



LNDN COMM 3328
Social Media and Strategic Communication:
Theory and Practice

CAPA LONDON

SPRING 2020

Faculty name	:	Dr Ceri Hughes
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Class times	:	Tuesdays 9:30-12:50
Classroom location	:	Greenwich Room
Office Hours	:	By appointment

Course Description

This class combines theoretical analysis, and hands-on practice to understand and execute traditional and online communications strategies. We will be having several guest speakers from a leading marketing agency, [Ayima](#), coming to talk to us about their jobs and give examples of the work they do. Students will develop technical skills to enable them to produce their own portfolios and work in a team to formulate strategic communications for a fictitious social enterprise.

Course Aims

By the end of the course, students should:

- Understand relevant communication theories and use them as a foundation for implementing strategic communication strategies
- Understand the impact of related technologies and messaging on issues such as politics, social life and culture
- Apply best practices for producing communication across multiple media
- Acquire necessary writing, production, and presentation skills across a variety of communication media

Learning Outcomes

By the end of the course students should be able to:

- a) Engage in critical thinking and evaluation
- b) Master a body of knowledge
- c) Express fluency in theoretical foundation as well as develop hands-on skills
- d) Communicate effectively both in writing and through oral presentations
- e) Work effectively as an individual and in a collaborative setting

Developmental Outcomes

Students should demonstrate responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, and appreciation of cultural differences.

Class Methodology

Lectures, discussions, set assignments, student presentations and guest lectures. Our professional partner agency [Ayima](#) will deliver content from the perspective of a leading agency working in this field.

Laptops are permitted to be used in this class *only when required for an exercise*. Non-work use however is distracting for your fellow students and will inhibit your own learning. Research also shows that people learn better in lectures by taking handwritten notes. Therefore, laptops should not be used during times when people are presenting.

Headphones will also be required on weeks when working with video.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the projects assigned in this course.

The assigned field component(s) are:

You will be heading out into the city to do some filming for your class assignments and final project.

Grading Scheme

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7 1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation	15%	All	Weekly
Presentation	10%	All	From week 3
Weekly thoughts	15%	All	Weekly from Week 3
Midterm assignment	30%	All	Week 6
Final assignment	30%	All	Final week

Course Requirements

Weekly readings

Readings will be available as pdfs or links. All readings are required.

SUNY-Oswego On-line Library Resources

Students are advised to review assignments and readings. If you do not have access to sufficient additional resources from your home institution to complete the coursework for this class, you may request access to the on-line library resources of SUNY-Oswego: <http://libraryguides.oswego.edu/c.php?g=500670>. To access this resource, you must request access during the first week of the program.

Weekly thoughts

In week one, each student will find a non-profit organization with a significant social media presence to follow. Each week, prior to class, students will write a short blog post about a social media posting from that organization.

Class participation

Class participation, broadly defined, is the student's willingness to answer instructor questions and participate in class discussions. Class participation is very important; this is a discussion class, not a lecture. Participation is worth 15% of the student's final grade.

Oral Presentations

Students will each present briefly on an organization and their social media content during the first few weeks of class. Further details will be given in week one. At the final session, each group will undertake a presentation to pitch their social media strategy and content to a group of angel investors. Further details will be given in week 9 or 10.

In-class midterm

The midterm will be an assessment of your personal website and the elements you have developed for it – that is, the site itself, the Alternative Story Form and the weekly blog posts.

Final Assignment

Students will work in groups to create a communication portfolio for a “client” of their choice (a fictitious organization which you are starting in order to highlight a social or environmental issue). Students will have to plan a launch event for this organization and produce traditional and social media prior and subsequent to the event. Detailed information will be distributed in week nine or ten.

Readings and Weekly Academic Calendar:

- Unless otherwise noted, ALL classes will take place in the Greenwich Room
- All readings will be available on Canvas as a PDF file or the links below
- **READINGS MAY BE SUBJECT TO CHANGE WITH ADVANCE NOTICE**

Week 1 (January 14): History of Media and Social Media

Smith, Aaron & Anderson, M. (2018) Social media use in 2018.

<https://www.pewresearch.org/internet/2018/03/01/social-media-use-in-2018/>

DeMers, Stephen. (2016) 7 Predictions for How The Internet Will Change Over The Next 15 Years.

Forbes.com <https://www.forbes.com/sites/jaysondemers/2016/04/18/7-predictions-for-how-the-internet-will-change-over-the-next-15-years/#5483bae322e0>

[in-class exercise – test your Web IQ - <https://www.pewresearch.org/internet/2014/11/25/web-iq/>]

Week 2: (January 21) – Websites

Guest speakers: James Galsworthy & Chris Griffiths – What makes a good website?

Brooks, James (2016) “Do Brands Still Need Websites? Yes, They Do,” Huffington Post, 3/28/2016.

https://www.huffingtonpost.com/james-g-brooks/do-brands-still-need-webs_b_9557426.html

Pozin, Ilya (2011) “Build a Killer Website: 19 Do’s and Don’ts,” Inc.com, 11/21/2011.

<https://www.inc.com/ilya-pozin/build-a-killer-website-19-dos-and-donts.html>

Munford, M. (2016) How WordPress Ate The Internet in 2016... And The World in 2017. Forbes.com

<https://www.forbes.com/sites/montymunford/2016/12/22/how-wordpress-ate-the-internet-in-2016-and-the-world-in-2017/#6670d460199d>

[in-class task – start building your website with Wordpress.com]

Week 3 (January 28): Politics and social media

West, Darrell (2011) “Ten Ways Social Media Can Improve Campaign Engagement,” Brookings. June

28, 2011. <https://www.brookings.edu/opinions/ten-ways-social-media-can-improve-campaign-engagement-and-reinvigorate-american-democracy/>

Lukito, Josephine, and Chris Wells. (2018) "Most major outlets have used Russian tweets as sources for partisan opinion: Study." *Columbia Journalism Review* 8. <https://www.cjr.org/analysis/tweets-russia-news.php>

[in-class task – continue building your website]

Week 4 (February 4): Strategic Communication – what is it?

Guest speaker: Rich Ingilby – Paid Search, running a campaign on Adwords

Quesenberry, Keith (2016) "Fix Your Social Media Strategy by Taking it Back to Basics," *Harvard Business Review*, July 25, 2016. <https://hbr.org/2016/07/fix-your-social-media-strategy-by-taking-it-back-to-basics>

Hallahan, K., Holtzhausen, D., van Ruler, B., Verčič, D., & Sriramesh, K. (2007). Defining strategic communication. *International Journal of Strategic Communication*, 1, 3-35

[in-class task – Alternative Story Forms]

Week 5 (February 11): Let's look at some of the sites

Guest speaker – Kay Richardson: Running a campaign on Facebook

Anders, Malika (2018) "Man Behind UMBC Twitter Account Also Takes Victory Lap," *New York Times*, 3/17/2018. <https://www.nytimes.com/2018/03/17/sports/ncaabasketball/umbc-twitter.html>

Vincent, Subramaniam (2019) Why Facebook Left up the "Drunk Pelosi" Video but YouTube Took It Down. <https://www.scu.edu/ethics/all-about-ethics/why-facebook-left-up-the-drunk-pelosi-video-but-youtube-took-it-down/>

[in-class task – complete Alternative Story Forms]

Week 6 (February 18): Press releases and some downsides of social media

Guest speaker: John Nixon – Writing a press release and outreach to the media

Ochs, Josh (2019) The Negative Effects of Social Media for Teens. <https://smartsocial.com/negative-effects-of-social-media/> (video embedded on the page)

James, Geoffrey (2010) How to write a press release, with examples. <https://www.cbsnews.com/news/how-to-write-a-press-release-with-examples/>

[in-class task – Press Release]

Week 7 (February 25) NO CLASS – MID-TERM BREAK

Week 8 (March 3): Analysing data

Guest speaker – Thom Loveridge: Data Analytics

Wiencierz, Christian and Röttger, Ulrike (2019) Big Data in Public Relations: A Conceptual Framework. *Public Relations Journal*, 12(3): 1-15. https://prjournal.instituteforpr.org/wp-content/uploads/Wiencierz-Roettger_Big-Data-in-Public-Relations-A-Conceptual-Framework_PR-Journal.pdf

[in-class exercise: Excel]

Week 9 (March 10): Video killed the radio star, and levels of concentration, and the written word...

Guest speaker: Ben Alwin – Display advertising and creative production

Friend, Tad, (2014) “Hollywood and Vine,” The New Yorker, 12/15/2014.

<https://www.newyorker.com/magazine/2014/12/15/hollywood-vine>

Download OpenShot for PC or Mac – We will be using this in class, **so you must have it downloaded ahead of time:** <https://www.openshot.org/download/>

At a minimum look through the Quick Tutorial: <https://www.openshot.org/user-guide/>

And watch this short example video: https://www.youtube.com/watch?v=0a_B4LxTy3Y

A longer one if you're keen: <https://www.youtube.com/watch?v=uMhy3MWA9T8>

[in-class task - Let's get filming!]. **BRING HEADPHONES**

Week 10 (March 17): Social movements and social media

Bromwich, Jonah Engel (2018) “How the Parkland Students Got So Good At Social Media,” The New York Times, 3/7/2018. <https://www.nytimes.com/2018/03/07/us/parkland-students-social-media.html>

Kosoff, Maya (2018) “Anger and Hope: Why the Parkland Students Are Winning the Social Media War,” Vanity Fair, 2/20/2018. <https://www.vanityfair.com/news/2018/02/parkland-students-shooting-survivors-social-media>

Gladwell, Malcolm (2010) “Small change: Why the revolution will not be tweeted.” New Yorker, 9/27/2010. <https://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>

[in-class task - Finalise video with OpenShot] **BRING HEADPHONES**

Week 11: (March 24): Celebrity culture and social media.

Guest speaker: Paul Risebury-Crisp – Integrated marketing campaigns

Kounavina, Polina (2017) “Kylie’s Social Media is the Reason Why She is So Successful,” Medium, 4/7/2017. <https://medium.com/rta902/kylies-social-media-is-the-reason-shes-so-successful-f53489d5636d>

Krischer, Hayley (2017) “With Hair Bows and Chores, YouTube Youth Take on Mean Girls” The New York Times, 3/13/17. <https://www.nytimes.com/2017/03/30/fashion/jojo-siwa-boomerang-nickelodeon-nice-girls.html>

Wakabayashi, Daisuke (2017) “Inside the Hollywood Home of Social Media’s Stars,” The New York Times, 12/30/17. <https://www.nytimes.com/2017/12/30/business/hollywood-apartment-social-media.html>

Weeks 12, 13 (March 31, April 7): Work on final project

Week 14 (April 14): Finalize / present final project: Present your pitches to a group of angel investors.

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class.

The first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become an B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact his/her instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "O" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.