

**UCC/UGC/ECCC**

Proposal for New Course

***Please attach proposed Syllabus in*** [***approved university format***](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)***.***

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Course subject and number: | **COM 402** | 2. Units: | 3 |

 [**See upper and lower division undergraduate course definitions.**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc)

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| --- | --- | --- | --- |
| 3. College:  | SBS | 4. Academic Unit: | Communication |

5**.** Student Learning Outcomes of the new course. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*

Students will take part in social media projects to gain hands-on experience and understanding of how to use social media as a professional in a strategic way. By the end of the class, all students should be able to discuss professional use and strategy of a variety of social media platforms and which ones suit the needs of the organization they are representing, as well as how to conduct personal social media in a professional manner.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/ProgramLearningOutcomesPDF_090712.pdf)*).*

This course (or a versions of this course) has been taught in Fall 2012, Spring 2013, Fall 2013, and will be taught in Spring 2014 as EMF299: Special Topics –Social Media and COM399: Special Topics –Social Media Strategy. These courses have been popular and received good reviews from students that have taken them. Social Media is an expanding area of our world that students need to know how to handle professionally, both as individuals representing themselves and as employees of companies looking to represent their brand to the world through this growing media form. Students and employers are looking for social media courses to expand their knowledge in a professional way, and provide insight, social context and strategies on being professional in the realm of social media. This course does just that. Additionally, this course, as proposed, is set up to be an online course at a level graduate students can take for credit. This provides an additional elective for graduate students as well as gives online students another option in their coursework.

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| 7. Effective **BEGINNING** of what term and year? | Fall 2014 |  |
|  [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1314Effective.xls)**.** |  |  |

|  |  |
| --- | --- |
| 8.  Long course title: | Social Media Strategy |
|  *(max 100 characters including spaces)* |

|  |  |
| --- | --- |
| 9. Short course title: | Social Media Strategy |
|  *(max. 30 characters including spaces)* |

10. Catalog course description *(max. 60 words, excluding requisites):*

This course focuses on using social media in a strategic way to promote brand awareness, helping businesses and individuals reach their desired audiences as well as learning to represent oneself in social media as a professional and using social media to successfully represent a brand/company/organization. Social media brands will be studied and analyzed on a variety of platforms.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

                                                                                                                                    Yes [ ]  No [x]

 If yes, include the appropriate plan proposal.

12. Does this course duplicate content of existing courses? Yes [ ]  No [x]

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit’s enrollment or plan(s)?              Yes [ ]  No [x]

       If yes, describe the impact. If applicable, include evidence of notification to and/or response from

 each impacted academic unit

14. Grading option:      Letter grade [x] Pass/Fail **[ ]**Both **[ ]**

|  |  |  |  |
| --- | --- | --- | --- |
| 15. Co-convened with: |  | 14a. UGC approval date\*: |  |
| (For example: ESE 450 and ESE 550) [See co-convening policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc). \*Must be approved by UGC before UCC submission, and both course syllabi must be presented. |

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| 16. Cross-listed with: |  |  |
|  (For example: ES 450 and DIS 450) [See cross listing policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).      Please submit a single cross-listed syllabus that will be used for all cross-listed courses. |
| 17. May course be repeated for additional units? |  |  Yes [ ]     No [x]  |
|  16a. If yes, maximum units allowed? |  |  |
|  16b. If yes, may course be repeated for additional units in the same term? |  | Yes [ ]     No [ ]  |

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| --- | --- | --- |
| 18. Prerequisites: | none |  |

 If prerequisites, include the rationale for the prerequisites.

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| --- | --- | --- |
| 19. Co requisites: |  |  |

 If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?                   Yes [ ]  No [x]

 If yes, include the units specific to each component in the course description above.

|  |  |
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| 21. Names of the current faculty qualified to teach this course: | **Angele Anderfuren, Jon Torn, Jerry Thull** |

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?             Yes [ ]  No [x]

       If yes, include a [Liberal Studies proposal](http://www2.nau.edu/~d-ugstdy/_source/docs/LS_Proposal_form.doc) and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?Yes [ ]   No [x]

       If yes, include a [Diversity proposal](http://www4.nau.edu/avpaa/EthDiv/Divform2010.doc) and syllabus with this proposal.

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland**  | **10/29/2013** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes [ ]  No [ ]

Approved as modified: Yes [ ]  No [ ]

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| --- | --- |
| **EXTENDED CAMPUSES** |  |
|  |  |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:**  |  |
|  |
| Academic Unit Head | Date |
|  |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes [ ]  No [ ]

Approved as modified: Yes [ ]  No [ ]

Northern Arizona University

**School of Communication**

**COM 402 –Social Media Strategy**

Fall 2014 – Online Course

3 credit hours

***Instructor***:

**Angele Anderfuren, *M.S.J.***

Angele.Anderfuren@nau.edu

[Twitter @AngeleOutWest](http://Twitter.com/AngeleOutWest) – [Facebook.com/AngeleAnderfuren](http://www.Facebook.com/AngeleAnderfuren)

523-3130

Office: 360

Office Hours: Wednesdays 8a-noon and by appointment

***Course Description:***

This course will focus on using social media (like Facebook, Twitter, Instagram, Pinterest, and others) in a strategic way to promote brand awareness and market impact, helping businesses and individuals reach more of their desired audiences. This class will involve using social media as a professional, learning to better represent oneself for future career success. Social media brands will be studied and analyzed on a variety of platforms. It will also involve using social media to represent a brand/company/organization. This course is for journalists, public relations practitioners and others that will work with social media as a professional in their careers.

***Student Learning Expectations/ Outcomes for this Course:***

Students will take part in social media projects to gain hands-on experience and understanding of how to use social media as a professional. By the end of the class, all students should be able to discuss professional use and strategy of a variety of social media platforms and which ones suit the needs of the organization they are representing, as well as how to conduct personal social media in a professional manner. You will be able to use skills and experience gained in this course on your resume to help you get a job.

***Course prerequisites***

No previous class work in this area is required. Though a desire to learn how to use social media to represent yourself and/or an organization in a professional manner is needed. Experience with at least one form of social media is suggested, but not mandatory. This course requires use and knowledge of a smartphone, tablet device and/or computer with access to the internet. Mobile device with Wi-Fi strongly encouraged.

***Course outline***

This class will cover social media strategy including setting up personal accounts - each student will have to make their own personal accounts or use ones they already have made. We'll discuss changes you need to make to your current personal accounts and why those changes are necessary. We will also talk about how to strategize social media as a professional, individual person and representing an organization/business. Basics of Twitter, Facebook, YouTube, Vine, Instagram, LinkedIn, and Pinterest will be covered.

Students will set up personal accounts with:

* Facebook
* Twitter
* LinkedIn
* Pinterest
* Instagram

Quality of personal accounts – photo/avatar choice, keyword choices, completeness, attention to detail, bio page, etc are all important.

In this course, students will learn about the differences between being a person and a business in social media, how to handle that in a professional manner, responsibilities, consequences for mistakes, etc. They will create and evaluate organization/business/fan pages, depending on students’ current ambitions. Students will be required to represent these organizations/interests in a professional manner. Additionally, students will learn about audience and defining the organization and it’s goals. Finally, students will learn best practices, latest research, organizational guidelines, coming up with a strategy for when to post, how often to post and what to post, etc.

***Class meetings & assignments***:

This class is online – asynchronous. You will be expected to work at your own pace and complete assignments by the deadlines.

You will be logging on to BbLearn several times a week, as well as expected to check your NAU email weekly, at minimum.

**Week 1 – Week of 8/28**

Social Media 101.

Readings:

* Social Media 101 PowerPoint (Read on BbLearn.)
* How to improve your social media engagement: <http://www.socialmediaexaminer.com/7-ways-to-improve-your-social-media-engagement/>

Assignments:

* Set up personal social media accounts. Details in BbLearn. Submit links to BbLearn by 11:59 on 8/30.

**Week 2 – Week of 9/1**

Social Media 101.

Readings:

* Americans Spend Nearly 1/3 of their Time Online on Social Media: <http://www.poynter.org/latest-news/mediawire/210593/study-americans-spend-nearly-one-third-of-their-time-online-on-social-media/>
* Social Media: Not the Productivity Killer You Thought: <http://www.inc.com/francesca-fenzi/social-media-not-the-productivity-killer-you-thought.html?utm_source=feedburner>
* Small business ROI with social media: <http://smallbiztrends.com/2013/04/return-on-investment-from-social-media.html?utm_source=rss&utm_medium=rss&utm_campaign=return-on-investment-from-social-media>

Assignments:

* Read *No Bullshit Social Media* chapters 1 & 2. Take the online quiz in BbLearn by 11:59pm on 9/5.

**Week 3 – Week of 9/8**

Twitter.

Readings:

* How to Better Manage Your Twitter Relationships <http://www.socialmediaexaminer.com/twitter-tool-communit/>
* 25 Most Engaged Brands on Twitter: <http://mashable.com/2013/04/25/nestivity-engaged-brands/>
* Twitter testing local discovery features: <http://allthingsd.com/20130425/twitter-testing-new-local-discovery-features-and-its-about-time/>
* How to tweet like Jimmy Fallon: <http://www.inc.com/carrie-kerpen/jimmy-fallon-social-media-lessons.html>
* How Twitter can be a storytelling tool: <http://www.poynter.org/latest-news/mediawire/212950/storify-of-john-stantons-late-night-tale-shows-how-twitter-can-be-a-storytelling-tool/>

Assignments:

* Start tweeting!
* Do Twitter Brand project assignment. Details in BbLearn. Due in BbLearn by 11:59pm on 9/12.
* Read *No Bullshit Social Media* chapters 3 & 4. Take the online quiz in BbLearn by 11:59pm on 9/12.

**Week 4 – Week of 9/15**

Facebook.

Readings:

* Keeping Updated on Facebook Changes: <http://www.socialmediaexaminer.com/5-ways-marketers-can-keep-updated-on-facebook-changes/>
* 1-in-6 access Facebook on mobile device <http://www.shiftcomm.com/2013/05/more-than-1-in-6-access-facebook-only-on-a-mobile-device/>
* How Slate Doubled Facebook Referrals: <http://www.poynter.org/latest-news/mediawire/212360/how-slate-doubled-facebook-referrals-in-less-than-a-year/>
* Making better Facebook cover photos: <http://smartblogs.com/social-media/2013/04/22/6-ideas-to-help-take-advantage-of-facebooks-new-cover-photo-rules/>
* Reasons to post to Facebook more often: <http://blog.getpostrocket.com/2012/07/4-big-reasons-you-should-be-posting-to-your-facebook-page-more-than-1x-per-day/>
* When to post on Facebook: http://www.prdaily.com/Main/Articles/13492.aspx

Assignments:

* Read *No Bullshit Social Media* chapter 5. Take the online quiz in BbLearn by 11:59pm on 9/19.
* Do Facebook Brand project assignment. Details in BbLearn. Due in BbLearn by 11:59pm on 9/21.
* Start Facebook Pages projects. Set up your business/fan Facebook Page. Details in BbLearn. Link and report #1 due in BbLearn by 11:59pm on 9/21.

**Week 5 – Week of 9/22**

Instagram.

Readings:

* Brands embracing Instagram:<http://www.marketingprofs.com/charts/2012/8654/leading-brands-becoming-active-on-instagram>
* 10 most followed companies on Instagram: <http://www.businessinsider.com/the-10-most-followed-companies-on-instagram-2012-10?op=1>
* 10 Creative Ways to Use Instagram for Business: <http://www.socialmediaexaminer.com/instagram/>

Watch:

* Instragram & hashtags video: <http://www.youtube.com/watch?v=Yv73cRpbQaE>

Assignments:

* Start using Instagram.
* Do Instagram Brand project assignment. Details in BbLearn. Due in BbLearn by 11:59pm on 9/28.
* Read *No Bullshit Social Media* chapter 6. Take the online quiz in BbLearn by 11:59pm on 9/26.

**Week 6 – Week of 9/29**

Pinterest strategy.

Readings:

* How to Pinterest for business: <http://business.pinterest.com/>
* Pinterest Marketing: What Marketers Need to Know to Succeed: <http://www.socialmediaexaminer.com/pinterest-marketing-what-marketers-need-to-know-to-succeed/>
* 5 Tips for Creating Pinterest Images That People Love to Share: <http://www.socialmediaexaminer.com/create-pinterest-images-that-people-love-to-share/>
* Using Pinterest to promote products: <http://www.socialmediaexaminer.com/how-to-use-pinterest-to-promote-your-products/>

Assignments:

* Start using Pinterest.
* Do Pinterest Brand project assignment. Details in BbLearn. Due in BbLearn by 11:59pm on 10/5.

**Week 7 – Week of 10/6**

MEMES.

Readings:

* All you need to know about MEMES!! <http://smartblogs.com/social-media/2013/03/12/from-sxsw-get-busy-meme-ing-or-get-busy-dying/>

Assignments:

* Create a MEME and post on your Facebook project page. Also share on your personal Twitter account.
* Read *No Bullshit Social Media* chapter 7. Take the online quiz in BbLearn by 11:59pm on 10/10.

*--midterm grade determined by work graded thru week 7--*

**Week 8- Week of 10/13**

Social Video: Vine and YouTube.

Readings:

* Viral Videos: How to Create and Promote Videos People Love: <http://www.socialmediaexaminer.com/how-to-create-and-promote-viral-videos-people-love-mark-malkoff/>
* All about YouTube: <http://socialmediatoday.com/node/1232161?utm_source=smt_newsletter&utm_medium=email&utm_campaign=newsletter&inf_contact_key=2fcc4a3360947e07f9d76f7dba609edaf74f4f0792c60e390b92bbc8f708fde7>
* YouTube Trends Map: <http://www.pcworld.com/article/2038066/youtube-trends-map-tells-you-what-north-dakotas-watching.html>
* Creating effective Vine videos: <http://www.poynter.org/latest-news/top-stories/204490/what-cognitive-psychology-teaches-us-about-creating-effective-vine-videos/>

Assignments:

* Do YouTube Brand project assignment. Details in BbLearn. Due in BbLearn by 11:59pm on 10/19.

**Week 9- Week of 10/20**

Assignments:

* Read *No Bullshit Social Media* chapters 8 & 9. Take the online quiz in BbLearn by 11:59pm on 10/24.
* Facebook Pages Report #2 due in BbLearn by 11:59pm on 10/24. Details in BbLearn.

**Week 10- Week of 10/27**

Improving Audience Relations.

Readings:

* Improving Calls to Action: <http://www.socialmediaexaminer.com/how-to-improve-your-social-media-calls-to-action/>
* Managing brands during a crisis: <http://www.linkedin.com/today/post/article/20130418211506-8628736-managing-a-brand-s-social-presence-during-crisis>
* What kinds of local stories drive engagement? The results of an NPR Facebook experiment: <http://www.niemanlab.org/2012/11/what-kinds-of-local-stories-drive-engagement-the-results-of-an-npr-facebook-experiment/>
* How to create a fan community: <http://smartblogs.com/social-media/2012/03/30/andys-answers-how-to-start-building-your-fan-community/>

Assignments:

* Based on what you’ve learned in the above readings, make improvements to your Facebook Page project strategy and implement some of these ideas on your page.
* Read *No Bullshit Social Media* chapters 10 & 11. Take the online quiz in BbLearn by 11:59pm on 10/31.

**Week 11 – Week of 11/3**

LinkedIn 101.

Readings:

* LinkedIn basics: <http://www.socialmediadelivered.com/2012/08/27/linkedin-101-basics-for-all/>
* Linked In Multimedia Portfolios: <http://www.psfk.com/2013/05/linkedin-multimedia-portfolio.html>
* 5 Tips for Optimizing Your LinkedIn Company Page <http://www.socialmediaexaminer.com/optimize-new-linkedin-company-page/>

Assignments:

* Completely fill out your LinkedIn resume and profile with all jobs held, objective, skills, porfolios, photos, groups, etc. Make sure this is marked public. Turn in a PDF of your page along with a direct link to your LinkedIn page plus a 500 word essay on the benefits of using LinkedIn to BbLearn by 11:59pm on 11/7.
* Read *No Bullshit Social Media* chapter 12. Take the online quiz in BbLearn by 11:59pm on 11/7.

**Week 12 – Week of 11/10**

Assignments:

* Read *No Bullshit Social Media* chapters 13 & 14. Take the online quiz in BbLearn by 11:59pm on 11/14.
* Facebook Pages Report #3 due in BbLearn by 11:59pm on 11/14. Details in BbLearn.

**Week 13- Week of 11/17**

Journalists and Twitter.

Readings:

* Twitter best practices for journalists <http://blog.twitter.com/2012/09/best-practices-for-journalists.html>
* What every young journalist should know about using Twitter <http://www.poynter.org/how-tos/journalism-education/188408/what-every-young-journalist-should-know-about-using-twitter/>

Assignments:

* Journalists Twitter assignment. Details on BbLearn. Submit by 11:59pm 11/21.
* Read final *No Bullshit Social Media* chapter, chapter 15. Take the final online quiz in BbLearn by 11:59pm 11/21.

**Week 14 – Week of 11/24**

Assignments:

* Live Tweeting Assignment. Details in BbLearn. Submit to BbLearn by 11:59pm 11/29. *Note: You can choose to do this assignment earlier in the year for any event you'd like to live Tweet. This is just the latest you can complete it!*
* A final review of your social media accounts will be done early in the week of Thanksgiving. You will be graded on the professionalism of posts, photos, completeness of info, links, how well you’ve used them, etc. I will view these from the perspective of a potential employer. Make sure your accounts look professional. You need to post links to your Twitter, Facebook, Instagram, Pinterest and LinkedIn in BbLearn by 11:59pm on 11/24.

**Week 15 –Week of 12/2**

Assignments:

* Turn in your final Facebook Pages report by 11:59pm on 12/5. Details in BbLearn.

**Week 16 – Week 12/8**

Assignments:

* Turn in one page essay “What I learned about social media this semester” by SUNDAY, 12/8 by 11:59pm to BbLearn. 12 point, double spaced, 1” margins. Details in BbLearn.

***Attendance:***

Attendance is mandatory, as is participation in class discussions. You will loose 10 points off your final grade point accumulation for the course for EVERY class you miss that is unexcused (using university rules). **If you miss more than three in person classes with unexcused absences, you will loose one letter grade off your final course grade.**

Refer to the university’s enrollment calendar for important dates here: <http://nau.edu/Registrar/Important-Dates/>

***Grading:***

Twitter, Facebook, LinkedIn, Instagram, Pinterest account set up = 250 points

Twitter, Facebook, LinkedIn, Instagram, Pinterest account final evaluations = 250 points

Facebook Pages Project – 4 reports (50 each) = 200 points

Reading quizzes (10 @ 100 points each) = 1000 points

Final paper = 100 points

Facebook, Twitter, Pinterest, Instagram, YouTube brand projects= 100 points each

LinkedIn assignment = 100 points

Journalist Twitter assignment =100 points

Failing to do 3 or more assignments will result in your final grade being lowered by ONE whole letter.

Letter grade is determined as follows:

A= 1800-2000 points

B= 1600-1799 points

C= 1400-1599 points

D= 1200-1399 points

F= 0-1199 points

***Late Homework Policy:***

Late Homework will not be accepted. If a university excused absence is expected, talk to the instructor before hand to discuss deadlines. Anything submitted after the deadline will receive a grade of ZERO.

***Professionalism:***

The work done in this course will give you experience to include on your resume. Professional behavior, including meeting deadlines, completing all assignments, full classroom and social media participation, and being an equal team member are all expected.

***Academic Integrity Policy:***

Academic dishonesty will not be tolerated in any Electronic Media and Film class. The actions that constitute a violation of the academic dishonesty policy include cheating, plagiarizing, and the submission of work that was not originally done by the student. Anyone who is found in violation of the academic dishonesty policy will face a series of possible consequences including receiving a “0” on the assignment, possibly receiving an “F” in the course, and/or possible suspension from the University.

***University Policy Statements:***

The instructor respects and is under the authority of the following Policy Statements of Northern Arizona University: The Safe Environment Policy; The NAU Students with Disabilities Policy; The Institutional Review Board Policy; and the University Policy on Academic Integrity. You can find copies of all these university policies here: <http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html>.

**Note: It is department policy that NO food or drinks are allowed in any of our computer labs at any time.**

**Resources for Student Success**

*Successful university students take advantage of services and resources designed to boost learning and achievement. NAU recommends that you begin with:*

* MyFoundations- use this online tool to assess and develop required university skills at your own

pace (free for first-time freshmen at NAU Flagstaff)

* Supplemental Instruction- attend these course-specific review sessions whenever offered; proven to reduce D’s and F’s
* Student Learning Centers- free drop-in, online, and individual tutoring appointments for math, writing, and over 100 courses; available Monday through Friday
* ResourceConnect- your online central navigation point for all NAU student resources

For a full-listing of University College services visit: <http://nau.edu/University-College/>

**MyFoundations one page fact sheet**

*Need to fill a gap? Brush up on your skills? Whether you need to get up to speed for your calculus class or brush up on your essay writing skills, the MyFoundations Self-Assessment and Development tool gets you on track for university-level academics.*

*Free to all incoming first-year NAU Flagstaff students*- topics include:

* Math
* Reading
* Writing
* Study Skills

**How it works**

* Self-Assess: Complete a path builder assessment in the topic area of your choice, which creates specific modules for your personalized learning path based on your demonstrated needs for improvement or development
* Self-Develop: Complete the learning paths for mastery
	+ Instant feedback
	+ Choose activities that fit your learning style
	+ Work at your own pace

**Where to find it**- MyFoundations is in your course list in BbLearn