

Course ID:	Course Title:	Winter 2020	
BUS 383	Marketing Communications & Social Media	Prerequisite:	BUS280
		Credits:	3

Class Information		Instructor Information		Important Dates	
Days:	Wed & Fri	Instructor:	Dr. Tim Vanderpyl, DSL, CPHR	First day of classes:	Wed, Jan 8, 2020
Time:	1.00pm – 2.15pm	Email:	Tim.Vanderpyl@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 19, 2020
Room:	A2212	Phone:	403.462.9364 (call or text)	Last day to request revised exam:	Mon, Mar 9, 2020
Lab/ Tutorial:	N/A	Office:	L2052	Last day to withdraw from course:	Fri, Mar 20, 2020
Office Hours:	N/A	Office Hours:	By appointment only	Last day to apply for coursework extension:	Mon, Mar 30, 2020
Final Exam:	N/A			Last day of classes:	Wed, Apr 8, 2020

Course Description

An exploration of theories, concepts, and applications of integrated marketing communications which consist of advertising, sales promotion, public relations, personal selling, direct marketing, and digital (interactive) marketing. The course addresses effective and professional usage of social media and internet-based platforms to reach and serve customers, and how those platforms help to shape consumer behaviour.

Expected Learning Outcomes

By the end of the course, students will be able to:

- (1) Understand and be able to effectively utilize major marketing and social media platforms to market organizations
- (2) Grasp the stature and importance of marketing communications as they are practiced against a backdrop of ever-changing social, economic, and competitive developments in local, regional, national and global markets
- (3) Act as an effective and professional Marketing Consultant and be able to deliver professional reports (written and verbal) to clients requiring marketing assistance
- (4) Consciously understand their own personal use of social media and the long-term implications of what they share (and do not share) on social media

Instructor Comments

This course will study marketing communications in general but will slant heavily towards the effective utilization of social media for marketing in 2020. I strongly encourage you to create accounts on all major social media platforms (Twitter, Facebook, Instagram, LinkedIn, Snapchat, Pinterest) for this course, so you can practice using them and to gather information for Assignments #3 and #4. You are welcome to delete any/all of these accounts after the semester is over.

There are no exams in this class. In lieu of the time you would typically spend studying for and writing exams, I will expect immense effort to dive deep into your assignments and class discussions. I will grade the results of that effort accordingly.

Please bring your laptop/tablet/smartphone to every class, as we will discuss pertinent topics during that class that will require you to be live and online. We may also practice posting course materials on various social media sites during class.

This class also requires you to complete Hubspot certifications that you will complete on your own time. I have reduced the number of in-person courses accordingly (see schedule and subsequent updates in Moodle). It is your responsibility to track this schedule and to show up at the scheduled in-person classes. "I forgot there was class today" is not a valid excuse to miss a class.

Textbooks

Stratten, S. & Kramer, A. (2017). *UnMarketing: Everything has changed and nothing is different* (Second Edition). Hoboken, NJ: John Wiley & Sons. ISBN: 978-1-119-33500-9 (Note: Second edition is required)

You can purchase the Kindle version or a paper copy via Amazon or the Ambrose bookstore.

Course Schedule

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance via Moodle.

Additional readings will be noted in Moodle for each class. It is the student's responsibility to stay up-to-date with these readings.

Date	Class Topic/Chapter Title	Homework / Readings
Jan 8	Course overview & introduction	N/A
Jan 10	Introduction to Social Media & Marketing Communications	See Moodle
Jan 15	Effective marketing consulting & business writing (Part One)	Read Stratten Ch. 1-19 Form groups & submit client preference(s) to Instructor
Jan 17	Effective marketing consulting & business writing (Part Two)	See Moodle
Jan 22	Major Platform Day 1: Facebook	Read Stratten Ch. 20-30
Jan 24	Major Platform Day 2: Instagram	Read Stratten Ch. 31-40 Submit A1 (Reflection) by 11.59pm
Jan 29	Major Platform Day 3: YouTube	Read Stratten Ch. 41-50
Jan 31	No Class	Complete Hubspot Certification #1 (Social Media) by 11.59pm
Feb 5	Major Platform Day 4A: LinkedIn (Part One) Guest Speaker: Jeffrey Fischer	See Moodle
Feb 7	Major Platform Day 4B: LinkedIn (Part Two)	See Moodle Complete A3, Component #1 (Initial Meeting). Extensions must be approved by instructor.
Feb 12	Major Platform Day 5: Twitter	Read Stratten Ch. 51-61
Feb 14	No Class	Complete Hubspot Certification #2 (student choice) by 11.59pm Submit A2 (Superbowl Commercial Analysis) by 11.59pm
Feb 19/21	No Class: Spring Break	
Feb 26	Major Platform Day: Pinterest	See Moodle

Feb 28	Major Platform Day: Podcasting	See Moodle Complete A3, Component #2 (Competitor Analysis). Extensions must be approved by instructor.
Mar 4	Major Platform Day: Other SM Platforms	See Moodle
Mar 6	No Class (Instructor at HRC West)	Complete Hubspot Certification #3 (student choice) by 11.59pm
Mar 11	No Class	N/A
Mar 13	Course topic left blank to allow for schedule adjustments and guest speakers	See Moodle
Mar 18	Online etiquette and dealing with negativity Email marketing / Website communications / SEO	Review Stratten Ch. 25 See Moodle
Mar 20	Other forms of marketing communications	See Moodle
Mar 25	No Class: Ambrose Research Conference	N/A
Mar 27	Growth hacking	See Moodle
Apr 1	Assignment #4 presentations	Assignment #4 written component is due at class start time for all groups (1.00pm). Assignment #4 - Presentations to class (slides due by end of class for groups that present this day)
Apr 3	Assignment #4 presentations	Assignment #4 - Presentations to class (slides due by end of class for groups that present this day)
Apr 8	Assignment #4 presentations Final Class – Semester Wrap-up	Assignment #4 - Presentations to class (slides due by end of class for groups that present this day) Submit A5 (Course Reflection) by April 10th at 11.59pm

Requirements

Course grading and evaluation will be conducted according to the following:

Class Participation/Attendance	7.5%
Mini Assignments (10 * 1% each)	10.0%
Hubspot Certifications	10.0%
Assignment #1 – Personal Reflection	7.5%
Assignment #2 – SuperBowl Commercial Analysis	12.5%
Assignment #3 – Group Project Part One (Competitor Review)	20.0%
Assignment #4 – Group Project Part Two (Marketing Plan)	25.0%
Assignment #5 – Final Course Reflection	7.5%

Note that there are no exams in this course.

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all assignments.

Grade Summary

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	Excellent
90% to 94%	A	
85% to 89%	A-	
80% to 84%	B+	Good
76% to 79%	B	
72% to 75%	B-	
68% to 71%	C+	Satisfactory
64% to 67%	C	
60% to 63%	C-	
55% to 59%	D+	Minimal Pass
50% to 54%	D	
0% to 49%	F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on the student registration system. Printed grade sheets are not mailed out.

Assignments are due by the day/time specified. Any late assignments will be docked 10% and an additional 10% for each subsequent day the assignment is late. A day is defined as a 24-hour period after the deadline. Any exceptions to this rule remain my sole discretion.

Attendance & Class Participation (7.5%)

I like and expect participation in the classroom. Please come to class prepared to engage in conversations with myself and the other students about relevant topics. The textbook and course readings will be extremely valuable to our learning this semester, but I am also interested in everyone learning “how” to apply the textbooks to your real-world work, now and in the future. The expectation is that students will learn from me, from the course materials, and from each other.

As such, every student is expected to attend all classes and participate actively in class discussions. In general, to “participate” means to contribute, in class, to the collective conversation. This requires that all of the readings be completed in advance of all of the classes. If you do not complete these readings, it will be obvious in the class discussions. I will adjust your grade accordingly.

This course will also require you to act as a marketing consultant to a real-world organization. As such, you will be required to act professional in every interaction with these leaders. I reserve the right to contact the leaders to review your interactions with them. Any issues in this area and with your engagement with this assignment will affect your overall participation grade.

For the classes with guest speakers, I will expect all students to come prepared with questions about topics pertaining to the guest speaker’s expertise.

Absences on presentation days will count as two absences. If you miss a class due to an illness, athletic game or other reason, it is your responsibility to *email me* before the class to let me know. Failure to do so will result in the class being noted as an absence.

It remains my sole discretion to determine whether any absence(s) will affect your grade in this area.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (25%) (Excludes certain excused absences such as Ambrose out-of-town games)	Attends all classes or misses one class (100%). Misses two classes (85%).	Misses three classes (70%).	N/A	Misses four or more classes (0%).
Group Discussions. Professionalism and Contribution Quality (75%) Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group’s perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality. Student fully participates in group project and portrays him/herself in a professional manner. All assignments are completed (mandatory to get 85% or higher)	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality. Student mostly participates in group project and mostly portrays him/herself in a professional manner.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality. Student does not fully participate in group project and does not portray him/herself in a professional manner.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality. Student does not contribute to group project and/or portrays him/herself in a non-professional manner.

Mini Assignments (10.0%)

Throughout the semester, you will be required to complete 10 *Mini Assignments* related to course content. Each assignment will be worth 1% of your final grade, and will fall under one or more of the following themes:

1. **One Fact, One Tip** – For the applicable social media platform, share one fact and one tip about that platform. You will bring that fact and tip to class and write it on the whiteboard before 1.05pm. If you miss class, you are responsible for emailing your fact/tip to another student (not me) to get him/her to write it on the board for you. If you do not arrive in time to complete this by 1.05pm, you will receive a zero on that component of this assignment. The tip and fact must be recent (no older than 2019) and relevant to that specific platform. If requested, you must be able to produce the citation. I may also ask you questions about the fact/tip as part of the class discussion that day.
2. **Reflective Posting** – I will require you to post a reflective post in Moodle about a designated topic (guest speaker, textbook, course readings, current event etc.). Each post will be a minimum of 200 and a maximum of 300 words. I may require you to respond to other student posts as well. Specific details will be posted in Moodle.

Any additional requirements will be posted in Moodle. Please follow those requirements explicitly.

Each posting/response will be graded as per the rubric below, and will be assigned one of four grades. Note that you may choose / not choose to participate in any of these posts/responses. I will not follow up with you if you choose not to participate, and will simply assign a 0% grade to that component. Late submissions will not be accepted for any reason. Also note that I will grade each post individually as per the rubric below but will not send you those individual grades until the end of the semester. You are welcome to discuss your individual progress with me at any time during the semester.

Rubric Criteria (weight)	Excelling (100%)	Accomplished (75%)	Developing (50%)	Not Complete (0%)
Critical Thinking & Mechanics	<p>Goes above and beyond in completing the assignment. Student is critical but professional in completing the assignment.</p> <p>Fact/Tip is logical and completed by 1.05pm at the start of class.</p> <p>The response is perfect mechanically. Any mechanical errors, no matter how small, will mean that this grade (100%) is not attainable. (This is a <i>Communications</i> class...)</p>	<p>Student identifies the most obvious issues. Student is somewhat critical and professional in completing the assignment.</p> <p>There are minor mechanical errors in the response.</p>	<p>Student only made a half-hearted attempt to complete the assignment. It felt thrown together and showed little insight or effort.</p> <p>There are substantial mechanical errors in the response.</p>	Assignment is not complete by the designated deadline.

Hubspot Certifications (10%)

Hubspot is a commonly used platform for organizations looking to manage their social media accounts. We will partner with Hubspot this semester, and you will complete at least three Hubspot certifications. While these will take time to complete, you can do these at any time. I have also reduced the number of in person classes to account for some of the time you will spend completing these courses/certifications. Note that you can reduce the time to complete each course by increasing the speed of narration (i.e. 150%). You will be provided a login to Hubspot in the first week of class.

You will complete the following courses over the semester, by the dates indicated in the course schedule:

1. Social Media (6 hours) – Worth **5.0%** of your final grade
2. Choice of any two Hubspot ‘Marketing’ courses that are at least 2 hours in length (there are at least 30 options to choose from). Each certification will be worth **2.5%** of your final grade. If you complete more than one certification, you may upload the highest exam score.

Your grade for each component will be the grade you receive on the exam. These exams are open book and you will complete them on your own time. You must follow Hubspot’s parameters for these exams.

To complete the course, you must score at least 70% on the exam (as per HubSpot’s rules). Once complete, please upload a screenshot of your certification and the exam score to Moodle. Please also download the certification and save it for your own personal use/reference. I also encourage you to add these certifications to your LinkedIn profile and resume once you complete them.

I will not accept late submissions. If you do not complete the certification by the day/time noted, you will receive a 0% on that component. Any extensions must be negotiated in advance, and will only be granted for extenuating circumstances, at my sole discretion. Note that HubSpot makes you wait 12 hours to retake the exam. It is your responsibility to plan for this accordingly.

You may complete additional certifications at no cost, but those will not count for this class (Note: these certifications may help you with your Term Project and/or future career opportunities).

Assignment #1 – Reflection (10%)

Social media usage is still a relatively new phenomenon, and one that changes often. With that constant and rapid change, comes pressure to jump onto the latest platform because that is where everyone else happens to be. We often start using new technologies without thinking through the personal implications and “why” we are using these technologies. In addition, whether you are conscious about it or not, you present a specific brand of yourself online through your usage (and to some extent, non-usage). For anyone striving to work in a business or marketing-related position, this “Brand” is important.

For this assignment, you will review your personal use of social media in 2019 and 2020, and reflect on your usage and the persona you painted of yourself online. Please ensure your reflection covers the following topics:

1. **Usage:** What social media platforms did you utilize/not utilize? Why did you utilize/not utilize these platforms?
2. **Themes:** Look back at what you have posted on various social media platforms. What themes/life events have you posted (or not posted) about? What triggers you to post something on the various platforms you utilize?
3. **Advertisements:** What types of advertisements / promoted posts do you see when you utilize social media platforms and/or browse websites? Why do you think advertisers / platforms are targeting you with these specific ads?
4. **Overall Portrayal:** Based solely on what you have posted online in 2019 and 2020, what type of person do you come across as online? If/when a prospective employer reviews your social media usage, what will that employer think of you? Is there anything you regret posting online in 2019 and 2020?

Your deliverable will be an 800-word (minimum) to 1000-word (maximum) essay that reflects on all of the questions above. Note that you can answer the questions in whatever order you choose (headings are not required) but you must cover all of the topics noted above.

Note that I will not review your personal social media sites as part of my grading for this assignment, unless you link to a specific post in your reflection.

Spelling and grammar count. Please proofread your reflection. You are not required to cite any references, nor is there a designated citation format for this essay. If you do choose to cite a reference or specific post, please cite appropriately in a consistent manner (APA, MLA, footnotes with links etc.).

Once completed, submit the reflection via Moodle in .doc or .docx format.

Grading Rubric – Assignment #1

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (75%)	Goes above and beyond in the reflection. Student is thorough and insightful in reflecting on his/her social media usage. Essay provides depth on the topic.	Student identifies the most obvious issues. Student is somewhat thorough and insightful in reflecting on his/her social media usage.	Student is not thorough or insightful but does address the content required by the assignment.	Student does not address any issues beyond obvious ones. There is little to no depth in the reflection.

<p>Mechanics (25%)</p>	<p>Reflection demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.</p> <p>To get 100%: Reflection is perfect mechanically.</p>	<p>Reflection displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.</p>	<p>Reflection shows that mechanics are an area of concern. Reflection contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.</p>	<p>Reflection lacks basic control over mechanics and contains excessive proof-reading errors.</p>
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Assignment #2 – Superbowl Commercial Analysis (12.5%)

The Superbowl is played every February to decide the NFL’s champion. Over the last two decades, the Superbowl has evolved into one of the hottest advertising venues in the world. In 2019, it was estimated that companies spent nearly \$5.3Million (USD) for one 30 second commercial in the Superbowl (not including production costs; rates vary depending on the specific timeslot during the game). The rates might be even higher for the 2020 Superbowl (played on February 7, 2020).

For this assignment, you will pick one 2020 Superbowl commercial and analyse it. Note that you do not necessarily need to watch the entire Superbowl itself for this assignment. Numerous websites (including YouTube) showcase the commercials before, during and after the Superbowl.

Your assignment must include the following elements:

1. **Description:** Briefly describe the commercial (company, product, plot etc.). Include a link to the commercial if possible.
2. **Target Audience:** Who is the commercial targeting? (Hint: Be as specific as possible)
3. **Message:** What message is the commercial trying to get across? Why do you think the organization chose the Superbowl to share its message?
4. **Reach:** Where/when was the commercial showcased, beyond the 30 second slot during the Superbowl itself? Did the organization effectively utilize social media to expand the commercial’s reach? If so, how did the organization do so? If not, what could they have done?
5. **Return on Investment (ROI):** Do you think this commercial was worth the ~\$5.3Million the organization spent to air it?
6. **Effectiveness:** How effective do you think the commercial was (or will be) in achieving its purpose?

Your deliverable will be a 1000-word (minimum) to 1200-word (maximum) analysis that covers all of the questions above. Note that you must cover all of the topics noted above (Hint: use the headings noted above to stay on track). Please ensure you provide me with enough detail so that I can find the commercial afterwards (include the link to the websites showcasing the commercial if possible).

The analysis should be formatted as a *Vanderpyl Consulting Memo*, addressed to me. The exact requirements of this format will be discussed in class. You will be expected to follow those guidelines explicitly.

Spelling and grammar count. Please proofread your analysis. You are expected to integrate course material in your analysis. When you do reference a resource, please cite appropriately in a consistent manner using footnotes. If you do cite metrics (i.e. Youtube views, Retweets, Facebook likes etc.), please include a link to that citation and the day/time you accessed those metrics in the footnote.

Once completed, submit the reflection via Moodle in .doc or .docx format.

Grading Rubric – Assignment #2

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (75%)	Goes above and beyond in the analysis. Student is thorough and insightful in analyzing the commercial. Analysis provides depth on the topic.	Student identifies the most obvious issues. Student is somewhat thorough and insightful in analyzing the commercial. Assignment is not written at a 300-level	Student is not thorough or insightful but does address the content required by the assignment. Assignment is not written at a 300-level	Student does not address any issues beyond obvious ones. There is little to no depth in the analysis. Assignment is incomplete. Assignment is not written at a 300-level

	Assignment is written at a 300-level or greater			
Mechanics (25%)	<p>Analysis demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.</p> <p>To get 100%: Analysis is perfect mechanically. It is ready as is to submit to a Director/CEO.</p>	<p>Analysis displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.</p>	<p>Analysis shows that mechanics are an area of concern. Reflection contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.</p>	<p>Analysis lacks basic control over mechanics and contains excessive proof-reading errors.</p>

Assignment #3 – Competitor Review & Social Listening Project – Group Project (20%)

For this Assignment, you will act as real-life consultants and will deliver two projects to the owner/representatives of a designated organization (the “Client”). You will be assigned to this organization in the second week of class and will act as external and objective resources for the Client to help them learn about social media and focus their social media practices going forward.

Assignment #3 is the first of these two projects. Assignment #4 is the second. These two Assignments are based on three premises:

1. Organizations likely waste time and money by blindly posting on social media without a strategy for doing so;
2. Organizations rarely have time or resources to fully review what their competitors are doing on their websites and via social media usage. The students’ insights will be invaluable for the client to develop a plan to utilize social media moving forward;
3. As Michael Porter stated, “The essence of strategy is figuring out what not to do.” Organizations can benefit by focusing their social media effort, rather than trying to do everything. This is better than taking a “shotgun” approach to posting anywhere and everywhere and hoping for the best.

Assignment #3 has three specific deliverables:

1. An initial meeting with the Client where you will gather information on the organization (to be completed by February 7th at the latest; extensions must be pre-approved by the Instructor);
2. A report to the Client that provides them with a comparative analysis of the client’s website and social media usage, in comparison to three “competitors” of the Client. This report will also include a “social listening” scan of what has been said about that organization online (on any website and/or platform)
3. A presentation of the aforementioned report to the Client. This meeting should be held by February 28th. Note that this meeting will conclude Assignment #3 but will also commence Assignment #4. Please plan accordingly for both components in this meeting.

To achieve an ‘A’ on this assignment, the key question you should ask yourself is this: If the organization was paying your group \$5,000 for your expertise/services, would the Client feel they received \$5,000 or more in value for you?

I will give some flexibility of dates, as we will be working with the Client’s schedule. Wherever possible, meetings will be held at the Client’s workplace. If that is not possible, you will need to book a boardroom or classroom at Ambrose for the meeting, and coordinate that accordingly (all bookings will remain your responsibility). You will be expected to keep me apprised of your progress throughout the semester. Additional details regarding the expectations of this assignment and the individual components will be posted in Moodle and/or discussed in class.

Grading Rubric – Assignment #3

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0%)
Initial Meeting (10%)	Students are fully prepared with intelligent and professional questions for the Client. Students engage with the client and set out clear expectations with the Client.	Students are partially prepared with intelligent and professional questions for the Client. Students somewhat engage with the client and set out some expectations with the Client.	Students are somewhat prepared with intelligent and professional questions for the Client. Students fail to set out clear expectations for the semester.	Students are not prepared for the Client meeting. In the real world, Client would likely have fired the consulting group after this meeting

<p>Written Report: Critical Thinking (40%)</p>	<p>Report is comprehensive, thorough, and professional.</p> <p>Report thoughtfully analyzes and evaluates the Client's and competitor's use of social media.</p>	<p>Report is somewhat comprehensive, somewhat thorough, and somewhat professional.</p> <p>Report somewhat thoughtfully analyzes and evaluates the Client's and competitor's use of social media.</p>	<p>Report provides information but is not comprehensive, thorough, or professional.</p> <p>Report provides limited analysis and evaluation of the Client's and competitor's use of social media.</p>	<p>Report is not complete. Client would likely reject the report and demand the consulting group redo it.</p>
<p>Written Report: Mechanics (20%)</p>	<p>Report demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style. Formatting of the report is professional and ready to present to a Director/CEO.</p> <p>To get 100%: Report is perfect mechanically</p>	<p>Report displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work. With minor edits, report is ready to present to a Director/CEO.</p>	<p>Report shows that mechanics are an area of concern. Report contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors. Would require significant editing before presenting to a Director/CEO.</p>	<p>Report lacks basic control over mechanics and contains excessive proof-reading errors. Report requires a complete re-write because of the major errors contained within it.</p>
<p>Presentation to Client (20%)</p>	<p>Presentation is professional, intelligent and thoughtful. Slide deck is perfect. Client would gladly pay \$5,000 for the work done by the students.</p> <p>Students dressed and acted in a manner that was professional.</p>	<p>Presentation is good but not perfect. It was somewhat professional, intelligent and thoughtful. Slide deck has a small number of errors in it. Client would possible pay \$5,000 for the work done by the students but may request some edits.</p> <p>Students dressed and acted in a manner that was professional.</p>	<p>Presentation was tolerable but not good. It was barely professional, intelligent and thoughtful. Slide deck has a large number of errors in it. Client would probably not pay \$5,000 for the work done by the students.</p> <p>Students did not dress and act in a manner that was professional.</p>	<p>Presentation was not professional, intelligent or thoughtful. It wasted the client's time. Client would ask for his/her money back.</p> <p>Students did not dress and act in a manner that was professional.</p>
<p>Overall Professionalism in all components (10%)</p>	<p>Students were professional in all interactions with the client.</p>	<p>Students were mostly professional in their interactions with the client</p>	<p>Students were somewhat professional in their interactions with the Clients but did waste the Client's time at a few points in the assignment</p>	<p>Students were unprofessional and wasted the client's time at various points in the assignment</p>

Assignment #4 – Company Website & Social Media Plan – Group Project (25%)

Assignment #4 is a continuation of Assignment #3. You will remain in the same group and with the same Client. Utilizing everything you learned so far in this course, and using your research from Assignment #3, you will present a plan for the organization to utilize going forward with its social media and website.

This assignment has four components:

1. An initial meeting with the client. This is the same meeting where you will present your findings from Assignment #3;
2. A Consulting memo to the Client that presents a social media plan for the Client moving forward;
3. A formal presentation to the Client of the plan;
4. A “lessons learned” presentation to the class at the end of the semester.

To achieve an ‘A’ on this assignment, the key question you should ask yourself is this: If the organization was paying your group \$5,000 for your expertise/services, would the Client feel they received \$5,000 or more in value for you?

I will give some flexibility of dates, as we will be working with the Client’s schedule. Wherever possible, meetings will be held at the Client’s workplace. If that is not possible, you will need to book a boardroom or classroom at Ambrose for the meeting, and coordinate that accordingly (all bookings will remain your responsibility). You will be expected to keep me apprised of your progress throughout the semester. Additional details regarding the expectations of this assignment and the individual components will be posted in Moodle and/or discussed in class.

Grading Rubric – Assignment #4

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0%)
Written Report: Critical Thinking (40%)	Report is comprehensive, thorough, and professional. Report thoughtfully provides a world-class report and recommendations to the Client. Students are bold and professional in their recommendations.	Report is somewhat comprehensive, somewhat thorough, and somewhat professional. Report thoughtfully provides a somewhat world-class report and recommendations to the Client. Students are bold and professional in their recommendations.	Report provides information but is not comprehensive, thorough, or professional. Report does not provide a world-class report and recommendations to the Client. Students are timid and/or unprofessional in their recommendations.	Report is not complete. Client would likely reject the report and demand the consulting group redo it.
Written Report: Mechanics (20%)	Report demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style. Formatting of the report is professional and ready to present to a Director/CEO.	Report displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work. With minor edits, report is ready to present to a Director/CEO.	Report shows that mechanics are an area of concern. Report contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors. Would require significant editing before presenting to a Director/CEO.	Report lacks basic control over mechanics and contains excessive proof-reading errors. Report requires a complete re-write because of the major errors contained within it.

	To get 100%: Report is perfect mechanically			
Presentation to Client (30%)	<p>Presentation is professional, intelligent and thoughtful. Slide deck is perfect. Client would gladly pay \$5,000 for the work done by the students.</p> <p>Students dressed and acted in a manner that was professional.</p>	<p>Presentation is good but not perfect. It was somewhat professional, intelligent and thoughtful. Slide deck has a small number of errors in it. Client would possibly pay \$5,000 for the work done by the students but may request some edits.</p> <p>Students dressed and acted in a manner that was professional.</p>	<p>Presentation was tolerable but not good. It was barely professional, intelligent and thoughtful. Slide deck has a large number of errors in it. Client would probably not pay \$5,000 for the work done by the students.</p> <p>Students did not dress and act in a manner that was professional.</p>	<p>Presentation was not professional, intelligent or thoughtful. It wasted the client's time. Client would ask for his/her money back.</p> <p>Students did not dress and act in a manner that was professional.</p>
Class Presentation (10%)	<p>Presentation is professional, intelligent and thoughtful.</p> <p>To get 100%: Slide deck is perfect and presentation is flawless.</p>	<p>Presentation is good but not perfect. It was somewhat professional, intelligent and thoughtful.</p> <p>Slide deck has a small number of errors in it.</p>	<p>Presentation was tolerable but not good. It was barely professional, intelligent and thoughtful. It felt thrown together at the last minute.</p> <p>Slide deck has a large number of errors in it.</p>	<p>Presentation was not professional, intelligent or thoughtful. It wasted the audience's time.</p>

Assignment #5 – Reflection (7.5%)

By now, you have taken a journey through communications and social media. In lieu of a final exam, the final assignment in this course requires you to reflect on the semester and everything you have learned in this course. Specifically, you should cover the following elements in your reflection:

1. What did you learn about your own use of social media in this class?
2. What did you learn about social media / marketing communications through working with your Client?
3. In 6 months, what do you think you will still remember from this class?

Your deliverable will be an 800 word (minimum) to 1000 word (maximum) essay that reflects on all of the questions above. Note that you can answer the questions in whatever order you choose (headings are not required) but you must cover all of the topics.

Spelling and grammar count. Please proofread your reflection. You are not required to cite any references. If you do choose to cite a reference, please cite appropriately in a consistent manner (APA, MLA, footnotes etc.). Once completed, submit the reflection via Moodle in .doc or .docx format.

In addition to the above, you must post a reflective post/graphic that outlines the highlights from this class. You may use whatever social media platform you want for this post and must be creative. Embed a screenshot of this post into the paper, along with a note on the day/time it was posted. Include a link to the post as well (if possible).

Grading Rubric – Assignment #5

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Reflective post (15%)	Reflective post complete with no spelling / grammar errors. Post shows strong creative elements. (100%)	Reflective post complete but has spelling / grammar errors. Post shows average creative elements. (75%)	N/A	Reflective post not complete (0%)
Critical Thinking (65%)	Goes above and beyond in the reflection. Student is thorough and insightful in reflecting on the semester.	Student identifies the most obvious issues. Student is somewhat thorough and insightful in reflecting on the semester.	Student is not thorough or insightful but does address the content required by the assignment.	Student does not address any issues beyond obvious ones. There is little to no depth in the reflection.
Mechanics (20%)	Reflection demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style. To get 100%: Reflection is perfect mechanically.	Reflection displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Reflection shows that mechanics are an area of concern. Reflection contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Reflection lacks basic control over mechanics and contains excessive proof-reading errors.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.