

# The Business of Social Media

## COURSE DETAILS

**Course Designator and Number: BCLA3017**

**Number of Credits: 3**

**Language of Instruction: English**

**Contact Hours: 45**

**Instructor: On-Site Faculty**

## COURSE DESCRIPTION

Currently the way in which people interact is changing. We live in a new digital and technological era, and an important actor in this change, without a doubt, is social networks. Social networks represent today a real revolution in the way we communicate. According to The Global State of Digital in 2019, prepared by HootSuite and We Are Social, it is estimated that 3,484 million people already use social networks regularly, 45 percent of the world's population. This data reveals the importance that these platforms already have in our lives. In different recent events, such as the so-called Arab Spring or the 2020 elections to the US presidency, the importance of social networks and how they can shape people's opinions was verified. If thanks to Facebook we can influence who will be the next president of a country or incite or promote a social revolution, how will it not be decisive to position a brand, sell a product, improve the image of a company, or launch a new service?

Companies are increasingly aware of this new reality and invest more and more money in advertising on networks with different objectives: to position their brand, increase the reputation of their company, increase their sales, communicate their innovations or launch a new product. In short, in maintaining close contact with their target audience through networks. In this course, students will learn how companies use social networks as marketing and communication tools. In this course, students will appreciate the strategic importance of social networks within an organization and will also be exposed to different examples from companies adopting social media through the analysis of case studies. Additionally, students will be able to perceive and understand the possible risks that a company may face if it does not know how to manage its use, and the

importance of identifying and managing the so-called “fake news” in the communication policy (and trust) of a company.

## Course Objectives

The objective of this course is to understand and value the importance of social networks as a strategic tool for companies. Students will also understand how social networks allow the company to improve in areas like strategic position, financial situation, increase in sales, improvement of the supply chain, etc. At the end of this course, students will have a command of the use of networks in the company’s strategy as well as a strategic vision of its importance in the company’s communication strategy. In order to achieve these goals, students must complete readings and case preparation, present these practical cases in class, and prepare a final project applying all the knowledge acquired during the course.

## Learning Outcomes

At the end of this course, students should be able to:

- a. Understand the importance and benefits of social networks, as well as their main risks (such as fake news) and the building of consumer trust
- b. Develop a strategy in a company for social networks
- c. Design a marketing plan oriented to the use of social networks to accomplish business goals
- d. Understand and evaluate through practical cases the challenges and success factors that companies face in social networks
- e. Utilize different social networks for a marketing campaign to achieve higher levels of engagement and develop more accurate marketing strategies
- f. Analyze and evaluate the building of trust and reputation within the brand and examine and assess the impact of fake news (factors and effects) in the company and wider audience

## Developmental Outcomes

Students should demonstrate responsibility and accountability, independence and interdependence, goal orientation, self-confidence, resilience, appreciation of differences, and critical thinking. They must analyze, evaluate, and assess possible business risks, models, and strategies. They will be able to communicate ideas and research findings both orally and in writing.

## Methodology

In this course there will be two kinds of classes: The first will consist of theoretical classes where students will acquire the necessary concepts in the field of social networks, business communications channels, and their connection with business. In the second, practical cases will be presented where students must participate in the presentation and resolution of cases, presentation of projects, and discussion of articles. The practical classes will require individual or group work to prepare the cases, analyze the cases, and prepare projects.

**Participation in virtual field activities for this course is required.** Students will actively explore the global city in which they are studying using a variety of digital technologies and tools. Furthermore, they will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

Guest speaker (expert in the field): TBD

Students are also strongly encouraged to participate in **co-curricular** program activities, among which the following are suggested: TBD

## Course Prerequisites

There are no specific prerequisites for this course. It assumes no previous knowledge of this topic; relevant concepts and ideas will be introduced and explained. This course is mainly oriented to students interested in having a professional career in fields like business, marketing, international economics and trade, finance, accounting, and consulting, among others. Other profiles are also welcome to this course.

## Required Readings/Materials

**The course readings are mandatory for the class.** Further reading materials are for students if they have a specific interest. Additional and further reading materials are available via the course modules. Presentations or supplementary notes used in class will be published on CANVAS shortly after the lesson.

- Stephen, A. and Bart, Y. (2015) "Social Media: Marketing and Principles." Ed Stukent. 1st ed.

### Case Studies:

- Cotte, J. and Mark, K. (2017) "Marketing Twitter: Competing as a Social Media Platform." Case in Harvard Business Review. Ivey Publishing.
- Dubois, D., InYoung, C., Niessing, J. and Wee, J. (2016) "AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey." Case in Harvard Business Review. Insead Business School.
- Dubois, D. and Mastak, P. (2015) "The Nokia N8 'Push Snowboarding' Campaign: An Avant-Garde Social Media Strategy from Engagement to Sales." Case in Harvard Business Review. Insead Business School.
- Gupta, S (2015) "Volkswagen India: Das Auto Digitally." Case in Harvard Business Review. Indian Institute of Management.
- Haggerty, N., Pirouz, R. and Geng, G. (2011) "Decathlon China: Using Social Media to Penetrate the Internet Market." Case in Harvard Business Review. Ivey Publishing.
- Paniagua, J. and Sapena, J. (2014) "Business performance and social media: Love or Hate?." *Business Horizons*, 57(6), 719-728.
- Pillai, A. and Sahay, A. (2012) "Social Media Content Strategy at Ayojak." Case in Harvard Business Review. Ivey Publishing.
- Stephen, A. (2010). "Ford Fiesta Movement: Using Social Media and Viral Marketing to Launch Ford's Global Car in the United States." Case in Harvard Business Review. Insead Business School.
- Tybout, A. and Fahey, N. (2012) "Marketing The Nissan Micra and Tata Nano using Social Media." Case in Harvard Business Review. Northwestern Kellogg School of Management.
- Wells, J., Winkler, C. and Weinstock, B. (2019) "Facebook Fake News in the Post-Truth World." Case in Harvard Business Review. Harvard Business School.

## Recommended Readings

- Kawasaki, Guy (2014). "The Art Of Social Media: Power Tips for Power Users." Portfolio. 4th ed.
- Lipschultz , J (2018). "Social Media Communication: Concepts, Practices, Data, Law and Ethics" (English Edition). Routledge. 2nd ed.
- Stokes, Robert (2018). "eMarketing: The Essential Guide to Marketing in a Digital World." The Red & Yellow Creative School of Business. 6th ed.
- Zimmerman, J. and Ng, D. (2017). "Social Media Marketing All-in-One for Dummies." John Wiley & Sons. 4th ed.

# Grading

## Grading Rubric

<b>Letter grade</b>	<b>Score or percentage</b>	<b>Description</b>
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## Summary of How Grades Are Weighted

Assignments	Percentage of grade	Learning outcomes
Midterm exam	15%	a, d, e
Case study analysis	30%	a, d, e, f
Case study presentation	10%	b, d, r
Final project	20%	a, b, c, d, e, f
Final exam	15%	a, d, e
Participation	10%	a, d, e, f
<b>Overall grade</b>	<b>100%</b>	

## Assessment Details

The midterm exam consists of:

- Short questions with open answers on topics covered in class to date (45–60 minutes)
- Case study analysis (30 minutes)

The final exam consists of:

- Short questions with open answers on topics covered during the second half of the course (45–60 minutes)
- Case study analysis (30 minutes)

**Class participation (10%):** Student participation is highly recommended for all courses taken at CAPA. The instructor will determine this grade, according to the following criteria:

Grade	Discussion	Reading
A	<b>Excellent: consistent contributor;</b> offers original analysis and comments; always has ideas on topics of the readings and relationship with internship; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+	<b>Very Good: frequent, willing, and able contributor;</b> generally offers thoughtful	Has done most of the readings; provides competent analysis of the readings and

	comments based on the readings and internship experience.	applies insights from class appropriately.
B/B-	<b>Satisfactory: frequent contributor;</b> basic grasp of key concepts, but little original insight; comments/questions are of a general nature and do not relate to the internship often.	Displays familiarity with some readings and related concepts but tends not to analyze them.
C range	<b>Poor: sporadic contributor;</b> comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways and makes little or no connection with the internship.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D/F	<b>Very Poor: rarely speaks or illustrates a lack of active listening and does not contribute to group discussion;</b> merely quotes text or repeats own comments or those of others with no connections made to the internship.	Little to no apparent familiarity with assigned material or application to relevant experience.

**Case study presentation (10%):** Each student will present a case study assigned by the professor. Content, preparation for the presentation (oral), and presentation (pictures, videos, etc.) will be taken into account for the grade. Each case is a real example of a company facing a situation in the topic of the course.

**Case studies (30%):** After each case study presentation, students should solve questions about the case. At the end of the class the analysis will be done by the professor with the collaboration of the class. Each student will deliver the answers before starting to solve the case. These answers and the participation will be graded by the professor.

**Final project (20%):** Each group will develop and present a marketing plan for a company using the social media. The instructor will provide the name of a company or the profile of a company and each group will develop a detailed marketing plan for this company.

**Midterm exam & final exam (15% and 15%):** The midterm and final exams will cover all material studied during the course: theory, case studies, field studies, and final projects. The format will be open questions. The final exam is not cumulative.

# COURSE CONTENT

## Unit 1

- Overview of the course: expectations and syllabus
- Introduction to the syllabus, assignments, and the class social contract
- Overview of policies, procedures, and student resources
- Overview of the calendar for the course
- Chapter 1: Social Media Revolution

## Unit 2

- Chapter 2: Connected Customers and Social Interactions
- Presentation & class discussion of Case study 1—“Ford Fiesta Movement: Using Social Media and Viral Marketing to Launch Ford’s Global Car in the United States.”
- Assignments:
  - To read case 1: “Ford Fiesta Movement: Using Social Media and Viral Marketing to Launch Ford’s Global Car in the United States” **assigned first class**
  - To read case 2: “Marketing Twitter: Competing as a Social Media Platform” **assigned second class**

## Unit 3

- Presentation and class discussion of Case study 2—“Marketing Twitter: Competing as a Social Media Platform”
- Chapter 3: Strategic Usage of Social Media and Strategy Planning
- Assignments:
  - To read case 3: “Marketing the Nissan Micra and Tata Nano Using Social Media” **assigned second class**

## Unit 4

- Presentation and class discussion of Case study 3—Marketing the Nissan Micra and Tata Nano Using social Media
- Chapter 4: Managing Social Media Communications and Planning Cycles
- Assignments:
  - To read case 4: “Volkswagen India: Das Auto Digitally” **assigned second class**

## Unit 5

- Presentation and class discussion of Case study 4—“Volkswagen India: Das Auto Digitally”
- Chapter 5: Designing Content for Social Media Communications
- Assignments:



- To read case 5: “Decathlon China: Using Social Media to Penetrate the Internet Market” **assigned second class**

## Unit 6

- Presentation and class discussion of Case study 5—“Decathlon China: Using Social Media to Penetrate the Internet Market”
- Presentation and class discussion of Case study 6—“AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey”
- Assignments:
  - To read case 6: “AccorHotels and the Digital Transformation: Enriching Experiences through Content Strategies along the Customer Journey” **assigned first class**

## Unit 7

- Review session
- Midterm exam **second class**

## Unit 8

- Solution of the Midterm Exam and Article Study—“Business performance and social media: Love or Hate?”
- Chapter 6: Using Paid Social Media—Advertising on Social Media Platforms
- Assignments:
  - To read case 7: “Social Media Content Strategy at Ayojak” **assigned second class**

## Unit 9

- Presentation and class discussion of Case study 7—Social Media Content Strategy at Ayojak”
- Chapter 7: Marketing Research Using Social Media
- Assignments:
  - To read case 8: “The Nokia N8 ‘Push Snowboarding’ Campaign: An Avant-Garde Social Media Strategy from Engagement to Sales” **assigned second class**

## Unit 10

- Presentation and class discussion of Case study 8—The Nokia N8 ‘Push Snowboarding’ Campaign: An Avant-Garde Social Media Strategy from Engagement to Sales”
- Chapter 8: New Product Development and Launches Using Social Media
- Assignments:
  - To read case 9: “Facebook Fake News in the Post-Truth World” **assigned second class**

## Unit 11

- Presentation and class discussion of Case study 9—“Facebook Fake News in the Post-Truth World”
- Chapter 9: Managing Customers Using Social Media

## Unit 12

- Final project presentations

## Unit 13

- Guest speaker
- Review session
- Assignments:
  - Check and prepare doubts for review session **assigned first class**

## Unit 14

- Final exam

# POLICIES

## Attendance Policy

You are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

Attendance is taken at the beginning of every online 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% reduction of the final grade (for example: an A- [92] will become a 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.

Absences are only excused for medical reasons, for a family emergency, or for a religious holiday. To request an excused absence, you must contact [excused.absence@capa.org](mailto:excused.absence@capa.org) ahead of time and provide evidence (e.g., a doctor's note) of the reason for your absence, otherwise the absence will not be excused. Even if you know the absence will not be excused, you should still make contact to inform CAPA you will not be attending the online class. In addition to contacting

excused.absence@capa.org, it is your responsibility to contact the instructor and make up any missed assignments.

## **Class Participation**

You need to be committed to full participation in a live community of learners, albeit online in the case of any Globally Networked Learning components, and ensure you attend class and participate fully.

You are expected to participate in all sessions and to participate actively and critically in class discussions: the participation portion of the class will be graded accordingly. You must read assigned reading BEFORE the class and arrive at the session on time.

Participation is a vital part of your grade: you are expected to participate orally in class sessions and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow you with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

## **Academic Accommodations**

Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact Academic Affairs at their earliest convenience at [academicaffairs@capa.org](mailto:academicaffairs@capa.org). Students requesting accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or health care provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

## **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 their 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. You risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments and examinations may be run through the plagiarism checking software Turnitin when submitted via CANVAS.

## Statement of Technology

The use of the following applications or platforms may be required for this course: Canvas, Google Maps, Google Hangouts, Google Slides, Screencast-O-Matic, and Zoom are required in this course.

It is recommended for you to use a desktop or laptop computer less than six years old with at least 1GB of RAM, and to use the most recent version of Chrome or Firefox with JavaScript enabled. Internet connections should be at least 512kbps.

Email [AcademicAffairs@capa.org](mailto:AcademicAffairs@capa.org) regarding any concerns you have about your ability to secure reliable Internet access or about any other academic technology needs.

Whenever virtual class sessions occur, all participants are expected to activate their webcam and be sure that their face is fully visible to facilitate effective communication and encourage community. Any exemptions from this policy will be considered on a case by case basis. Students who wish to be considered for exemption from this policy must request this to their instructor in advance, stating their reason. Alternatively, if you prefer not to be viewable on video, you may contact [AcademicAffairs@capa.org](mailto:AcademicAffairs@capa.org) to express your needs and CAPA Academic Affairs will work with the CAPA Center to discuss them.

Any use of technology must be compliant with FERPA.

In language courses, you 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.

## Examinations

These may take place in timed format, with all students required to undertake the exam together in a limited time, or in an open "take home" format, where a prompt will be provided in advance by faculty and you will be given a certain number of hours to complete your work. Exam questions will be made available in CANVAS at a certain time and will be removed at the end of the scheduled time. You will write your answers directly in CANVAS or as an MS Word.doc, as required by the instructor. Where an MS Word document is required, these must be uploaded by the student via Turnitin in CANVAS by the end of the scheduled time.

## **Behavior During Examinations**

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, accessing online resources of any kind 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.

## **Sexual Misconduct, Required Reporting, and Title IX**

CAPA is committed to encouraging a safe and healthy environment on our programs. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all you during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages you to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect you with appropriate resources. CAPA will work to advise you about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

## **University of Minnesota Policies & Procedures**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### **Scholastic Dishonesty**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

## **Student Conduct**

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.