

## Course Information

**Semester & Year:** Spring 2024

**Course ID & Section #:** BUS 35 / D7056

**Instructor's name:** Dr. Laurie McKendry

**Location:** CDCR D-Yard

**Date & Time:** W,F 12:45 – 3:00

**Course units:** 4 units

## Required Textbooks

- 1.) *Social Media Marketing: A Strategic Approach* 3<sup>rd</sup> edition, 2023  
Cengage  
ISBN: 978-0-357-51618-8

## Instructor Contact Information

Contact: Use “Ask Dr. McKendry” discussion in Canvas or use “Ask CR” forms for course questions outside the classroom.

## 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 (*from course outline of record*)

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

## Prerequisites/corequisites/ recommended preparation

n/a

## Class Policies, Assignments, and Grading Specific to this Class Section

## Code of Conduct

Professional conduct is built upon the idea of mutual respect. You will be expected to communicate and behave professionally in all class communications and interactions. This includes respectfully disagreeing with each other when appropriate, offering constructive criticism to each other's work,

respecting perspectives different from your own, and embracing the idea (which I strongly believe in) that we can learn from each other and our diverse belief systems and life experiences.

Academic work using generative AI tools (ChatGPT or similar) are not allowed. **All work must be your own.** That said, I welcome you to use these tools to conduct research and to help you better understand the content.

### Accepting Late Work

Late assignments *may* receive point reductions, depending on the situation and/or duration of lateness.

**Assignments submitted more than two weeks after the due date will not be graded.**

Life happens! You do not owe me any apology for missing or late work. This is your education, and my assumption is that **you are doing your best.** All students juggle school priorities among many others including work, family and health. You will not receive a late penalty for work received late due to a lockdown or program cancellation at Pelican Bay.

### Program Cancellations

If the Pelican Bay Scholars Program is not able to meet in person as planned for more than 2 weeks, you can expect a correspondence packet will be mailed to you and/or additional directions will be provided in the **Announcements** in Canvas. **If class is cancelled, continue to follow the course outline provided in this syllabus and in Canvas.**

### Class Participation

**This is a F2F class.** What that means is that most of our instruction and engagement will happen in class (face to face). To receive full credit, you will need to actively participate in discussions and activities in class.

The college environment is a place of scholarly and professional development. As such, in all our interactions, we should maintain an attitude of kindness, respect, and a core emphasis on acquiring knowledge. Dissent and differences of opinion are natural and encouraged, as long as they are centered on the subject matter and not the individuals involved. Higher education encourages us to explore diverse ways of thinking. By being receptive to novel viewpoints, you can enrich and enhance your educational journey.

### AI Use Policy

Please see the AI policy for this course below. These tools are becoming increasingly common for use in academic and professional settings. This will be an opportunity for you to learn the tools but ***please note the requirements and limitations mentioned in the policy description below.***

You can sign up for a free OpenAI ChatGPT or Microsoft Bing account:

- OpenAI: <https://chat.openai.com/auth/login>
- Microsoft: [Bing AI - Search](#)

### AI Policy, Student Responsibilities, and Limitations of AI Use

1. Generative AI tools are imperfect and require refinement from the user to maximize the usefulness of the results.
  - a. To get started, please read the following article to learn more about ChatGPT and how to improve the results that it gives you: [How to use ChatGPT for this course.](#)

- b. Don't exclusively use AI tools for research and certainly don't trust the results as factual. It is your responsibility to use multiple sources to validate results.
- c. Please use the following convention for reporting any AI use in this class:
  - i. Include a brief note under the title of "AI Use" at the end of the assignment that defines the AI tools used and the prompts that you used to get the results.  
***Failure to report this information will result in a violation of the CR Academic Dishonesty policy.***

\* Credit: [Professor Ethan Mollick](#), Wharton School of Business

## Assignments

**In-Class Participation:** 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.

**Social Media Marketing Simulation:** Objective: To understand and apply social media marketing concepts in a simulated, offline environment.

Description:

In this interactive group assignment, you'll engage in a role-play exercise to develop and critique a social media marketing campaign for a given product or service. The class will be divided into small groups, each taking on specific roles: content creators, target audience, and marketers.

Roles and Responsibilities:

1. Content Creators: Develop creative posts and campaign ideas for the assigned product/service. Use visuals (drawings, posters) and written content to simulate social media posts.
2. Target Audience: Provide feedback on the content creators' campaigns. Discuss what you find engaging or unappealing, and suggest improvements.
3. Marketers: Analyze both the campaigns and the audience feedback. Adjust the marketing strategies accordingly to better align with audience preferences.

Deliverables:

1. A presentation of your group's marketing campaign, including visual and written content.
2. A one-page summary of the feedback from the target audience and subsequent adjustments made by the marketers.

Evaluation Criteria:

- Creativity and originality of the campaign.
- Effectiveness in simulating social media dynamics.
- Collaboration and participation within the group.

**Weekly Quizzes:** 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

**Social Media Plan (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              | 34%                 |
| Social Media Marketing Simulation (teams)      | 25               | 6%                  |
| Quizzes (14 x 15 pts)                          | 210              | 48%                 |
| Social Media Plan: Final presentation (40 pts) | 50               | 11%                 |
| <b>TOTAL</b>                                   | <b>435</b>       | <b>100%</b>         |

**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**

|  |             |
|--|-------------|
| Classes begin .....  | Jan 13      |
| District-wide closure (Martin Luther King, Jr.'s Birthday) ..... | Jan 15      |
| District-wide closure (Lincoln's Birthday) .....                 | Feb 16      |
| District-wide closure (President's Day) .....                    | Feb 19      |
| No classes (Spring Break) .....                                  | Mar 11 – 16 |
| Final exams .....  | May 4 – 10  |
| Classes end .....  | May 10      |
| Commencement.....  | May 11 & 12 |
| Grades Due .....   | May 17      |

### **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><b><u>WEEK 1</u></b><br/><b>Jan. 15-21</b></p>       | <p style="text-align: center;"><b>The Role of Social Media Marketing</b></p>                      | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• SMM: Ch. #1</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Quiz #1: Due at beginning of next class</li> </ul> |
| <p><b><u>WEEK 2</u></b><br/><b>Jan. 22-28</b></p>       | <p style="text-align: center;"><b>SMM Goals and Strategies</b></p>                                | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• SSM: Ch. #2</li> </ul> <p><b>Quiz #2: Due at beginning of next class</b></p>  |
| <p><b><u>WEEK 3</u></b><br/><b>Jan. 29 – Feb. 4</b></p> | <p style="text-align: center;"><b>Identifying target audiences</b></p>                            | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• SSM: Ch. #3</li> </ul> <p><b>Quiz #3: Due at beginning of next class</b></p>  |
| <p><b><u>WEEK 4</u></b><br/><b>Feb. 5 - 11</b></p>      | <p style="text-align: center;"><b>Rules of engagement for SMM and social media governance</b></p> | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• SSM: Ch. #4</li> </ul> <p><b>Quiz #4: Due at beginning of next class</b></p>  |
| <p><b><u>WEEK 5</u></b></p>                             |   | <p><b>Readings:</b></p>  |

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|---|--|---|
| Feb. 12 - 18                                | Social media platforms and social networking sites               | <ul style="list-style-type: none"> <li>SSM: Ch. #5</li> </ul> <p><b>Quiz #5: Due at beginning of next class</b></p>                         |
| <b><u>WEEK 6</u></b><br>Feb. 19 - 25        | Paid social and influencers                                      | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>SSM: Ch. #6</li> </ul> <p><b>Quiz #7: Due at beginning of next class</b></p> |
| <b><u>WEEK 7</u></b><br>Feb. 26 - March 3   | Content creation and sharing: blogs, podcasting, and webinars    | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>SSM: Ch. #7</li> </ul> <p><b>Quiz #7: Due at beginning of next class</b></p> |
| <b><u>WEEK 8</u></b><br>March 4 - 10        | Visual storytelling  | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>SSM: Ch. #8</li> </ul> <p><b>Quiz #8: Due at beginning of next class</b></p> |
| <b><u>WEEK 9</u></b><br>March 11 - 17       | Content marketing: Publishing articles, white papers, and ebooks | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>SSM: Ch. #9</li> </ul> <p><b>Quiz #9: Due at beginning of next class</b></p> |
| <b><u>SPRING BREAK</u></b><br>March 17 - 24 |  | <b>Extra Credit:<br/>Solution Story</b>   |
| <b><u>WEEK 10</u></b><br>March 25 - 31      | Virtual Communities  | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>SSM: Ch. #10</li> </ul>  |

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|  |  | <b>Quiz #10: Due at beginning of next class</b>  |
| <b><u>WEEK 11</u></b><br>April 1 - 7         | <b>Mobile marketing on social network</b>                                | <b>Readings:</b> <ul style="list-style-type: none"> <li>• <i>SSM: Ch. #11</i></li> </ul> <b>Quiz #11: Due at beginning of next class</b> |
| <b><u>WEEKS 12</u></b><br>April 8 - 14       | <b>Social media monitoring and management tools</b>                      | <b>Readings:</b> <ul style="list-style-type: none"> <li>• <i>SSM: Ch. #12</i></li> </ul> <b>Quiz #12: Due at beginning of next class</b> |
| <b><u>WEEK 13</u></b><br>April 15 - 21       | <b>Managing and staffing the organization for social media marketing</b> | <b>Readings:</b> <ul style="list-style-type: none"> <li>• <i>SSM: Ch. #13</i></li> </ul> <b>Quiz #13: Due at beginning of next class</b> |
| <b><u>WEEK 14</u></b><br>April 22 - 28       | <b>Social Media Marketing Plan</b>                                       | <b>Readings:</b> <ul style="list-style-type: none"> <li>• <i>SSM: Ch. #14</i></li> </ul> <b>Quiz #14: Due at beginning of next class</b> |
| April 29 – May 5                             | <b>Example: social media marketing plan</b>                              | <b>Readings:</b> <ul style="list-style-type: none"> <li>• Caffe de lay social media marketing plan (P.295)</li> </ul>                    |
| <b><u>WEEK 15</u></b><br><b>FINALS WEEK!</b> | <b>Final Project Presentations</b>                                       | <b>Final Project Presentations in class!</b>   |



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|-------------------|--|--|
| <b>May 6 – 10</b> |  |  |
|-------------------|--|--|