		Readings:

	Example: social media marketing plan	<ul style="list-style-type: none"> • Caffe de lay social media marketing plan (P.295)
<u>WEEK 15</u> FINALS WEEK! May 6 – 10	Final Project Presentations	Final Project Presentations in class!