

ADV 835 SPRING 2021

Asynchronous Instruction via D2L
Synchronous Zoom Class Meetings
Tuesdays, 5:00 - 6:20 PM Eastern
<https://msu.zoom.us/j/92274279839>
Meeting ID: 922 7427 9839
Passcode: adv835

COURSE INFO

This course is taught online. Instruction for this course takes place both asynchronously and synchronously via D2L and other MSU-adopted technologies (e.g., Zoom, Microsoft Teams, FlipGrid). Students will have weekly video recordings (posted earlier in the week) that discuss the week's topic, but don't necessarily cover everything from the readings. Weekly synchronous meetings will take place over zoom on **Tuesdays, from 5 – 6:20 p.m. Eastern** (<https://msu.zoom.us/j/92274279839>; Passcode: adv835).

INSTRUCTOR
DR. SALEEM
ALHABASH
[Pronouns: he, him, his]



313 Communication Arts & Sciences Building
OFFICE HOURS:
Thursdays, 2:00 - 3:30 PM or by appointment
<https://msu.zoom.us/j/92616070716>
Passcode: office



sa@msu.edu



Google Voice Call:
(209) 675-7061

ABOUT ME

I'm an Associate Professor at the Department of Advertising and Public Relations. My research focuses on the effects and processes associated with social media use. I've been researching social media for the past 12 years. I co-direct the Media and Advertising Psychology (MAP) Lab, where we investigate the psychophysiological responses to advertising and media messages. I've taught courses on Consumer Behavior, Research Methods, and Social Media. I treasure working with undergraduate and graduate students. Ask me how to get involved in research!

COMM. POLICY







Email is the **best and most preferred way** to communicate with me. We will respond to emails within 24-48 hours of receiving them. **Email responses will be slower during weekends.** If you do not get a response within two days, feel free to remind me by sending another email. Please limit emails to simple questions about readings, assignments, and course logistics. While email is excellent to answer questions that do not require extensive explanation, in-person meetings with me during scheduled office hours or at other arranged times are the best method to address issues that require ample discussion and elaboration.

COURSE DESCRIPTION

The ongoing digital revolution has reshaped the work of advertising and public relations practitioners. Traditional advertising and public relations living in silos of labor division are no longer feasible nor realistic in today's world. Today's advertising and public relations practitioner is equipped with a deep knowledge of strategy as well as expertise in its execution. To face these changes within the advertising and public relations disciplines, this course blends strategy development and content creation and curation within the context of advertising and public relations campaigns. To better design effective strategies and creatively execute them, today's advertising and public relations practitioners need to strengthen their understanding of consumers, propose SMART objectives, illuminate the strategy with an understanding of the brand's positioning, and develop and execute a campaign's creative strategy. The course emphasizes the integration of conceptual understanding of brands, companies, and organization, along with an operational knowledge of consumers, with the intent to develop effective contact experiences between the brand and consumers.

COURSE LEARNING OBJECTIVES

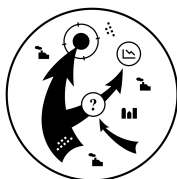
By the end of this course, students should be able to:

- 01  **master the creative development process** from campaign objectives through execution, including similarities and differences between the practices of advertising and public relations.
- 02  **develop a content strategy** based on client campaign objectives.
- 03  **learn how to write effectively** for social media and the web.
- 04  **learn how to create and curate** effective, strategy-driven audiovisual content for social media and the web.
- 05  **examine message testing** to evaluate the effects of content on audiences.
- 06  **understand the ethical concerns** related to social media advertising and public relations within the context of content creation and curation.
- 07  **apply concepts of diversity, equity, and inclusion** to the process of strategy development.

COURSE LEARNING OUTCOMES

The course strives to reach the following learning outcomes:

01 Analytical Thinking: Students will demonstrate expertise in using multimedia content creation and strategic thinking to design effective advertising and public relations campaigns based on an in-depth understanding of consumers, objectives, brand positioning, and multi-channel communication. The course will equip students with a critical thinking toolbox for evaluating the fit and benefits of advertising and public relations strategies in achieving goals and realizing strategic potential.



02 Cultural Understanding: Students will show a deep appreciation of the interplay of culture and advertising/public relations when examining diverse audiences and enhancing diversity, equity, and inclusion in the work of advertising and public relations practitioners.



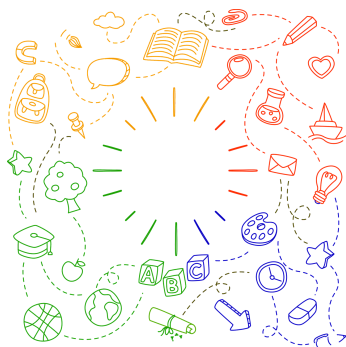
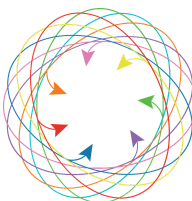
03 Effective Citizenship: Students will exhibit a deep understanding of the ethical and moral concerns pertinent to the conduct of multimedia content creation strategies for advertising and public relations.



04 Effective Communication: Students will harness their skills of effective communication at varying levels of an organization/company and different types of organizations/companies. The course will equip them with skills to foster cross-team communication geared toward effective advertising and public relations.



05 Integrated Reasoning: Students will apply knowledge gained in *Multimedia Content Creation for Advertising and Public Relations* to their own practice of strategic communication.



TEACHING PHILOSOPHY

My teaching philosophy rests upon helping students in becoming professional producers, designers, and analysts of communication in general, and multimedia content creation strategies, in particular. I believe that education is the sum of instructor-student and student-student interactions. Both the instructor and students are held responsible for making this course a success, and for maximizing their benefits and rewards from it. To this end, I have carefully constructed this course by selecting the latest and seminal industry and scholarly readings that will help you understand the basic principles and theories related to social and digital media marketing strategies. Please know that I do value your opinions and contributions to the course. I want all students to feel comfortable in sharing their opinions.

I believe that the topic of the course – **Multimedia Content Creation for Advertising and Public Relations** – is inherently interesting, and that particularly in this course, students have a lot to contribute. My aim is to cultivate an atmosphere where we are all courteous, respectful, and thoughtful. Throughout this course, I will strive that students, on a weekly basis, engage with the course content and activities, and in doing so, have the opportunity to **learn** something new, **think** critically about the concepts presented in the week, and **do**, which is where they apply their learning and critical thinking to develop and execute advertising and public relations campaigns and strategies.

Another cornerstone of my teaching philosophy rests upon redefining **failure**. Oftentimes, we perceive failure as something that is negative, yet it is only through failure that we are able to improve, develop, and strive for excellence. This course is designed to capitalize on learning opportunities through the lens of **FAIL = First Attempt In Learning**. To this end, the course is designed to reshape how we deal with failure, and more importantly, providing students with the tool to leverage these first attempts in learning as building blocks for achieving the course's learning objectives.

Finally, in recent years, I have been enlightened by novel approaches to education and learning, specifically by the *humanizing pedagogy* approach, where, I am, as an educator, aware of and strive to adapt my teaching and students' learning in a way that acknowledges systemic structures and systems of inequity in education and society at large that influence individuals and groups. With that in mind, the course is designed to cultivate "together with students -- of a critical consciousness of the political nature of education, as well as the capacity to analyze, disrupt, and transform the inequitable histories and realities that often underpin schools in Westernized societies" (Mehta & Aguilera, 2020, p. 110). At the core of the *humanizing pedagogy* approach to learning is that students and their lived experiences are at the center of instruction and course-related activities. I want to learn from you, as students, and through frequent opportunities for discussion and reflection, bring awareness to your lived experiences as they relate to the topic of the course.

Source: Mehta, R. & Aguilera, E. (2020). A critical approach to humanizing pedagogies in online teaching and learning. *The International Journal of Information and Learning Technology*, 37(3), 109-120.

INSTRUCTION METHOD

An online course offers limited face-to-face interactions between students and their instructor. However, I will try my best to offer the most comprehensive explanations using various methods and platforms to ensure you understand the materials and can successfully complete the course and its requirements. This course will primarily use Desire 2 Learn (D2L) for course management purposes. Within D2L, students will be able to get materials and content relevant to the course as well as engage in class discussions to enrich their own understanding and experiences. Generally, there will be at least one video lecture posted to D2L weekly discussing the readings and beyond wh. Watching the video lecture(s) is not a substitute for reading the textbooks, especially that course activities cover both the readings and lectures. You should complete the readings before watching the lectures to maximize your understanding of the materials. Additionally, we will have a weekly virtual class meeting conducted through Zoom, scheduled on Tuesdays from 5:00 to 6:20 p.m. Eastern Time. These weekly meetings will offer students the opportunity to develop a community of support and collaboration among the students, discuss the course contents, and work collaboratively on different assignments. The weekly meetings will also have different activities, part of which will be led by student groups. The course also involves discussion posts, engagement with other learners, and a final group project. The course will leverage different educational technologies available for MSU students, including Zoom, Microsoft Teams, FlipGrid, and others. Ultimately, the course strives to ensure students **‘learn, think, and do’** about issues pertaining to multimedia content creation for advertising and public relations.

COURSE ACCESS

This course primarily relies on D2L (www.d2l.msu.edu), MSU email, and other MSU-approved technologies (e.g., Zoom) for instruction and communication. Technology is great when it works. Sometimes, though, problems occur. If you experience a technology-related problem, please seek help immediately.

- Alert the instructor with details of the problem and your estimate of when it will be resolved.
- Reach out to “Technology at MSU” for help and support.
 - Call: 517-432-6200 or 844-678-6200
 - Email: ithelp@msu.edu
 - Live chat at <https://tech.msu.edu/students>
- Other helpful resources:
 - MSU help site: <https://tech.msu.edu/support/help/>
 - D2L Help site: <https://help.d2l.msu.edu>

ATTENDANCE, & PARTICIPATION

In-person attendance is not required for this course, yet attendance for the weekly Zoom meetings is required. Please note that your online participation will be tracked through different channels, including D2L metrics (i.e., when you access documents, how frequently you access them, how much time you spend with each document or each exam) and Zoom metrics (i.e., attendance for meetings, participation in chat, virtual participation).

Students enrolled in this course are required to dedicate **42 hours** to learning and being assessed in this course. Please be forewarned that failure to keep up with the video lectures, readings, and assignments, as well as failing to attend and participate in the weekly virtual class meetings will most likely result in failing this course. You are asked to schedule other commitments around your commitment to this class. Between **January 11, 2021 to April 27, 2021**, you need to pace your learning to ensure you receive a passing grade. The course timeline is laid out in the course schedule, which offers a comprehensive list of required readings, assignments, and exams throughout the entirety of the course. If you follow the schedule, then you can be sure to have all of your work done on time. You are welcome to move ahead at a faster pace if you wish and upon availability of content. Please note, though, that you must not fall behind schedule. **The due dates for all assessment pieces are not negotiable.** If you miss any assignment you will forfeit the points for that piece of assessment. You can submit work early (i.e., before the deadline) but you cannot submit work after the deadline. Please also be aware that if you choose to complete work early, you cannot resubmit a later version. So please do not submit work early if you are not properly prepared for it. There will be no exceptions to this rule.

Students are strongly encouraged to participate in Discussion forums for this class, where they will contribute their own work and comment on the work of others in the class. It is also expected that students will actively participate in the weekly Zoom meetings for this course. Meaningful participation includes, but is not limited to, asking questions, commenting on a course concept/activity, providing your own opinion, using the Zoom chat function to comment/ask questions, and contributing to the different activities scheduled for the virtual class meetings. Please note that your online participation is factored into the final grade for this course, both via D2L metrics and Zoom observations and metrics.



REQUIRED TECHNOLOGY



The asynchronous online portion of this class will be delivered through **Desire2Learn (D2L)**. D2L will routinely be used to deliver lecture content, assignments and supporting materials. Grades and feedback will be delivered via D2L. Assignments will be collected through D2L. Most other course assessments will be administered via D2L.



The synchronous online portion of this class will be conducted using **Zoom**, including weekly course meetings and final projects student presentations. Students will be expected to be logged in to Zoom, at the scheduled start time for each session. When attending via Zoom, all participants are expected to behave as they would during an in-person class meeting; that is, keep microphone muted unless speaking, use the raise hand function or the chat function to ask a question or offer a comment, refrain from interrupting or speaking over another participant, be situated in an appropriate space during the Zoom, and dress appropriately. Per MSU policy, students are not required to turn their video on during the weekly zoom meetings. Thus, it is at the students' discretion to turn their video on during the Zoom meetings.



Students are expected to have access to the **Microsoft Office 365 suite**, including Word, Excel, PowerPoint, Outlook, Teams, OneDrive, etc. Assignment descriptions, handouts, notes and other supporting documents will be provided in Microsoft-compatible format. Likewise, anything due from students will be composed using Microsoft products. All Spartans have access to the entire range of Microsoft products as part of their tuition and fees. Access and downloads are available at <https://spartan365.msu.edu>



Recorded lecture content will be delivered as MP4 video files hosted on MSU's **Kaltura MediaSpace** and delivered through D2L. Students must have access to computer equipment and software that will allow them to stream these recorded videos.

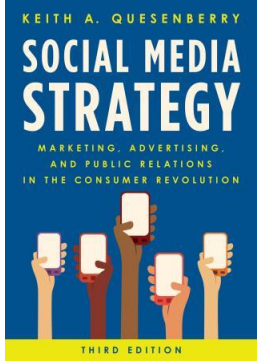
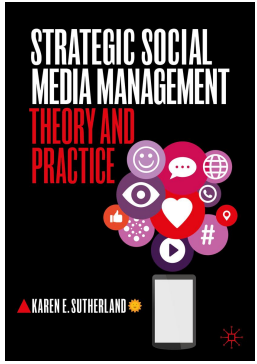


Certain assignments and course-related activities will require access to the **Adobe Creative Cloud**, including: Photoshop, Illustrator, InDesign, and Premiere. Students will be provided with free access to the Adobe Creative Cloud for the duration of this semester (license will be terminated at the end of the semester).



Students must have access to a reliable Internet browser (e.g., Chrome, Firefox, Internet Explorer, etc.). Supplemental readings, video material, and other web resources will be required to support course objectives. Students are expected to have a reliable access to these materials using provided links.

COURSE MATERIALS

<p>[QUE]</p>		<p>Quesenberry, K. A. (2021). <i>Social media strategy: Marketing, advertising, and public relations in the consumer revolution</i> (3rd ed.). Lanham, MD: Rowman & Littlefield. ISBN 9781538138168 (cloth; alk. paper) ISBN 9781538138175 (paperback ; alk. paper) ISBN 9781538138182 (epub)</p>
<p>[SUT]</p>		<p>Sutherland, K. E. (2021). <i>Strategic social media management: Theory and practice</i>. Singapore: Palgrave Macmillan. ISBN: 978-981-15-4657-0 ISBN: 978-981-15-4658-7 (eBook) https://doi.org/10.1007/978-981-15-4658-7</p>

RESEARCH RESOURCES: You should stay abreast of research by reading scholarly and professional journals, such as: *Journal of Advertising*, *Journal of Computer-Mediated Communication*, *New Media & Society*, *CyberPsychology, Behavior, and Social Networking*, *Journal of Marketing*, *Computers in Human Behavior*, *Journal of Interactive Advertising*, *Journal of Interactive Marketing*, among others. These journals can be accessed at no additional charge, using your MSU NETID to access online content at www.lib.msu.edu.

SUGGESTED OUT-OF-CLASS READINGS/ACTIVITIES: As emerging professionals, you need to stay up to date with current events. If not already your habit, you should begin to follow major newspapers, magazines, websites, TV and radio news programs, on a daily basis. You should also browse marketing, advertising, and technology publications, journals, and websites, such as:

www.vml.com
www.AdAge.com
www.futuretodayinstitute.com
www.PewInternet.org

www.AdForum.com
www.businessinsider.com
www.FastCompany.com
www.mashable.com

www.wired.com
www.iabc.com
www.ThinkWithGoogle.com
www.digitalmarketinginstitute.com

EXPECTATIONS

In general, students are expected to:

- complete the readings, watch weekly lectures, and review slides;
- participate in course discussions and engage with other students;
- attend asynchronous class meetings;
- be respectful to the instructor and other students; and,
- complete and submit original work by given deadlines.



READINGS

You are expected to complete all assigned readings at the beginning of each week. Lectures and discussions complement the readings. Assignments and other activities will cover material presented in lectures and readings.



WATCHING VIDEO LECTURES

Each week, you will have 1-2 video lectures (15 – 30 minutes each). All video lectures are captioned to enhance accessibility. You will have access to the lecture slides in multiple formats (pdf and iCloud link).



ZOOM ATTENDANCE

Each week, we will have a Zoom meeting for the class, where a student group will lead part of the discussion and, then, we will engage in structure and unstructured course-related activities. These weekly meetings will emphasize community building among the students, collaborative work, and discussion of course concepts and materials.



COMMITTING TO DEADLINES

Students are required to submit their assignments according to deadlines announced via the syllabus, email, or D2L. **Late submissions will not be accepted/graded under any condition, unless otherwise approved in writing by the instructor.**



ACADEMIC INTEGRITY

You are expected to submit your own original work throughout the course. This applies to exams, assignments, and papers. I take academic honesty and integrity **very seriously**. Cheating on an assignment/exam, plagiarizing on an assignment/paper, or any other form of academic dishonesty will, at the least, result in failing the assignment, possibly failing the class, along with proper documentation with MSU's Office of the Registrar. Let me know, as soon as possible, if you have any questions about this. Originality check will be activated for all written assignments. **TurnItIn** will be used in this course. Please read the following statement from MSU regarding use of this software:

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called TurnItIn to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a "similarity score." The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

Students should submit papers to TurnItIn Dropboxes without identifying information included in the paper (e.g., name or student number), the system will automatically show this information to faculty in your course when viewing the submission, but the information will not be retained by TurnItIn.

Student submissions will be retained in the global TurnItIn repository.

COURSE REQUIREMENTS



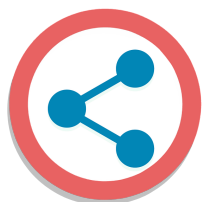
DISCUSSION POSTS (DPs) [120 points]

Students are required to complete discussion posts (DPs) almost every week. These are **individual/group assignments**. DP prompts are posted in the weekly lesson folders and discussion thread on D2L. The purpose of these assignments is to apply course concepts and discussions to solve practical problems. Each assignment provides a real-world problem where students apply knowledge gained in class to solving it creatively. Students will be asked to post their DPs using a Discussion Thread on D2L. Each DP, on its own, is worth 10 points. In addition to posting your own DP on the D2L Discussion Thread, you are expected to discuss and comment on at least two students' DPs other than yours. The comments are due the day after the DP due date and are worth 2 points. There will be a total of 15 CTEs throughout the semester, yet only 10 would count toward the final grade (the three lowest graded CTEs will be dropped from the final grade).



VIRTUAL DISCUSSION LEADERSHIP [30 points]

Each week, one of the final project teams will take the lead on facilitating the discussion during the Zoom meeting. The student-led discussion will be scheduled for 20-30 minutes of the virtual meeting class time. Each team is expected to design and facilitate discussion questions and activities that relate to that week's topic. The virtual discussion leadership is worth 30 points.



PARTICIPATION & ENGAGEMENT [30 points]

There are two elements to assessing students' participation and engagement with the class. The first component deals with students' engagement with the asynchronous portion of the class, which will be assessed through D2L metrics tracking access to content, time spent viewing content, and participating in the different D2L activities. The second component of assessing participation and engagement is reflected by each student's engagement and participation during the weekly Zoom meetings. Each participation and engagement element is worth 15 points for a total of 30 points.



FINAL PROJECT [120 points]

For the final project, students will work in groups of 2-4 students to develop a social media strategy for a client. You are required to conduct a thorough analysis of the client; develop SMART objectives and key messages; carry out a comprehensive consumer/target audience analysis (including customer personas and journey); strategies and tactics; measurement plan; and budget. The final project is divided into three smaller assignments that will be submitted in draft form throughout the semester. The instructor will provide extensive feedback on each assignment and a provisional grade that can be changed in the final submission of the entire project at the end of the semester. Each group is also required to give a 10-minutes presentation to the client and answer any questions from the client and/or other students in the class. More details will be provided later on in the semester. The final project is worth 120 points [see [final project guidelines](#) for grade distribution and grading rubric].

ASSESSMENT GUIDELINES

DEADLINES

- Deadlines for all work are firm.
- If you cannot complete your work on time, you must email *before* the deadline to request accommodations.
- Deadlines are listed in the Course Schedule (see final section of this syllabus).
- Please ensure you complete each assessment item *before 11:55 pm Eastern Time* on that date listed as its due date. If you do not complete each assignment before the closing time, you will forfeit the points associated with it.
- You are welcome to submit assignments early.

ASSIGNMENTS

- Assignment due dates are listed in the Course Schedule.
- Specific instructions for each assignment will be given in advance of the due date and the grading rubric will be posted on D2L.
- All assignments must be completed individually, unless specifically told otherwise (in writing from your instructor), you are not permitted to collaborate with other students.
- Be sure to use a reference list and cite your sources when you include any content that is not your own original thought. Please ask for help with referencing if you're not sure how to do it.
- APA format is required for written assignments. A very helpful guide is available online here: <https://owl.english.purdue.edu/owl/section/2/10/>
- All assignments should be submitted to D2L.
- Late work will not be accepted. If you cannot meet a deadline, please be sure to contact your professor *before* the deadline to request accommodations. Work that is submitted late will receive 0.

EVALUATION CRITERIA

This course will use the following criteria in grading all assignments:

EXCELLENT	GOOD	FAIR	FAILURE
The work is rigorous, creative, and shows a thorough knowledge of the materials. An excellent piece of work written in a clear and concise manner. Few, if any, errors of fact or writing.	The work has few errors and shows a good effort at comprehending the material. Clear, understandable writing with some care and expression of knowledge. Discussion needs more clarity, more development and/or more examples. The work may be missing some argumentation subtleties.	An adequate but superficial completion of the assignment. Few examples used or discussion or argument is unsubstantiated. Sources are poorly cited, many errors of fact, inadequate writing and grammar.	Assignment not completed or turned in extremely late.

GRADING

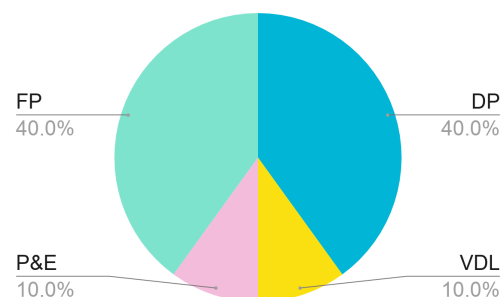
Most grading will be done within two weeks after the due date. The instructor will communicate clearly about when to expect the grades to be posted. Students have the right to contest a grade, ask for clarification about their grade, and request an explanation about the grading rubric used for any given assignment. The following procedures are standard for contesting and/or discussing a grade:

Student grades are considered sensitive data that are protected under FERPA regulations. This is why, any discussion of a student grade cannot take place over email, given the potential threats to security of personal information. With that in mind, **if a student wishes to discuss their grade, it is best to schedule a zoom meeting.**

Grading of all assignments is not based on students' perceived effort, but rather on the quality of the outcome. Grading is based on how well you performed the task, followed instructions, and demonstrated the learning objectives.

While grades are important and are used as one metric to assess achievement of the course's learning objectives, they are not a true reflection of the learning acquired through the course. Throughout the semester, you will receive a number of provisional (draft) grades that will likely change once you revise and resubmit the assignment. This philosophy allows students to think outside of the "grades box" and look for ways to apply the learning in an environment that cultivates trial and error and learning from failures. Success in this course is primarily assessed on how each individual learner engaged with the course materials and applied that learning toward further their own understanding of digital media and digital marketing/advertising.

GRADING RUBRIC	Points	%
Discussion Posts (DPs) [10 CTEs x 12 points]	120 points	40%
Virtual Discussion Leadership	30 points	10%
Participation & Engagement	30 points	10%
Final Project	120 points	40%
FINAL GRADE	300 points	100%



GRADING SCALE

GRADE POINT	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.0
TOTAL POINTS	270.00 - 300.00	255.00 - 269.99	240.00 - 254.99	225.00 - 239.99	210.00 - 224.99	195.00 - 209.99	180.00 - 194.99	Under 180

COURSE POLICIES



SPARTAN CODE OF HONOR

As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor in ownership is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.

Source: <http://splife.studentlife.msu.edu/spartan-code-of-honor-academic-pledge>



ACADEMIC INTEGRITY

Academic honesty is extremely important in this course. According to MSU policies, regulations and ordinances regarding academic honesty and integrity (<https://www.msu.edu/~ombud/academic-integrity/index.html>), it is emphasized that "[t]he principles of truth and honesty are fundamental to the educational process and the academic integrity of the University, therefore, **NO STUDENT SHALL:**

- 1.01 claim or submit the academic work of another as one's own.
- 1.02 procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
- 1.03 complete or attempt to complete any assignment or examination for another individual without proper authorization.
- 1.04 allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
- 1.05 alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.
- 1.06 fabricate or falsify data or results."

Please see your current university catalog for a more detailed explanation of plagiarism, cheating, and the faculty responsibilities and academic actions associated with student scholastic dishonesty.

Failing to adhere to these policies, such as engaging in any form of plagiarism or cheating on an exam or assignment, will not be tolerated. Students who engage in such behaviors will, at the least, fail the exam or assignment, and possibly fail the entire course. All detected cases of plagiarism and academic dishonesty of any type will be penalized and reported at the department, college, and university levels.

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, this course uses a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a "similarity score." The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.



RVSM LIMITS TO CONFIDENTIALITY

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at civilrights.msu.edu.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- *Suspected child abuse/neglect, even if this maltreatment happened when you were a child;*
- *Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and*
- *Credible threats of harm to oneself or to others.*

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling and Psychiatric Services.

For more information, please visit: <https://oie.msu.edu/resources/mandatory-reporters.html>



ACCOMMODATIONS FOR DISABILITIES

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at <http://rcpd.msu.edu>. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.



STUDENT MENTAL HEALTH & CAPS

College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. The current health crisis and sociopolitical environment certainly weigh heavily on everyone's minds. If you or a friend are/is struggling, I strongly encourage you to seek support. Helpful, effective resources are available on campus, and most are at no-charge.

- *If you are struggling with this class, please join my zoom office hour or ask to schedule a different time when convenient for you. You may also contact me by email: sa@msu.edu to discuss any stress related to this course.*
- *Reach out to your academic advisor if you are struggling in multiple classes, unsure whether you are making the most of your time at MSU, or unsure what academic resources are available at MSU.*
- *Visit <https://caps.msu.edu> for online health assessments, hours, and additional information.*
- *Drop by Counseling & Psychiatric Services (CAPS) main location for a same-day mental health screening. (3rd floor of Olin Health Center at 463 E. Circle Drive).*
- *Call CAPS at (517) 355-8270 any time, day or night.*
- *24-Hour MSU Sexual Assault Crisis Line (517) 372-6666 or visit <http://centerforsurvivors.msu.edu/>*



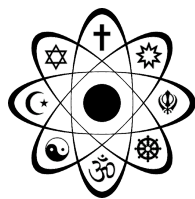
TOLERANCE AND CIVILITY

MSU strives to build an academic community with living and learning environments that expects tolerance of viewpoints and civility toward others, whether at public forums, athletic events, in residential communities, classrooms or laboratories. We call upon all who participate in university events to promote tolerance and civil behavior and to hold themselves to high standards that reflect the university's commitment to respect viewpoints that may be different from their own. Only by respecting individuals with diverse perspectives and ideas can we build an environment of civility that is conducive to advancing knowledge and transforming lives.

Students have the right to receive instruction in an environment free from discrimination and harassment on any basis. Students and instructors are both responsible for maintaining a civil and respectful environment both in class and online. Sometimes, the anonymity of an online environment leads to incivility. Students believe they can address the professor and their fellow students in an overly casual manner or post rude comments about other students' views. Please avoid these problems by maintaining a respectful and professional manner toward every member of the course. In this course, both the instructor and students have a responsibility for building a community. To this end, this course adheres to the MSU netiquette practices that are adapted below from:

<https://systemexchange.msu.edu/upload/Netiquette%20Internet%20Guidelines.pdf>

- 01 Keep safe.** *Never post your personal information or information about someone else.* Keep things like ages, addresses, phone numbers, names of towns, or even places we work off the Internet. Remember that information on the Internet, especially embarrassing information, may still be around after you've deleted it. Be careful not to post things that may come back to haunt you later. **REMEMBER: Nothing on the Internet is 100% deleted.**
- 02 Be nice. Do not attack others.** As yourself, *"Would you say it to the person's face?"* If you disagree with someone, that's okay. Share your point of view. Back up your statements with examples, reasons, or other supportive evidence. And you can always agree to disagree.
- 03 Be thoughtful about words you use.** Do not use language that may be offensive to other students. If you're not allowed to say it at school or in the classroom, then please don't say it throughout your online interactions for this course.
- 04 Follow directions.** Review the instructions posted on D2L to remind yourself of the goals of an activity, project, assignment, and what you're supposed to be doing. Contact me if you're not sure.
- 05 Be truthful.** I want to hear from you, about your lived experiences and perspectives. Making things up doesn't help us do that and is disrespectful to the other students and myself.
- 06 Read through all the posts in a discussion thread before you respond to one** (so you are not asking a question that has already been asked or repeating something that someone else has already posted). You can always post a comment saying you agree with what someone else posted, but please elaborate on their point to contribute to the conversation.
- 07 Proof-read what you have written before you click PUBLISH.**
- 08** Do not change font sizes and/or colors unless you are trying to emphasize a point. It's the content of your message that counts, not the style.
- 09 Keep it on topic.** Please don't have a conversation about your plans for Saturday night, unless those are relevant to the discussion happening.
- 10 Do not share what is posted on the course's D2L site with ANYONE else.** Do not print, copy and paste, screen shot, show, or share in any other way anything that is posted on D2L or on any other platform used to communicate for the purposes of this course (e.g., Zoom meeting, Zoom chat, group chat or communication related to this course on any social media platform). The activities related to this course, whether what's posted on D2L or communicated in any other form between the instructor and students as well as among students is **completely confidential**. We all need to work together to keep it that way!



POLICY ON RELIGIOUS OBSERVANCE

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith. In this course, we are entirely sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. It is your responsibility if you wish to be absent or request any accommodations to make arrangements in advance with your instructor.



PARTICIPATION IN UNIVERSITY-APPROVED ATHLETIC COMPETITION

As stated in the MSU Faculty Handbook, student-athletes are excused from classes to participate in university-approved events or competitions. Before missing classes, student-athletes must present their instructors with a letter signed by both the director of the Student-Athlete Support Services and the faculty representative to the Athletic Council. These letters confirm the dates and locations of the out-of-town events and, depending on the schedule, may be issued as frequently as once a week. An excused absence does not excuse student-athletes from completing course work missed during their absences.



CHOSEN NAME AND PRONOUN POLICY

All people have the right to be addressed and referred to in accordance with their personal identity. Many people do not identify with the name on their birth certificate, school ID, or other forms of identification. In this class, I will include the opportunity for students to indicate the name and the pronouns they use. If you would like to change your name, you can do that through StuInfo. Your gender marker can be changed by filing a request at the Office of the Registrar at the Hannah Administration Building. More information about MSU's preferred name policy can be found at: <https://lbgtc.msu.edu/trans-msu/msu-preferred-name-policy/>. I will do my best to respect students by using the correct name and pronouns for them. Please advise me at any point if you need to update your name and/or pronouns in my records.



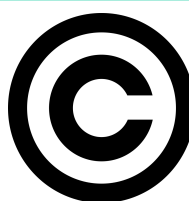
INTERNET ACCESS AND TECHNOLOGICAL REQUIREMENTS

As this course is taught entirely online, using mostly synchronous instructional approaches, students are expected to have access to a reliable Internet connection, ability to access course learning software and technologies (i.e., D2L, email, Microsoft Teams, Zoom, FlipGrid). We understand that students may vary in terms of digital technology access, skills, and literacy. If you are experiencing any issues related to access of instructional technologies leveraged in this class and navigating these learning systems, please get in touch with us at your earliest convenience to develop a plan for you to succeed in this course.



MSU WEB ACCESSIBILITY POLICY

Michigan State University is committed to facilitating access to university instruction, communication, research, and business processes, while enhancing community building for the broadest possible audience. The university strives to employ principles of Universal Design and Web Accessibility Technical Guidelines and standards in the design, implementation, enhancement, and replacement of Web content and services. In doing so, MSU aims to improve access to both current and emerging technologies. To this end, course materials will be provided in multiple formats to enhance accessibility. All video lectures are automatically captioned, lecture slides are presented in alternative, more accessible formats in addition to pdfs. Additionally, in some assignments, students are given the option to submit their work in multiple formats (e.g., written or recorded audio/visual). If you have any particular accommodations needed, please do not hesitate to contact me at your earliest convenience to better coordinate your accessible learning in this course.

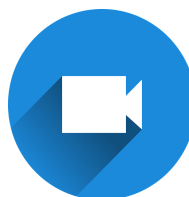


COMMERCIALIZED LECTURE NOTES & COURSE MATERIALS

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

- Students may not post recordings or other course materials online to distribute them to anyone not enrolled in this course without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
- Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Any student violating the conditions described above may face academic disciplinary sanctions, including receiving a penalty grade in this course.



COURSE RECORDINGS

Meetings of this course may be recorded. The recordings may be available to students registered for this class. This is intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. Doing so may result in disciplinary action. If the instructor or another University office plan other uses for the recordings beyond this class, students identifiable in the recordings will be notified to request consent prior to such use.



PROTECTING STUDENT DATA & PRIVATE INFORMATION

In this course, we will follow the utmost care with student's private data and information in accordance with the Student Privacy Guidelines and Notification of Rights under FERPA (<https://reg.msu.edu/ROInfo/Notices/PrivacyGuidelines.aspx>). Students in this course might be asked to record themselves or participate in zoom meetings that could be recorded. Students who do not wish to visually identify themselves (e.g., turn their cameras on) have the right to do so. None of the data and information shared with the instructor and the class will be used in any shape or form other than for purposes of this course and the learning in it.



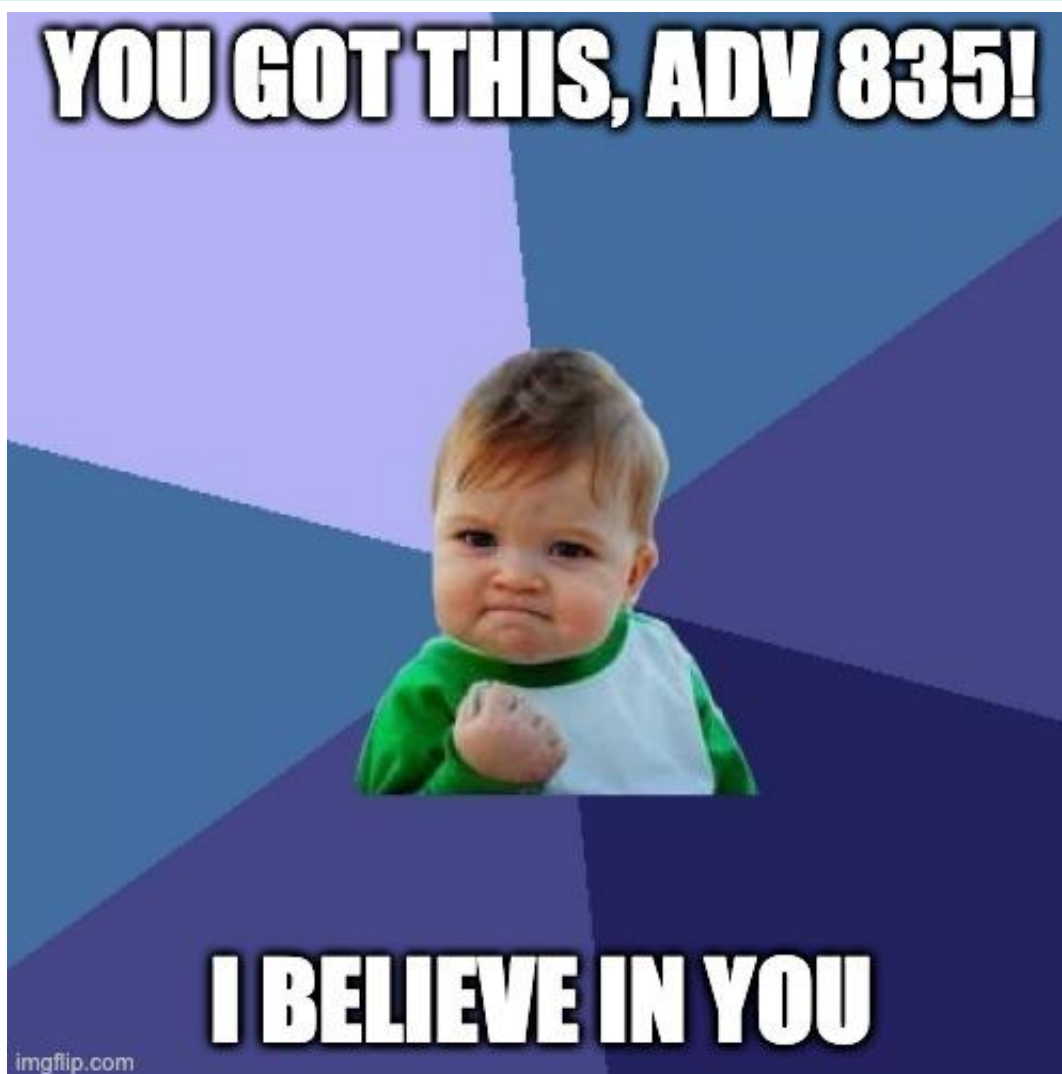
TECHNICAL DIFFICULTIES

In the event of technical difficulties, students are expected to follow the procedures detailed in the D2L Help Site. Students are also encouraged to contact the MSU Distance Learning Services for any D2L-related technical difficulties using one of the following numbers: Local: (517) 432-6200; Toll Free: (844) 678-6200.



COMMUNICATION OF CLASS CHANGES

This class will use the D2L software management system (www.d2l.msu.edu) and email for communication purposes. It is your responsibility to check your email and the D2L site for the latest information. Ensure that you follow the D2L announcement for any class-related announcements throughout the semester.



COURSE SCHEDULE

This is a tentative schedule, which is subject to change. Changes will be announced in class, through email, or via D2L.

While this schedule provides a guide for students, there is a lot of flexibility regarding how you pace your learning throughout the semester. All materials are available in advance, and so are assignments. You can complete coursework early if you wish, as long as you submit it before the due date and time.

Week 1	Reading, Review, & Reflection	Jan. 11 - 15
Learning Objectives	<ul style="list-style-type: none"> Develop a better understanding of the course and final project guidelines Introduce yourself to the class - start building our community! Familiarize yourself with the textbooks. 	
Readings	<ul style="list-style-type: none"> Course Syllabus Final Project Guidelines [QUE] Preface [SUT] Chapter 1: Introduction 	
Zoom Meeting	No Zoom Meeting	
Assignments	<ul style="list-style-type: none"> DP#1 Thursday, January, 21, 2021 @ 11:55 p.m. EST DP#1 Comments Friday, January 22, 2021 @ 11:55 p.m. EST Optional: Final Project Logistics Survey Wednesday, Jan. 20, 2021 @ 11:55 p.m. EST 	
Week 2	Social Media Overview	Jan. 18 - 22
Learning Objectives	<ul style="list-style-type: none"> Understand the evolution of social media and its current scope. Examine how social media revolutionized advertising, public relations, and digital marketing. 	
Readings	<ul style="list-style-type: none"> [QUE] Chapter 1: The Scale and Scope of Social Media [QUE] Chapter 2: Shifting Influences and the Decline of Push Marketing [QUE] Chapter 3: Point of View from Control to Engagement 	
Zoom Meeting	Tuesday, January 19, 2021 @ 5:00 - 6:20 p.m. EST	
Assignments	<ul style="list-style-type: none"> DP#2 Thursday, January, 21, 2021 @ 11:55 p.m. EST DP#2 Comments Friday, January 22, 2021 @ 11:55 p.m. EST 	

Week 3

Understanding Consumers

Jan. 25 - 29

Learning Objectives

- Develop an understanding of social media users.
- Learn how to segment and target consumers.

Readings

- [SUT] Chapter 2: Social Media Strategy Development
- [SUT] Chapter 3: Let's Start from the Beginning: Understanding Audiences

Zoom Meeting

[Tuesday, January 25, 2021 @ 5:00 - 6:20 p.m. EST](#)

Assignments

- DP#3 | Thursday, January, 30, 2021 @ 11:55 p.m. EST
- DP#3 Comments | Friday, January 31, 2021 @ 11:55 p.m. EST
- FP1: Final Project Proposal** | Sunday, January 31, 2021 @ 11:55 p.m. EST

Week 4

Ethics & Social Media

Feb. 1 - 5

Learning Objectives

- Examine ethical and legal considerations for marketing, advertising, and public relations on social media.
- Apply ethics to the practice of advertising and public relations through risk mitigation and management mechanisms.

Readings

- [QUE] Chapter 15: Social Media Law, Ethics, and Etiquette
- [SUT] Chapter 4: Managing Reputation, Ethics, Risk, Issues and Crises

Zoom Meeting

[Tuesday, February 2, 2021 @ 5:00 - 6:20 p.m. EST](#)

Assignments

- DP#4 | Saturday, February, 6, 2021 @ 11:55 p.m. EST
- DP#4 Comments | Sunday, February 7, 2021 @ 11:55 p.m. EST

Week 5

Thinking Strategically

Feb. 8 - 12

Learning Objectives

- Learn the foundations of developing a social media strategy.
- Learn how to develop campaign goals, objectives, situation analysis, and social media audit.

Readings

- [QUE] Chapter 4: A Foundation for Social Media Strategy
- [SUT] Chapter 5: The Foundational Components of Strategy

Zoom Meeting

[Tuesday, February 9, 2021 @ 5:00 - 6:20 p.m. EST](#)

Assignments

- DP#5 | Saturday, February, 13, 2021 @ 11:55 p.m. EST
- DP#5 Comments | Sunday, February 14, 2021 @ 11:55 p.m. EST

Week 6

Tactics Amidst Constant Change

Feb. 15 - 19

Learning Objectives

- Learn the basics of tactical thinking in social media advertising and public relations.
- Examine the importance of customer experience.
- Review basics of account planning.

Readings

- ▶ [QUE] Chapter 5: Customer Experience and Customer Engagement
- ▶ [SUT] Chapter 6: Stop Selling, Start Helping: Prescribing Tactics to Win Over Target Audiences

Zoom Meeting

[Tuesday, February 16, 2021 @ 5:00 - 6:20 p.m. EST](#)

Assignments

- DP#6 | Saturday, February 20, 2021 @ 11:55 p.m. EST
- DP#6 Comments | Sunday, February 21, 2021 @ 11:55 p.m. EST
- **FP2: Background & SWOT Analysis** | Sunday, February 21, 2021 @ 11:55 p.m. EST

Week 7

Monitor, Measure, & Manage

Feb. 22 - 26

Learning Objectives

- Understand the influence of media/Internet/technology convergence on the practice of advertising, public relations, and digital marketing.
- Examine the importance of social media listening.
- Learn different techniques and mechanisms for social media monitoring and measurement.
- Examine different platforms and software for social media management.

Readings

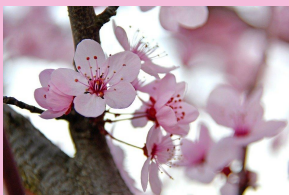
- ▶ [QUE] Chapter 6: Cross-Discipline Integration through Social Media
- ▶ [SUT] Chapter 7: Social Media Monitoring, Measurement, Analysis and Big Data
- ▶ [SUT] Chapter 8: Social Media Scheduling and Account Management Platforms

Zoom Meeting

[Tuesday, February 23, 2021 @ 5:00 - 6:20 p.m. EST](#)

Assignments

- DP#7 | Saturday, February 27, 2021 @ 11:55 p.m. EST
- DP#7 Comments | Sunday, February 28, 2021 @ 11:55 p.m. EST



Despite the fact that there's no Spring Break this semester, take time during the upcoming week(s) to enjoy nature, and get inspiration from the change in seasons (hopefully, no more snow!)

Week 8

Strategic Content Curation “I”

Mar. 1 - 5

Learning Objectives

- Define and examine the practice of content curation on social media.
- Examine the ethical and legal concerns associated with content curation on social media by brands/companies/organizations.

Readings

- [SUT] Chapter 9: Strategic Content Curation
- [SUT] Chapter 10: Ethical Content Curation

Zoom Meeting

No Zoom Meeting

Assignments

- DP#8 | Saturday, March, 6, 2021 @ 11:55 p.m. EST
- DP#8 Comments | Sunday, March 7, 2021 @ 11:55 p.m. EST

Week 9

Strategic Content Curation “II”

Mar. 8 - 12

Learning Objectives

- Understand the content curation process.
- Learn how to present curated content as a means of engaging with consumers.

Readings

- [SUT] Chapter 11: The Content Curation Process
- [SUT] Chapter 12: Techniques to Present Curated Content to Engage with Audiences

Zoom Meeting

[Tuesday, March 9, 2021 @ 5:00 - 6:20 p.m. EST](#)

Assignments

- DP#9 | Saturday, March, 13, 2021 @ 11:55 p.m. EST
- DP#9 Comments | Sunday, March 14, 2021 @ 11:55 p.m. EST

Week 10

Strategic Content Creation “I”

Mar. 15 - 19

Learning Objectives

- Understand the importance of strategic thinking in content marketing.
- Learn how to write captivating content/copy for social media

Readings

- [SUT] Chapter 13: Strategic Content Creation
- [SUT] Chapter 14: Writing for Social Media

Zoom Meeting

[Tuesday, March 16, 2021 @ 5:00 - 6:20 p.m. EDT](#)

Assignments

- DP#10 | Saturday, March, 20, 2021 @ 11:55 p.m. EDT
- DP#10 Comments | Sunday, March 21, 2021 @ 11:55 p.m. EDT

Week 11

Strategic Content Creation “II”

Mar. 22 - 26

Learning Objectives

- Learn the theoretical basis of visual storytelling.
- Learn the basics of photography.
- Examine visual requirements for mainstream social media platforms.
- Learn how to use photo editing and design software and tools.

Readings

- ▶ [SUT] Chapter 15: Creating Compelling Images, Graphics, Memes and Infographics

Zoom Meeting

[Tuesday, March 23, 2021 @ 5:00 - 6:20 p.m. EDT](#)

Assignments

- DP#11 | Saturday, March, 27, 2021 @ 11:55 p.m. EDT
- DP#11 Comments | Sunday, March 28, 2021 @ 11:55 p.m. EDT
- **FP3: Target Audience Analysis** | Sunday, March 28, 2021 @ 11:55 p.m. EST

Week 12

Strategic Content Creation “III”

Mar. 29 - Apr. 2

Learning Objectives

- Examine the importance of video content on social media.
- Learn the basics of video editing and using different editing software.
- Understand the specifics for video content on mainstream social media platforms.

Readings

- ▶ [SUT] Chapter 16: Producing Videos that Pop

Zoom Meeting

[Tuesday, March 23, 2021 @ 5:00 - 6:20 p.m. EDT](#)

Assignments

- DP#12 | Saturday, April 3, 2021 @ 11:55 p.m. EDT
- DP#12 Comments | Sunday, April 4, 2021 @ 11:55 p.m. EDT

Week 13

Social Media Platforms

Apr. 5 - 9

Learning Objectives

- Examine different social media platforms.
- Understand the strategic applications for social media platforms.

Readings

- ▶ [QUE] Chapter 7: Social Networks, Blogs, and Forums
- ▶ [QUE] Chapter 8: Microblogging and Media Sharing
- ▶ [QUE] Chapter 9: Geosocial, Live Video, Ratings, and Reviews
- ▶ [QUE] Chapter 10: Social Bookmarking and Social Knowledge
- ▶ *Note: Reading of Chapters can be split among group members*

Zoom Meeting

[Tuesday, March 30, 2021 @ 5:00 - 6:20 p.m. EDT](#)

Assignments

- DP#12 | Saturday, April, 10, 2021 @ 11:55 p.m. EDT
- DP#12 Comments | Sunday, April 11, 2021 @ 11:55 p.m. EDT

Week 14

Emerging/Developing Practices

Apr. 12 - 16

Learning Objectives

- Examine emerging disciplines within advertising/public relations relevant to crowdsourcing, content marketing, and influencer marketing.

Readings

- [QUE] Chapter 11: Social Media Insights and Crowdsourcing
- [QUE] Chapter 12: Content Marketing and Influencer Marketing

Zoom Meeting

[Tuesday, April 6, 2021 @ 5:00 - 6:20 p.m. EDT](#)

Assignments

- DP#13 | Saturday, April, 17, 2021 @ 11:55 p.m. EDT
- DP#13 Comments | Sunday, April 18, 2021 @ 11:55 p.m. EDT
- FP4: Strategies & Tactics** | Sunday, April 18, 2021 @ 11:55 p.m. EDT

Week 15

Developing a Plan

Apr. 19 - 23

Learning Objectives

- Review the basics of writing a social media campaign plan.

Readings

- [QUE] Chapter 14: Write Your Plan, Plan Your Sell
- [QUE] Appendix A: Three-Part Social Plan
- [SUT] Appendix 1: Social Media Strategy Template

Zoom Meeting

No Zoom Meeting

Assignments

- DP#15 | Saturday, April, 24, 2021 @ 11:55 p.m. EDT
- DP#15 Comments | Sunday, April 25, 2021 @ 11:55 p.m. EDT

Week 16

Final Project & Client Present.

Apr. 26 - 30

Learning Objectives

- Finalize and submit the final project.
- Client presentations.

Readings

- None

Zoom Meeting

[Tuesday, April 27, 2021 @ 8:00 - 10:00 p.m. EDT](#)

Assignments

- FP5: Final Submission** | Monday, April 26, 2021 @ 11:55 p.m. EDT
- Final Project Slides** | Monday, April 26, 2021 @ 11:55 p.m. EDT
- Client Presentations** | Tuesday, April 27, 2021 @ 8 p.m. - 10 p.m. EDT