

DePaul University | School of Continuing and Professional Studies

Undergraduate Program

Course: # SW-250-802/CCS-250-801

Course Title: Widgets Clicks and Tweets

SPRING, 2021

Instructor Information

Name: Melissa Koenig

My office hours are by appointment

You can reach me at 7730230-8344 or at melissa.koenig@depaul.edu (texting is acceptable)

Course Dates: May 1, 2021-June 11, 2021

Course Location and Delivery Format: This is an online class – we will have synchronous office hours/review sessions on Wednesdays from 6-7pm May 12th, May 26th, June 9th (Links to sessions will be posted in the D2L Course Site calendar)

Course Description

This course will provide students with an overview of the history of the Internet and basic marketing strategies as they relate to the Internet and Web 2.0 technologies. Students will learn about how to keep abreast of new technology, how these technologies can be used to market services and products as well as how they can be used to create and maintain social networks for professional use.

Course Learning Goals

After completing this course, you will be able to:

- Demonstrate experience using a variety of Web 2.0 technologies.
- Articulate the strengths and weaknesses of Web 2.0 technologies based on personal experience and class discussion.
- Identify a group of tools that can be used to solve a marketing problem (either real world or case study).
- Clearly delineate the strengths and weaknesses of each tool based on the specific marketing use case.
- Understand and describe the difficulty of selecting appropriate technological tools.
- Articulate the impact the technology will have on a population.
- Assess the strength of the solution based on user population characteristics.

Course Resources

To buy your books, go to <http://depaul-loop.bncollege.com>

Required Reading:

Kerpen, D. (2019) *Likeable social media: How to delight your customers, create an irresistible brand, & be generally amazing on all social networks that matter* (3rd ed.). Chicago, IL: McGraw Hill. ISBN: 978-1260453287

Additional readings and viewings will be available within the course.

Course Grading 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	INC

Please note: Grades lower than a C- do not earn credit or competence in the School of Continuing and Professional Studies (SCPS).

Course Structure

This course consists of 5 modules. The estimated time to complete each module is one week. The following table outlines the course:

Week, Module # and Title	Readings/Viewings	Assignments
Week 1, Module 1: A Brief History of the Internet	Read welcome letter Read syllabus Read module content Read pages 1-12 and chapters 1, 7 and 8 in <i>Likeable Social Media</i> (Required Text) Watch "History of the Internet" by Ethan Zuckerman	Assignment 1.1: Participate in Introductory discussion Assignment 1.2: Participate in Module 1 Discussion Blog Posts: ongoing
Week 2, Module 2: Customer Service and the Internet Age	Read module content Read Chapters 3-6 and 9-12 in <i>Likeable Social Media</i> (Required Text)	Assignment 2.1: Participate in Discussion Assignment 2.2: Social Media Marketing Campaign Draft #1 (CCS Students)/Final Paper Draft #1 (SW Students)

	<p>Watch the Wheat Thins campaign</p> <p>Listen to <i>Marketing in a Crisis</i></p> <p>Listen to <i>When Brands Apologize: Sorry Seems to Be the Smartest Word</i></p>	<p>Assignment 2.3: Twitter Customer Service Reflection</p> <p>Blog Posts: ongoing</p>
Week 3, Module 3: Keeping Current	<p>Read module content</p> <p>Read Chapters 13-14 and Appendix in Likeable Social Media (Required Text)</p> <p>Watch Evan Williams video</p> <p>Watch <i>Andrew Stanton: The Clues to a Great Story</i></p>	<p>Assignment 3.1: Participate in Discussion</p> <p>Assignment 3.2: Social Media Marketing Plan Draft #2 (CCS Students/ Final Paper Draft #2 (SW Students))</p> <p>Assignment 3.3: Story Revision and Reflection</p> <p>Blog Posts: ongoing</p>
Week 4, Module 4: Social Networking for Business	<p>Read module content</p> <p>Read pages Chapters 14-18 in Likeable Social Media (Required Text)</p> <p>Watch "How to Make a Splash in Social Media"</p>	<p>Assignment 4.1: Participate in Discussion</p> <p>Assignment 4.2: Social Media Marketing Campaign Draft #3 (CCS Students/Final Paper Draft #3 (SW Students))</p> <p>Blog Posts: ongoing</p>
Module 5: Blogs and Blogging	<p>Read module content</p>	<p>Assignment 5.1: Participate in Discussion</p> <p>Assignment 5.2: Final Social Media Marketing Plan (CCS Students/ Final Paper (SW Students))</p> <p>Blog Posts: ongoing</p>

Assessment of Learning

Percentage distribution of Assessments – S-1-D Competence

Grading Category:	% of Final Grade:
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Weekly Discussion	30%
Blog Posts	5%
Reflection Papers	15%
Final Project Drafts	10%
Final Project	40%
Total	100%

Blog Instructions and Grading Criteria

During the term you can earn points (to a total of 100) which will count to 5% of your final grade participating in our blog discussion. Points can be earned in the following manner:

Type of Activity	Points	Max Points
Original post about a campaign or use of Social Media by a company/organization posted in Week 1	25/post	50
Original post about a campaign or use of Social Media by a company/organization posted in Week 2	15/post	30
Original post about a campaign or use of Social Media by a company/organization posted in Week 3	10/post	20
Substantive response to a classmate that either asks a question, provides additional example or adds to the conversation in other meaningful ways (e.g. goes beyond “that was a cool campaign”)	5/post	No limit

Instructions for Final Project

Social Media Marketing Campaign (CCS Students)

Instructions: Develop a Social Media Marketing Campaign for a company of your choosing. (This is not a business plan for a company). Your Social Media Marketing Campaign will contain the following headings and components:

Executive Summary (1-3 Paragraphs)

Much like an abstract, the executive summary is a snapshot of the entire plan. Meant for a busy executive, the summary should highlight the key areas of the plan including the goals, vision, needs, priorities, and (most importantly) solutions.

Organization Profile (1-3 Paragraphs)

Include a short description of the organization to set the context.

Product/Service Description (1-3 Paragraphs)

Briefly describe the product or service that you want to market.

Audience (1-2 Paragraphs)

Include a short description of your target audience.

Solutions (1-3 Paragraphs)

Include a description of the technology you will utilize.

Marketing Schedule (2-5 Paragraphs)

Articulate your plan for posting (to each of the platforms you identified previously) as well as responding to inquiries/posts by those following you on these platforms.

Identify Key Success Metrics (2-5 Paragraphs)

How will you assess the effectiveness of your proposed solution(s)?

Final Paper

Using your Major of Focus Area as a starting point, consider the impact that social media and web technologies have had on this area. The paper should include an introductory paragraph and concluding paragraph and at least 3-5 body paragraphs. While I am asking you to project your opinions in this paper, I expect that you will also base those projections on scholarly resources (and these should be cited properly) using either APA or MLA format. You are expected to use at least 5 outside sources in your paper. All papers will be run through plagiarism detection software.

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

Pass/Fail Grade Policy

DePaul Temporary Pass/D/F policy

The university has adopted a special temporary P/D/F grading policy for both graduate and undergraduate programs until further notice. Details of the P/D/F policy can be found on the university [COVID 19 Update](#) website.

Highlights:

- Students can choose or remove the P/D/F option until 3 days after the grade deadline.
- Go to Campus Connect, Academic Records, to select or remove this option.
- See the COVID 19 update website for exact dates and deadlines.
- Faculty will submit a letter grade in all cases.
- If the grade is a C- or better, with the P/D/F option, it will automatically change to Pass.
- All other grades will remain including D, F, IN, M, W.
- Students can choose this option for any or all of their program requirements.
- Contact your advisor for more information.

This policy is temporarily overridden by the Covid 19 P/D/F policy and will resume when the temporary policy has ended.

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.

General Assessment Criteria for All Writing Assignments

Writing assignments are expected to conform to basic college-level standards of mechanics and presentation. Your instructor will be happy to work with you on these points, on a draft-revision basis, if you so desire. You are also encouraged to consult the Writing Resources page on the SCPS website.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours' worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

Online Discussion

Discussions Forums

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. Most of the discussions (unless otherwise noted) require that you interact with each other. It is not enough to simply post and be done - you MUST interact with your classmates. This means that you MUST respond to questions posed to your thread and you must interact with your classmates on their own threads - so if they respond to your question and you have additional questions/comments please respond. These discussions are meant to be a conversation. See the rubric attached to the discussion for specifics about how you will be graded.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Course Expectations

Time Management and Attendance

Online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least **four times** a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SCPS involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Please also note that this is a course offered by DePaul University's School of Continuing and Professional Studies (SCPS), a college for undergraduate and graduate degree-seeking students 24 years and older. SCPS welcomes the perspectives and encourages the participation of all DePaul students, and students who take this course should respect and be mindful of SCPS's mission in supporting a diverse and inclusive environment.

Course Netiquette

Online discussions are an important part of your course experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Be polite
- Respect other participants' views or opinions
- Think before you write, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive online community by offering assistance and support to other participants.
- Use correct grammar and syntax

Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook for further details.

Plagiarism

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.

Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.

Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.

The paraphrasing of another's work or ideas without proper acknowledgement.

Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

DePaul University Incomplete Policy

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). See the Incomplete Grade Contract Form.

Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

For Students Who Need Accommodations Based on the Impact of a Disability

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

Center for Students with Disabilities (CSD)

Loop Campus: Lewis Center 1420. (312) 362-8002

Lincoln Park Campus: Student Center 370. (773) 325-1677

csd@depaul.edu

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

Dean of Students Office

The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally we have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. We are committed to your success as a DePaul student. Please feel free to contact us.

Protection of Human Subjects

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of competencies in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with

"human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School of Continuing and Professional Studies' Local Review Board only under the following conditions:

The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.

You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.

The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.

If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>.

Copyright and Student Privacy

In accordance with DePaul's Acceptable Use Policy, commentary and materials within SCPS Online classes shall not be copied, reproduced or published elsewhere without the express written consent of individuals involved.