



**DePaul University | School of Continuing and Professional Studies
Program Identifier: Undergraduate Program / Graduate Programs**

COURSE: # CCH_224

**COURSE TITLE: SOCIAL MEDIA ANALYTICS &
MEASUREMENT**

WINTER, 2022

INSTRUCTOR INFORMATION

Name: Jes Klass

Office Location: JTR, 209A

My office hours are on Mondays, 2 p.m. – 4 p.m., and by appointment.

You can reach me at 224-836-1074 or at jklass@depaul.edu

Course Dates: 02/07/2022 - 03/20/2022

Course Location and Delivery Format: Online, asynchronous

COURSE DESCRIPTION

How do you know if your social media posts are taking off? This course focuses on looking at data behind social media likes, retweets, and upvotes to analyze and determine what works. Students will learn how to collect and analyze data, differentiate the importance of various statistics, use different measurement tools, and learn advanced measurement tactics.

This course is ideal for undergraduate students who have interest in social media for business, web analytics, measurement strategy, or a general interest in social media.

LEARNING OUTCOMES AND, IF RELEVANT COMPETENCIES:

AFTER COMPLETING THIS COURSE, YOU WILL BE ABLE TO:

- Analyze data from social media platforms.
- Assess a social media post (and campaign) to determine if it is achieving its goal.
- Identify the difference between various social media terms.
- Develop and implement measurement tactics to increase data potential.
- Explore various social media analytic tools.

LEARNING STRATEGIES & RESOURCES

Students in this course will read articles, watch films, participate in online discussions, draft a measurement plan, and complete Google Analytics certification to demonstrate their learning.

LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

Due in Week 1:

Introduction & How do you use Social Media Discussion
How do brands use Social Media Discussion

Due in Week 2:

Measurement Platform Reflection (Submission)
Google Analytics Discussion

Due in Week 3:

UTM Discussion
Measurement Strategy Proposal

Due in Week 4:

Hashtag Discussion
Measurement Strategy Plan Draft Discussion

Due in Week 5:

TikTok Discussion
Measurement Strategy Plan

Due in Finals Week:

Google Analytics Certificate proof (screenshot to Submissions)

ASSESSMENT OF STUDENT LEARNING

GRADING CRITERIA & SCALE

GRADE SUMMARY

Discussions 40%

Measurement Platform Reflection: 5%

Measurement Strategy Proposal: 10%

Measurement Strategy Plan: 25%

Google Analytics Certification: 20%

GRADE SCALE

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	

PASS/FAIL GRADE POLICY

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a

grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

INCOMPLETE (IN) GRADE

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE SCHEDULE

WEEK 1

Reading Assignments:

<https://sproutsocial.com/insights/reach-vs-impressions/>

Videos:

Intro to Social Media Analytics (SMA)

Assignments (Due 2/13 at 11:59pm):

Introduction & How do you use Social Media Discussion

How do brands use Social Media Discussion

WEEK 2

Reading Assignments:

Choose 1 of 5 Options:

Sprinklr, Hootsuite, Sprout Social, Zoho Social, Buffer

Videos:

Google Analytics for Beginners

Assignments (Due 2/20 at 11:59pm):

Measurement Platform Reflection (Submission)

Google Analytics Discussion

WEEK 3

Reading Assignments:

Buffer UTM Reading

Videos:

Advanced Google Analytics

UTM Lecture

Assignments (Due 2/27 at 11:59pm):

UTM Discussion

Measurement Strategy Proposal

WEEK 4

Reading Assignments: Cantini on Sentence-to-Hashtag Semantic Mapping

Videos: #Hashtag Lecture

Assignments (Due 3/6 at 11:59pm):

Hashtag Discussion

Measurement Strategy Plan Draft Discussion

WEEK 5

Reading Assignments: TikTok, Finishing and Data Analytics

Videos: Changing Tides in Social Media Lecture

Assignments (Due 3/13 at 11:59pm):

TikTok Discussion

Measurement Strategy Plan

FINALS WEEK

Reading Assignments: N/A

Videos: N/A

Assignments (Due 3/20 at 11:59pm):

Google Analytics Certificate proof (screenshot to Submissions)

COURSE POLICIES

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

[Academic Integrity Policy](#) (UGRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[Protection of Human Research Participants](#)

OTHER RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

INSTRUCTOR BRIEF BIO

Jes Klass completed her MFA in Game Design at DePaul University in 2021 and currently works as the Senior Instructional Designer for the College of Science and Health, School of Cinematic Arts, and School of Design. Previously, Jes worked as a social media marketer for Northwestern University, GoDaddy, Zoro, INC, and NewFounders. Jes also teaches game design, animation, and gamification courses.

ADDITIONAL CONSIDERATIONS

Additional information for the instructor's consideration in planning the syllabus may be provided in this section, especially to address unique programmatic needs.

Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.

CHANGES TO SYLLABUS

This syllabus is a draft and is subject to change as necessary. If a change occurs, it will be clearly communicated to students.