Course Outline

Course Code	RSM413H1
Course Name	Digital and Social Media Marketing
Term, Year	Fall, 2024
Course Meets	Fridays 1-3pm, Room WO
Web page URL	https://q.utoronto.ca

Instructor Details

Name	Email	Office Hours	Virtual Office Link
Aleem Visram	a.visram@utoronto.ca	Fridays, 3-5pm after class	www.utoronto.zoom.us/meeting/89101812989 Click on this link to book a meeting time in my calendar: https://calendly.com/avisram

Course Description

Digital marketing and social media is changing society, changing the nature of marketing, and changing the way that business is conducted and managed. In this course, students explore the role of social media and digital marketing in the life of the marketer and business manager. It begins with a detailed understanding of the origins, forms, and uses of social media. It expands into an examination and hands-on of the methods for researching and understanding social and digital media. The course then overviews the various uses and forms of digital marketing, ranging from consumer advocacy and word of mouth to content marketing to the effective and ineffective use of different social media platforms for business. The course features an applied student project that brings to life the potential and pitfalls of this new marketing and management communications form.

Social networking sites, mobile apps such as Instagram, Facebook, YouTube, Google and Tik Tok, and other interactive uses of information and communications technology are changing the way people communicate and understand their world.

In this course, we explore the strategic role of social media and digital marketing in business and management. The learning objectives of this course are: (1) to introduce Rotman students to the managerial use of social media, and digital marketing (2) to explore the principles of its strategic use (3) to learn through case and exercise how to face the strategic and tactical challenges involved in applications of social media and digital marketing.
The course is realistic, applied, intense, and demanding. It also offers cutting edge theory and thinking. By studying these developing, expanding cutting-edge techniques in detail, it is

expected that students will gain valuable knowledge and expertise. As with all classes, attendance online and participation in class discussion is expected. We will also be sharing online material using Quercus and reading links below. The deliverables for the course are extensive, and are explained in this document.

The course content is designed to be practical, and to help people pursuing careers in digital marketing, marketing management, brand management, product management, human resources/organizational communications, IT businesses, public relations, advertising, content production, product and service consulting, as well as those undertaking or involved in entrepreneurial ventures or SMEs involving social media, digital marketing, advertising, or public relations.

Learning Outcomes

By the end of the course, students will:
- be able to leverage digital advertising and social media to better communicate with customers
- know how to respond to customers through new digital marketing tools as they arise
- measure how digital marketing activities affect company performance
- be able to leverage Google SEO & Analytics, Facebook/ Instagram, LinkedIn, Tik Tok, YouTube and other online advertising platforms
- understand how trends like social and mobile media affect company strategies
- develop marketing plans for new products and services that take advantage of social media and digital marketing tools

Course Prerequisites
Completion of 9.0+ credits (meaning minimum 3rd year of study), and RSM 250H1 – Principles of Marketing.

Course Materials

Required Readings

CLASS 1: Introduction: Sept 6
Prep:
1. Review course outline & materials
2. Get course materials (Course kit)
3. Checkout course materials online
4. Read: Hootesuite: Social Media Trends in 2023
5. Read: A Guide to Social Media Marketing Post Covid
6. Read: How to Adapt Your Marketing During a Corona Virus

CLASS 2: Word-of-Mouth & Targeting: Sept 13
1. Gillette #TheBestMenCanBe, Ivey Case Study (Course Kit)
2. Domino's Pizza, Ivey Case Study (Course Kit)
3. HubSpot: Demographics vs. Psychographics

4. Dichter, "How Word of Mouth Advertising Works":
5. Word of Mouth Marketing
6. 10 Word of Mouth Marketing Tactics to Grow Your Business
   Deliverable: 'Gillette #TheBestMenCanBe Case Study

CLASS 3: How to Grow Your Audience Using Influencers: Sept 20
Class Leadership presentation: Instagram
1. Dancing with the Stars: Denitsa Ikonomova Case Study (Course Kit)
2. Bernoff, Josh and Red Shadler, "Peer Influence Analysis: Using Social Technologies to Identify Your Business's Most Influential Customers," from course pack
3. The Next Big Influencer Platforms and Trends in Social Media Engagement
4. The Future of Influencer Marketing and the Expanding Creator Economy
5. 17 of the best brands on Instagram
6. How to use Instagram for Business, A Complete Guide for Marketers
7. How to Get More Leads on Instagram
   Deliverable: Dancing with the Stars: Denitsa Ikonomova Case Study

CLASS 4: Social Media Marketing Research: Sept 27
Class Leadership Presentations: Reddit

1. Nivea (A) Case Study
2. Kozinets, Robert V. (2010), "Netnography: The Marketer's Secret Weapon":
3. What is Social Listening and Why it Matters
4. Chaffey, "Social Media Listening Tool Comparison"
   Deliverable: Nivea (A) Case Study

CLASS 5: Content Marketing & TransMedia Storytelling: Oct 4
Class leadership presentations: TransMedia

1. Hunger Games, Kellogg Business School Case Study
2. TransMedia Storytelling 101
3. TransMedia Marketing is the Future of Storytelling
4. Content Marketing Trends to Watch For
5. Content Lessons from Three Brands that Kept their Brand Promise
6. Harrison Monarth, The Irresistible Power of Storytelling as a Strategic Business Tool

Deliverable: Hunger Games Case Study

CLASS 6: Sites of the Social 1: YouTube, User-Generated Content (UGC): Oct 11
Class leadership presentations: YouTube

1. Case Study: Mr Beast: Building a YouTube Empire
2. [Complete the YouTube Ads Training Course](#)
3. [Six Ways to Use User Generated Content to Boost Your Ecommerce Brand](#)
4. [It's Time to Replace Brand Stock Images with User-Generated Content](#)
5. [Seven Tips for Building a Video Marketing Campaign](#)
   <u>Deliverable: Mr Beast: Building a YouTube Empire</u>

CLASS 7: Sites of the Social 2: Twitter: Oct 18
   Class leadership presentations: Twitter
1. Case Study: Wendy's Capitalizing on Emerging Social Media Trends
2. Case Study: Has Elon Musk X'Ed Out?
3. [How to Create a Twitter Marketing Strategy for Your Brand](#), Spout Social
4. [Twitter Marketing in 2023: The Ultimate Guide, HubSpot](#)
   <u>Deliverable: Wendy's Capitalizing on Emerging Social Media Trends</u> OR <u>Has Elon Musk X'Ed Out?</u>

CLASS 8: Sites of the Social 3: Facebook: Oct 25
   Class Leadership Presentations: Facebook
1. Case: Facebook Fake News in the Post-Truth World
2. **Take 30 minutes to complete the FB Ads Training Courses below:**
   a. Campaign Objectives: 5 minutes:
      https://www.facebookblueprint.com/student/activity/196106-ads-manager-metrics?sid=2251613&sid_i=0
   b. Audiences in Ads Manager: 5 minutes:
      https://www.facebookblueprint.com/student/activity/212731-create-audiences-in-ads-manager?sid=2250719&sid_i=0
   c. Ads Manager: 5 minutes:
      https://www.facebookblueprint.com/student/activity/196104-ads-manager-overview?sid=2250708&sid_i=1
   d. Analyzing & Evaluating Results: 10 minutes:
      https://www.facebookblueprint.com/student/activity/212735-how-to-evaluate-and-analyze-campaign-results?sid=2250727&sid_i=1
3. Ads That Don't Overstep, Harvard Business Review, Course Kit
4. [How to Run Facebook Ads](#)
5. [How Facebook Ads Target You](#)
6. [Facebook Advertising Marketing Strategies](#)
   <u>Deliverable: Facebook Fake News in a Post Truth World Case Study</u>

READING WEEK: NO CLASS NOVEMBER 1

CLASS 9: Mobile Marketing: Nov 8
Class Leadership Presentations: Mobile Apps

1. Case Study: Nike: Changing the Sneakers Game
2. What Is Mobile Marketing and Why Does it matter so much?
3. 11 Companies that are doing mobile advertising right
4. Sneakers Fans in Canada are Really Mad at the Nike SNKRS Site
5. How Nike is Using Mobile Apps to Significantly Increase Sales
6. Inside the Wild World of Nike Scavenger Hunts
7. 9 Types of Mobile Marketing Campaigns and How to Use Them
8. 8 Ways That Brands Can Use Tik Tok for Marketing
   Deliverable: Nike: Changing the Sneakers Game

CLASS 10: Tik Tok, Google Analytics & Search Engine Optimization (SEO): Nov 15
Class Leadership Presentation: Tik Tok

1. Case Study: Camera IQ and the Metaverse: Building Augmented Reality Brand Experiences (Course Kit)
2. Complete Google Analytics for Beginners Course in Google Academy
3. What is SEO?
4. 6 eCommerce SEO Best Practices from Shopify
5. How can SEO Help Your Business Grow?
6. SEO Basics: 22 Essentials to Help Your Business Grow
7. 7 Tips for Creating a Compelling LinkedIn Company Page

Deliverable: Camera IQ and the Metaverse Case Study

CLASS 11: Measuring Social Media: Nov 22
Class Leadership Presentation: LinkedIn

1. Case study: Gupta Media: Performance Marketing in the Digital Age (Course Kit)
2. The Six Most Effective Social Media Metrics to Understand Your Campaign's Success
3. 19 Social Media Metrics that Really Matter and How to Track Them
4. 9 Steps to Measure Social Media ROI
5. Social Media Measurement: A Small Business Guide
   Deliverable: Gupta Media: Performance Marketing in the Digital Age Case Study

CLASS 12: Social Media Marketing Presentations: Nov 29
   ✓ Presentations due before CLASS

Electronic Course Materials

This course will be using the following electronic course materials:

1. Go to the Ivey Publishing website at www.iveypublishing.ca

2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student" role.

3. Click on this link or copy into your browser: https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF000001gjpm2AA

4. Click "Add to Cart".

5. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process

6. When payment has been processed successfully, from the Order Confirmation screen, click on "Access Purchases", then click "Downloads".

7. If the coursepack contains Digital learning Experience or Multimedia materials, click on "Go to Course" or "Go to Simulation".

IMPORTANT: Access to downloadable files will expire on the course end date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader. This material is for your personal use only and is not to be shared, reproduced, or distributed in any form.

NEED HELP ? Email Ivey Publishing's Customer Support Team via a Service Ticket or call during business hours: call 519.661.3208 or email: cases@ivey.ca

These materials will cost a total of $81.03. The use of these materials complies with all University of Toronto policies which govern fees for course materials.

Evaluation and Grades

The final course grade reflects your level of demonstrated achievement of the Course Learning Outcomes listed above. Assessments of individual deliverables provide feedback on your progress towards the course grade. Your final grade will be determined using the component marks you receive on the course deliverables and the relative weights given below.
Note: Deliverables that are to be submitted in class are due at the beginning of class unless otherwise noted.

For situations in which students are not granted an academic accommodation for a missed or late deliverable, the missed or late deliverable will not be accepted

Item	Weight (%)	Due Date /Time	Delivery	Ouriginal
In-Class Participation	10	Weeks 2-11	Class	☑
Online Participation	10	Weeks 2-11	Quercus	☑
Group Class Leadership Presentation	20	Weeks 3-11	Class	☑
Case Write-Up (2 Each worth 20%)	40	Weeks 3-11	Quercus	☑
Final Group Project	20	Week 12	Class	☑

Course Format and Expectations

Expect to spend at **least 4-6 hours per week** preparing for this class and completing assignments. It is important that you have read the material in the course outline and assigned readings prior to attending class, as well as the recorded lectures and content on Quercus. In addition, you should familiarize yourself with any data that we will discuss that day. You will need to check the course website on Quercus to obtain data and instructions for both homework assignments and in-class analysis.

Classroom Etiquette: You are required to review Quercus and ensure that you complete ALL of the assigned readings, pre-work and asynchronous content (e.g. videos and webinars) PRIOR to each class. Slides and/or recordings from class will be posted on Quercus after the class is completed. As courtesy to your fellow students, to guest speakers, and to the professor, during the class, your undivided attention is required. Use of all other electronic devices (e.g., mobile phones, tablets, surfing or browsing the internet, checking social media, responding to emails, etc.) is prohibited unless you receive permission of the professor. Inappropriate use of other devices or lack of attention during class will result in dismissal from the class and loss of participation marks.

Writing Assignments

Individual Case Analyses

There are 11 case assignments in this class, and you will be responsible for reading and analyzing all of them, as they may be discussed in-class. You can choose any two among these cases to write up and submit, but you must complete AT LEAST ONE in the first half and one in the second half of the course. This is an individual assignment—no collaboration is permitted. Your case assignment write-up has a limit of 750 words (excluding works cited, 1.5 spacing, 12 point font, 1 inch margins in all sides) and is your DIRECT answer to the questions related to the case (see questions below). Write-ups are due before class via Quercus. Late assignments will not be graded. Each case assignment write-up is worth 15% of your total final grade and will be assessed based on your analysis, incorporating class discussions, class readings and outside research and recommendations.

Case Analysis Questions

Case study 1: Gillette- due before Class 2 on Sept 13:
1) Why do you think Gillette launched the 'We Believe' campaign?
2) How should Gillette respond to the negative backlash to the 'We Believe' campaign on social media?

Case Study 2: Dancing With the Stars: Denitsa Ikonomova- due before class 3 on Sept 20:
1) What are the advantages and disadvantages of promoting a product using an influencer such as Denitsa?
2) How much should Denitsa charge to post about brands/products? Which brands should she target and why?

Case Study 3: Nivea- due before class 4 on Sept 27:
1) What differentiates Biehl's approach from Nivea's traditional market research approach?
2) How can netnography be effectively integrated with the current Nivea product development process?

Case Study 4: Hunger Games- due before Class 5 on Oct 4:
1) What made the Hunger Games transmedia campaign effective? Why?
2) Carefully review all of the creative and media tactics used in the campaign. What did Lionsgate do well and what could be done better for future movies?

Case Study 5: Mr. Beast Building a YouTube Empire- due before Class 6 on Oct 11:
1) What drove the success of Mr. Beast's YouTube videos?
2) What strategies would you recommend for Mr. Beast going forward for further growth, given the increasing costs of YouTube video production?

Case Study 6: Wendy's- due before Class 7 on Oct 18:
1) Carefully assess Wendy's social media strategy on Twitter. What were the key elements of their strategy that drove their success on Twitter?
2) Is their social media strategy sustainable in the future across other social media platforms? How can they improve for the future?

OR

Case Study 7: Has Elon Musk X'Ed Out- due before Class 7 on Oct 18:
1) Compare Twitter's business model in 2021 vs. 2023: How can Musk make X profitable going forward?
2) What is the Unique Selling Proposition (USP) for X and how can it differentiate itself from other social media platforms and increase it's userbase?

Case Study 8: Facebook- due before Class 8 on Oct 25:
1) What is Facebook's core competency and competitive advantage for businesses looking to advertise?
2) If you were Facebook, how would you overcome their privacy concerns and launch a successful mega-app?

Case Study 9: Nike- due before Class 9 on Nov 8:
1) What led to the success of the Nike SNKRS app?
2) What features, campaigns and activations should it consider for the future and why? How can it continue to grow while being fair to consumers?

Case Study 10: Camera IQ and the Metaverse- due before Class 10 on Nov 15:
1) How can Camera IQ differentiate their AREs from other types of digital content?
2) How should they refine the Camera IQ platform to meet the needs of the expanding and diversifying customer base? Give rationale for your arguments and explain how they can expand their customer base in the key verticals of gaming, entertainment and beauty, with relevant examples.

Case Study 11: Gupta Media: Performance Marketing due before class 11 on Nov 22:
1) How is the campaign in 2019 different than 2018? What does the data tell you?
2) What should Gogi Gupta and Alex Palmer recommend to Governors Ball? Include: a) How much should they recommend that Gov. Ball spend? B) Who should they target? C) Through which platform? Why? D) Please provide an estimate of how many more tickets your plan will sell (Provide an appendix with your excel calculations). The excel supplement (HBS# 520-706) and the (B) case gives you all the information you need.

Team or Group Assignments

Class Leadership Assignment

The Class Leadership assignment is an opportunity for you to read and study one social media platform in detail. Teams, whose size will be determined by the number of enrolled students, will be responsible for analyzing the topic they chose in the first class, due on the topic's assigned week. Each team will also take a leadership position and lead the class through the discussion of social media platform, incorporating the course readings and outside research. Here is how it works:

1) You will work with your group to research a specific social media platform (chosen in the first class). The presentation must be a maximum of 20-minutes. The presentation must be joint, with at least 2-3 students having equal presentation content and time (approximately 5 minutes each). All students in the group will receive the same grade for the presentation.

2) On the day of the class, each team of students will lead the class in a presentation format of their choice. They will briefly introduce and explain the social media platform and related readings. NOTE: The examples used CANNOT be the same as the case study or examples provided in class or in any other presentation, they MUST BE ORIGINAL! Each presentation will last **a maximum of 20 minutes per team**!

3) Your brief presentation must be shared in the social media format of your choice. It can take the form of a blog posting, a YouTube/ Tik Tok video (edited), a SlideShare slideshow, a series of

Tweets, a PowerPoint or Prezi presentation, or anything else. Whatever the format(s), it must be posted to the course Quercus page so that they are accessible to all members of the class. Comments on the posting will be viewed and assessed by the professor.

Your class presentation will answer the following:

1. What are the advertising options available? What are the pros and cons of advertising on this platform vs. other social media platforms?

2. What is ONE example of a specific company campaign that has succeeded on your social media platform? Why do you think it is GOOD? Provide justification of results and explanation of the success.

3. What is ONE example of a specific company campaign that has failed on your social media platform? Why do you think it is BAD? Provide justification of results and explanation of the failure.

4. Provide some guidelines of what companies should do and should not do to successfully market their products and services on your social media platform USING RESEARCH SUPPORT. Please be very specific and detailed.

5. How do you measure success or failure on your social media platform?

Social Media Marketing Final Group Project

In your 4-6 person team Class Leadership Team, you will engage in a detailed social media marketing project. Your project will be directed at developing and presenting a social media marketing program for a company. Assume a budget of $100,000 CDN.

Part 1: The team will use netnography and/or other online research techniques to investigate, report upon, and analyze the online environment. This research may include the company's and competitors existing online initiatives. It should include data collection related to the online community activity related to the business or organization and the campaign (See Detailed Evaluation Breakdown in the Appendix 3-5).

Part 2: For the project's next stage, the team will build upon research findings in the first stage as you plan an actual social media marketing program. You will work your strategy into a coherent and integrated social media marketing plan, complete with budget and media spend projections.

Part 3: You will outline how you will measure the effectiveness of the SMM plan and include a short term and long term plan for the campaign and contingency plan.

Part 4: The team will make a full report to the class in a 15-minute presentation.

You will present your completed new Social Media Marketing Plan in the last class in a 15-minute PowerPoint (or other, such as Prezi) presentation. This presentation will be graded by the Professor and will count for 20% of your final course grade. You must be present for your

group presentation time, but NOT every member of the group has to present.

Strict time keeping will be in effect. Depending on the number of groups each group will have 15- minutes to present. If you wish to use PowerPoint or PDF slides, you are responsible for loading and having your presentation ready before your presentation time. It is always best to practice your presentation to get the timing right. You do not want to run out of time during your class presentation.

The presentation—consisting of the PowerPoint deck, Youtube video or PDF or Prezi, is your complete project deliverable. One student from your team must upload the slides from your presentation on Quercus before the final class.

Group Project Presentation Evaluation Criteria

A sample 15-minute presentation should include:

- Describe the **research method** and highlight the **results of your social media research study** (5-7 minutes; 3-5 slides)
  - ☐ **Research Methodology:** How did you conduct your research? Which social media sites and analytics tools did you use and why? What was your research/ netnographic process?
  - ☐ **Research Findings:** Describe the findings of your research analysis. What conclusions did you reach about the social media campaign? What useful facts about consumers and their interactions did you learn from your research? How does the company and competition use social media? What are they doing effectively or ineffectively? What are the key implications for your social media plan?

- Then, provide **details and rationale for your new marketing strategy** focusing on the **desired target** segment and your **positioning strategy** (5 minutes; 2-4 slides)
  - ☐ **New Campaign Marketing Strategy:** Based upon your analysis of marketing research, provide your marketing strategy for a new campaign for the same brand (or company). What is the right target segment? What are the social media objectives for the campaign?
    - o Marketing objectives: SMART objectives for your new campaign
    - o Marketing strategy details: Overall Campaign ideas & themes
    - o Marketing tactics: specific execution of the strategies by social media platform
    - o Budget breakdown

- Then, run in detail through your new **social media marketing plan**, encompassing your new, **follow-up campaign,** providing interesting details (5-7 minutes; 4-7 slides)
  - ☐ New Campaign Tactical Marketing Plan. Carefully drawing from and tying into your positioning statement, provide *specific, detailed, budgeted, integrated, and actionable* tactics regarding:
  - A. The Social Media campaign itself: including message(s), locations (sites), timelines, and cross-connections, be as detailed as possible (including design elements, if possible); please attempt to make this campaign as actionable as possible from your tactical descriptions. What specifically will you post and

when?

    B. Financial Analysis: Provide legitimate and detailed estimates of applicable marketing expenses, costs, and other relevant budgetary items. Provide information about where and how you arrived at your costing data (financial appendices limited to one page only).

    C. Metrics: Provide a detailed explanation of how you will measure the effectiveness of your social media marketing campaign.

- Finish by summarizing your **action plan and contingency plan** (3-5 minutes; 3-5 slides)
  - ☐ Action Plan: Develop a short term (1-6 months) and Long Term plan (6 months- 2 years): What specifically will you do and when? Include a social media calendar
  - ☐ Contingency Plan (In the event your campaign does not go as planned, explain how will you overcome the risks?).

Group Project Presentation Evaluation Rubric:

Phase 1, Initial Strategy Assessment (35%):
- ☐ **Research Methodology and Sources, 5%**
- ☐ **Netnography, Company, 15%:** current social media vehicles and effectiveness, consumer advocacy, word of mouth, and feedback.
- ☐ **Netnography, Competition, 15%:** competitor's social media vehicles and effectiveness, consumer advocacy, word of mouth, and feedback.

Phase 2, Social Media Strategy (40%):
- ☐ **Social Media Objectives, 5%:**
- ☐ **Social Media Strategy, 15%**
- ☐ **Social Media Campaign Tactics, 15%**
- ☐ **Budget Breakdown for Social Media Campaign, 5%**
  - ▪ Budget: $100,000

Phase 3, Consumer Response, Monitoring and Evaluation, Action Plan (25%):
- ☐ **Campaign Evaluation and Metrics, 10%:** based on objectives in Phase 2
- ☐ **Short Term Action Plan, 5%**: 1-6 months
- ☐ **Long Term Action Plan, 5%:** 6 months-2 years
- ☐ **Contingency Plan, 5%**: what will you do if things don't go as planned?

The class leadership project and final project requires students to work in teams of 4-6 people. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC

Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Class Participation

Students are expected to prepare thoroughly and make every effort to attend every class. As class participation is a graded component of the course, students will be evaluated on the following:

- Thoughtful responses
- Understanding and analysis of topic
- Idea generation
- Promoting further discussion
- Respectful active listening
- Attentiveness

While attendance is necessary for students to participate in class discussions, attendance on its own will not result in a high participation grade. Students must actively contribute and participate by exhibiting the components listed above.

Classroom Participation & Attendance: In-class participation accounts for 10% of your final grade and is assessed after each class by the instructor and a peer evaluation. If you do not provide a written explanation of your absence to the Professor BEFORE the class, you will be marked absent and receive a 0/4 for that class. Poor attendance will affect your grade substantially. I am looking for QUALITY over QUANTITY, but participation ONCE per class is expected.

In Class Participation
You will be evaluated by the instructor and your peers for your in-class participation for EACH CLASS on a scale of 0-4 as follows:
0/4= **Poor:** absent, late, unprepared or inattentive in class (surfing the internet, checking email or cellphone, etc).
1/4= **Fair:** attended class, but did not participate in the discussion
2/4= **Good:** provided an opinion or fact without applying information from course materials, lectures or outside research
3/4= Very good: provided facts from course materials and lectures, but did not further the class learning, nor encourage additional debate or discussion
4/4= Excellent: Shows excellent preparation. Analyzes readings and synthesizes new information with other knowledge (from other readings, course material, discussions, experiences, etc.) Makes original points. Synthesizes pieces of discussion to develop new

approaches that take the class further. Responds thoughtfully to other students' comments. Builds convincing arguments by working with what other students say, but may question the majority view. Stays focused on topic. Volunteers regularly in class and online but does not dominate.

Online Participation

You are expected to view and read the comments on the Quercus discussion group every week before coming to class. Many additional readings and posts that are on the Quercus discussion group will be reviewed in class.

Your online Quercus participation will account for 10% of your final grade and 50% of your participation grade. You must complete AT LEAST one Quercus post at a minimum, but you are welcome to submit more posts and comment more frequently. The more you post DOES NOT necessarily mean you will get a better grade, I am looking for QUALITY over QUANTITY. However, if you post or comment more frequently you have a better chance of getting a better grade. Your Quercus posts MUST be relevant to the class materials for the week you have chosen to participate. Your post should cover the following information:

1) Why is this article/opinion/infographic relevant to the discussion for the coming week?
2) Summarize and evaluate the article/opinion/infographic in a paragraph
3) Explain your personal perspective on the topic/ issue or article, applying the key learnings from the lectures and readings
4) Provide some thought provoking questions for the class to engage in debate

You will receive a mid-term class participation grade to help you assess your performance throughout the semester. This will constitute 10% of your final grade. The remaining 10% of the grade will be assessed after the final project is submitted.

Late Assignments

Homework assignments are due BEFORE THE CLASS ASSIGNED. Late homework assignments are not accepted. We may discuss homework assignments in-class the day that they are submitted. In fairness to everyone in the class, I cannot accept any late assignments. A late homework will result in a zero for that assignment. There is no way to make up for a missed assignment; I do not offer additional assignments or extra work in lieu of a missed assignment. Given these facts, please pay close attention to deadlines. You will find the case study questions below. You are required to submit your completed assignments on Quercus before class, and the grades and feedback will be posted on Quercus.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please email Accessibility Services or visit the Accessibility Services website for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the University's Plagiarism Detection Tool FAQ page from Centre for Teaching Support & Innovation.

Generative AI / ChatGPT

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.
• The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.
• Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course.
• Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.
• The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any questions about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Email
At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the Information Commons Help Desk.

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures
Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Weekly Schedule

Class #	Date	Topics	Case Study & Deliverables	Class Leadership Presentations
1	Sept 6	Introduction: What is social media and digital marketing? What are the pros and cons? Course overview	Form Project teams	Assign teams for Class Leadership Project & Final Group Project
2	Sept 13	Community & Word of Mouth Target Marketing	Gillette Case Study	Review Course outline, assignments and group project
3	Sept 20	Influencers	Dancing with the Stars	Team Instagram
4	Sept 27	Social Media Market Research: Netnography	Nivea	Team Reddit
5	Oct 4	Content Marketing & Transmedia Storytelling	Hunger Games	Team TransMedia
6	Oct 11	YouTube, User Generated Content	Mr Beast	Team YouTube
7	Oct 18	Twitter (X)	Wendy's Elon Musk X'Ed Out	Team Twitter
8	Oct 25	Facebook & FB Blueprint Digital Course	Facebook	Team Facebook
	Nov 1 NO CLASS	Reading Week		
9	Nov 8	Mobile Marketing	Nike Snkrs App	Team Mobile Apps
10	Nov 15	Tik Tok, SEO & Google Analytics	Camera IQ	Team Tik Tok
12	Nov 22	Social Media Measurement	Gupta Media	Team LinkedIn
12	**Nov 29: Final Group Project Presentation due before class on Quercus**			

Please note that the last day you can drop this course without academic penalty is November 4, 2024.

Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)
- [Where to find teaching assistant opportunities](#)

URL links for print

- ACORN: http://www.acorn.utoronto.ca/
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: http://studentlife.utoronto.ca/as
- University's Plagiarism Detection Tool FAQ: https://uoft.me/pdt-faq
- The University of Toronto's Code of Behaviour on Academic Matters: http://www.governingcouncil.utoronto.ca/policies/behaveac.htm
- Information Commons Help Desk: http://help.ic.utoronto.ca/category/3/utmail.html
- Become a volunteer note taker: https://studentlife.utoronto.ca/program/volunteer-note-taking/
- Accessibility Services Note Taking Support: https://studentlife.utoronto.ca/service/note-taking-support/
- Credit / No-Credit in RSM courses: https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/
- Rotman Commerce Academic Support: https://rotmancommerce.utoronto.ca/current-students/academic-support/
- Book an appointment with a writing or presentation coach: http://uoft.me/writingcentres
- Writing and Presentation Coaching academic support page: https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/
- Centre for Professional Skills Teamwork Resources page: https://rotmancommerce.utoronto.ca/teamwork-resources
- Book an appointment with a Teamwork Mentor: http://uoft.me/writingcentres