**Unit Outline**

**SOCIAL MEDIA MARKETING**

<table>
<thead>
<tr>
<th><strong>Unit Number:</strong></th>
<th>MK223/323</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of Study:</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td>At least five (5) first-year business units, including Principles of Marketing</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>Sheridan College 18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000</td>
</tr>
</tbody>
</table>
| **Student Workload:** | 168 hours (12 hours per week over 14 weeks)  
Seminars – 36 hours (3 hours per week over 12 teaching weeks)  
Private Study – 132 hours (9 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks) |
Unit Reader |
| **Learning Management System:** | Canvas (canvas.sheridan.edu.au) |
| **Unit Coordinator:** | Dr Ray Dallin  
Phone: 9221-8170  
Email: rdallin@sheridan.edu.au |
| **Course Coordinator** | Mr Matthew Bambach  
Phone: 9221-8170  
Email: mbambach@sheridan.edu.au |
Introduction
Welcome to Social Media Marketing (MK223/323). In this unit, we will analyse elements that constitute the ‘holy grail’ of internet marketing – to “go viral”. After reviewing the general principles of developing an effective marketing strategy, we will examine the behaviour and characteristics of social networks, and the various activities that take place within them – blogging, podcasts, sharing, tweeting, discussion boards. We will examine case studies of organisations that have successfully “gone viral” in their marketing campaign. We also consider strategies for preserving the organisation’s online reputation, and consider the ethical challenges that can emerge in marketing to or through online social networks.

Social media marketing is a recommended unit for students who are interested in using online media to market a small business or social enterprise, although the unit may be taken as an elective by students enrolled in other majors.

Bachelor of Business Learning Outcomes
The Sheridan College Bachelor of Business has been accredited by the Tertiary Education Quality and Standards Agency (TEQSA) as meeting the standards set by the Australian Qualifications Framework (AQF).

Bachelor Degrees qualify individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work, and provide a pathway for further learning. Upon successful completion of the Bachelor of Business you (the student) will be able to:

- Demonstrate your understanding of a broad and coherent body of knowledge, with an emphasis on the underlying principles and concepts of one or more disciplines within the field of business.
- Exercise your cognitive skills successfully to critically analyse, synthesise and consolidate information, concepts and theories from multi-disciplinary perspectives.
- Critically evaluate the scholarship and professional practice of one or more disciplines within the field of business in the light of contemporary research, of workplace practice, and of perspectives grounded in Christian scholarship.
- Communicate your understanding of current knowledge and professional practice of one or more disciplines to others through structured assignments, projects and presentations in a variety of learning contexts.
- Demonstrate your intellectual independence through creative intellectual contributions to the study and/or practice of one or more disciplines within the field of business.
- Apply research-based knowledge, skills and concepts from one or more disciplines within the field of business to analyse problems and propose creative solutions across a diverse range of scenarios.
- Demonstrate your capacity to seek knowledge and truth with persistence, independence, rigour, and integrity.
- Evaluate the relevance of Christian faith and practice to the pursuit of knowledge in the field of business.
- Model self-discipline, ethical decision-making, servant leadership and respect for the dignity of individuals and groups in various settings.

Each unit you take in the Bachelor of Business program will contribute towards the fulfilment of these broader learning outcomes.
Social Media Marketing Learning Outcomes
Upon completion of this unit, students will be able to:

A. Describe characteristics of online social networks.
B. Outline the elements of social media marketing.
C. Identify different strategies used by organisations to go viral.
D. Evaluate the risks and rewards associated with going viral.
E. Respond to ethical issues that can arise when marketing through online social networks.
F. Develop a social media marketing campaign for a real-world small business or social enterprise.

Graduate Attributes
Study does more than equip you with knowledge in a specific academic field. It can also have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs don't necessarily follow in a direct line from learning outcomes (LOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
<table>
<thead>
<tr>
<th>College Vision Statement</th>
<th>College Graduate Attributes</th>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...</td>
<td>Sheridan College graduates will be...</td>
<td>See unit assessment schedule for alignment with specific assessments.</td>
</tr>
</tbody>
</table>

... love truth...

1. **Lovers of truth who:**
   a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.
   b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.
   c. Identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.

   • Assignments
   • Projects
   • Tests & Exams
   • Research
   • Academic Integrity Policy

... seek wisdom...

2. **Seekers of wisdom who:**
   a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.
   b. Exercise sound, fair and ethical judgment in study and workplace learning environments.
   c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.

   • Assignments
   • Projects
   • Tests & Exams
   • Research
   • Academic Integrity Policy
   • Peer review

... embrace innovation...

3. **Innovative thinkers who:**
   a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.
   b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.
   c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.

   • Assignments
   • Projects
   • Tests & Exams
   • Research
   • Peer review

... and become instruments of peace in the world.

4. **Effective communicators who:**
   a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.
   b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.
   c. Promote respect, hospitality and understanding towards cultures and groups.

   • Assignments
   • Projects
   • Tests & Exams
   • Research
   • Peer review

5. **Independent learners who:**
   a. Perform tasks to the best of their own abilities and strive for a high academic standard.
   b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.
   c. Take responsibility for their own learning and research.

   • Assignments
   • Projects
   • Tests & Exams
   • Research

6. **Servant leaders who:**
   a. Model respectful and ethical behaviour in team environments.
   b. Serve the local, national and global community.
   c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.

   • Assignments
   • Projects
   • Research
   • Peer review
   • Student-led activities
Course Structure

Academic Calendar
Bachelor Degrees are 3-year programs at Sheridan College. Units are delivered in 15-week trimesters. Each trimester comprises 12 weeks of teaching, two non-teaching study weeks, and an examination week.

Trimesters 1 and 3 are dedicated coursework trimesters. If you are enrolled full-time, you will take 3-4 core or elective units during this trimester.

Trimester 2 is a dedicated research trimester. Whether you are enrolled full-time or part-time, your only formal study during Trimester 2 will be a single research-related unit relevant to your field of study. The schedule provides a focused opportunity to acquire valuable research skills, and to practise applying those skills under the direction of the College faculty.

The Trimester 2 schedule also offers you some freedom to pursue personal, professional and learning goals outside of your formal coursework. The College provides a range of informal extra-curricular programs during this trimester for you to gain life experience and enhance your employability. A description of these programs can be found on the College website at http://sheridan.edu.au/index.php/home/academic-calendar.

The table below provides an example of a standard academic program for the Bachelor of Business.

<table>
<thead>
<tr>
<th>SAMPLE B.BUS. PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-TRIMESTER</strong></td>
</tr>
<tr>
<td><strong>YEAR 1</strong></td>
</tr>
<tr>
<td>(24 credit points)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>YEAR 2</strong></td>
</tr>
<tr>
<td>(24 credit points)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>YEAR 3</strong></td>
</tr>
<tr>
<td>(24 credit points)</td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

Seminars
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.
Private Study Expectations
You should expect to spend an additional nine (9) hours per week of private study, immersing yourself in the course material and completing the assessment requirements. Reading and preparation for each course week should be done prior to or during the early part of each course week. Students may choose to begin reading over the weekend prior to each course week, keeping a notebook of insights and questions to contribute during the week’s discussion.

Consultation
At Sheridan College, instructors make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit. For this unit, the instructor will nominate an additional one (1) hour either before or after class to be available for individual student queries. The specific times will be set after discussions with the class on the first day.

IT Resources
The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College’s graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on “silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Piccadilly Square West campus, if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.

Location
The unit will be taught at Suite 18, 7 Aberdeen Street, Perth WA 6000
Time: TBA
Room: TBA

Learning Resources
Prescribed Text(s)

Prescribed Articles (from Unit Reader)


Kumar, V. & B. Sundaram. 2012. An Evolutionary Road Map to Winning with Social Media Marketing. *Marketing Research*. Summer. 4-7.


Optional Reading (Free Texts)

Stokes, R. *eMarketing: The Essential Guide to Online Marketing*, v1.0, which can be found at http://catalog.flatworldknowledge.com/catalog/editions/119


The Internet Marketing Academy puts out a range of introductory texts, including:
Students can also find relevant journal articles in the following journals:

- Journal of Marketing
- Journal of Marketing Research
- Journal of Theoretical and Applied Electronic Commerce Research
- Journal of the Academy of Marketing Science
- Journal of Management Research and Innovation
- International Journal of Electronic Commerce
- International Journal of Business Data Communications and Networking
- International Journal of E-Business Management
- International Journal of Business and Social Science
- International Journal of E-Business Research
- Marketing Theory
- Social Marketing Quarterly

College Library Resources
Sheridan College has established library affiliate agreements with partner institutions to allow you access to a range of online library resources.

Corban University Library
Sheridan College has partnered with the US higher education institution, Corban University, to grant access for Sheridan College students to the Corban University library. The Corban library and its users have access to over 11,000 full-text journals in electronic format, including Academic OneFile, EbscoHost and Sage Journals online. **Your Corban University library login details were emailed to you with your enrolment notification.**

For students visiting Corban’s library in person, there are 110,000 titles and 575 current periodical subscriptions on location. Corban’s membership in the Oregon Private Academic Library Link (OPALL) provides access to an additional 500,000 titles and 750,000 volumes at Multnomah University, Northwest Christian College, Heritage College, Mount Angel Abbey Library, and Western Seminary.

Cunningham Library
Sheridan College is an institutional member of the Australian Council of Educational Research’s Cunningham Library.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books

Aberdeen Street Campus Reserve Collection
A growing physical reserve library of books will be maintained at the Aberdeen St campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

Public Libraries
You will have signed up with the State Library of WA (SLWA) and the National Library of Australia (NLA) when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines. For business these include:

- Business Advisors Guide
- EBL (EBook Library)
- EconLit
- Informit Business Collection
- Academic Search Premier
- Business Source Premier
- EBSCO
- Emerald Journals
- GIBLIN: Giblin Working Papers
- IBIS World
- MasterFile Premier
- MEDGE: Management and Environment Information
- Regional Business Books

Other Free Resources
Access to free full-text journals can also be found through the following sites, among many others:

- VOCEDplus (www.voced.edu.au/journalbrowse)
- Stanford University’s Highwire site (http://highwire.stanford.edu/lists/freeart.dtl)
- Directory of Open Access Journals (http://www.doaj.org/)
- Open Directory Project (http://www.dmoz.org/Reference/Education/Journals)

Community Memberships
If those are insufficient for research purposes, community memberships are also available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available at the following university and other higher education libraries:

- Edith Cowan University: $88 ($22 with concession)  
- Curtin University: ($70.40) https://library.curtin.edu.au/borrowing/non-curtin-borrowers/community-borrowers.cfm
- Murdoch University: ($99) http://library.murdoch.edu.au/Our-services/Community-members/
• University of Notre Dame ($40) http://library.nd.edu.au/content.php?pid=50125&sid=642804
• UWA http://www.is.uwa.edu.au/about/visitors-friends/visitors#community
• Vose Seminary ($50) http://www.vose.edu.au/view/library/joiningthelibrary/

Please note: For some universities, community members may only be able to access online resources while logging in from a terminal within the university library itself.

Learning Support
Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>LOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum Discussions</td>
<td>30%</td>
<td>Weekly</td>
<td>A,B,C,D,E,F</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Initial post: Wednesday, 11:59pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow-up: Sunday, 11:59pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>20%</td>
<td>Week 11</td>
<td>D,E</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>Enterprise Project</td>
<td>50%</td>
<td>Week 13</td>
<td>A,B,C,D,E,F</td>
<td>1,2,3,4,5</td>
</tr>
</tbody>
</table>

Explanation of Assessments
Sheridan College assessments are designed both to measure your successful demonstration of the full range of learning outcomes within the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments in order to satisfy the unit requirements.

1. Forum Discussions
Each week specific material (chapter readings, articles, books, etc.) is assigned to be read. A discussion question based on these materials will be posted in Canvas for students to interact with one another. The purpose of these forums is to generate some thoughtful discussion of the reading material and assist each other in the learning process. Relevant examples from your workplace and insight from other sources greatly enhance the forums.

- Each student is expected to participate in every discussion forum each week.
- An initial posting for each forum is expected by Wednesday, 11:59pm each week.
- Each student is expected to post a minimum of two follow-up comments to other student’s initial postings by midnight on Sunday, 11.59pm each week.

Weekly participation in forum discussions is compulsory. Together, the forum discussions will constitute 30% of the overall assessment.

LOs assessed: A, B, C, D, E, F
### Forum Discussions Rubric

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of the Issues</strong></td>
<td>Limited or no evidence of ability to analyse or engage with the issues in this assignment</td>
<td>Demonstrates engagement with the issues in this discussion</td>
<td>Demonstrates pronounced ability to engage with the issues in this discussion</td>
<td>Demonstrates pronounced ability to analyse the issues in this discussion</td>
<td>Demonstrates pronounced ability to analyse and evaluate the issues in this discussion</td>
</tr>
<tr>
<td><strong>Engagement with a Range of Scholarly Viewpoints</strong></td>
<td>Limited or no evidence of engagement with scholarly viewpoints</td>
<td>Evidences engagement with a range of scholarly viewpoints</td>
<td>Show promise in task of critically evaluating a range of scholarly viewpoints</td>
<td>Demonstrates ability to critically evaluate a range of scholarly viewpoints</td>
<td>Demonstrates pronounced ability to critically evaluate and empathetically assess a range of scholarly viewpoints</td>
</tr>
<tr>
<td><strong>Promptness and Initiative</strong></td>
<td>Rarely participates without prompting, or does not post initial post</td>
<td>Posts only initial post and shows minimal interaction</td>
<td>Engages freely in forum discussions during the week</td>
<td>Engages appropriately and promptly in in forum discussions during the week</td>
<td>Fully engages throughout the week in forum discussions; interacts in a timely manner</td>
</tr>
<tr>
<td><strong>Contribution to the Learning Community</strong></td>
<td>Makes uncivil comments while posting</td>
<td>Civil in postings</td>
<td>Civil in postings and offers positive and constructive feedback</td>
<td>Always civil and consistently offers positive and constructive feedback</td>
<td>Always civil, and consistently offers positive and constructive feedback to all participants</td>
</tr>
<tr>
<td><strong>Language Conventions</strong></td>
<td>Consistently poor spelling and grammar, rendering it impossible for the reader to follow thinking from sentence to sentence</td>
<td>Errors in spelling and grammar block understanding and ability to see connections between thoughts</td>
<td>Contains several errors which may temporarily confuse the reader, but not impede overall understanding</td>
<td>May contain a few errors which may annoy the reader, but do not impede understanding</td>
<td>Consistently uses correct grammar and spelling</td>
</tr>
</tbody>
</table>

2. **Case Study Presentation**

A 10-minute presentation on viral marketing case study.

Select an example of a product or service that has ‘gone viral’ in the last three years. Describe the components of the organisation’s social media marketing strategy. Evaluate the effectiveness of the strategy in terms of market penetration, sales, reputation, and any other measures you are persuaded are relevant to the evaluation. Describe any unintended side-effects and/or ethical concerns that emerged. Offer questions for discussion at the end of your presentation.

You can draw on sources such as academic and industry journals, websites, newspapers and even a personal interview if you are able to arrange one. Be sure also to remember to correctly cite your work, as this will form part of your grade for the assignment.

The slides can be submitted at the beginning of Week 11, before your presentation.

The two most common presentation software programs are Powerpoint and Prezi. However, you may consider exploring options that may better meet your needs. Alternative presentation software programs include: Haikudeck, Keynote, Knowledge Vision, Projeqt, Powtoon and Preseria.

*LOs assessed: D, E*
### Presentation Rubric

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the Main Issues/Problems</td>
<td>Has not grasped the issues in this assignment</td>
<td>Has begun to grasp the issues in this assignment</td>
<td>Exhibits a sound grasp of many of the issues in this assignment</td>
<td>Exhibits a sound grasp of all the main issues in this assignment</td>
<td>Fully grasps all of the main issues in this assignment</td>
</tr>
<tr>
<td>Analysis of the Issues</td>
<td>Limited or no evidence of ability to analyse or engage with the issues in this assignment</td>
<td>Demonstrates engagement with the issues in this discussion</td>
<td>Demonstrates pronounced ability to engage with the issues in this discussion</td>
<td>Demonstrates pronounced ability to analyse the issues in this discussion</td>
<td>Demonstrates pronounced ability to analyse and evaluate the issues in this discussion</td>
</tr>
<tr>
<td>Evaluation or Comments on Solutions or Strategies</td>
<td>Limited or no evidence of ability to propose appropriate solutions, or comment on solutions or proposed solutions, in this assignment</td>
<td>Proposes appropriate solutions, or appropriately comments on solutions or proposed solutions in this assignment</td>
<td>Demonstrates pronounced ability to propose appropriate solutions, or appropriately comment on solutions or proposed solutions in this assignment</td>
<td>Demonstrates pronounced ability to propose appropriate solutions, or evaluate solutions or proposed solutions in this assignment</td>
<td>Demonstrates pronounced ability to propose and evaluate own solutions, or evaluate solutions or proposed solutions in this assignment</td>
</tr>
<tr>
<td>Engagement with a Range of Scholarly Viewpoints</td>
<td>Limited or no evidence of engagement with scholarly viewpoints</td>
<td>Evidences engagement with a range of scholarly viewpoints</td>
<td>Show promise in task of critically evaluating a range of scholarly viewpoints</td>
<td>Demonstrates ability to critically evaluate a range of scholarly viewpoints</td>
<td>Demonstrates pronounced ability to critically evaluate and empathetically assess a range of scholarly viewpoints</td>
</tr>
<tr>
<td>Presentation</td>
<td>Limited or no capacity to present information</td>
<td>Evidences some ability to present in a structured and/or appealing manner</td>
<td>Demonstrates ability to present in a structured and interesting form</td>
<td>Demonstrates sound ability to present in a structured and interesting form</td>
<td>Demonstrates pronounced ability to present in a structured and interesting form</td>
</tr>
</tbody>
</table>

3. **Enterprise Project**

You will demonstrate your mastery of the theory of social media marketing by designing a social media marketing campaign for a hypothetical business or social enterprise. You should use the social media marketing plan template outlined in week 2 of the course.

A piece of advice! Don’t wait until the final week to make a start on your project. As soon as you learn a new concept, start building it into your project planning.

The project will form 50% of your total mark and will assess your capacity to apply your knowledge innovatively to a real-world scenario.

**LOs assessed:** A, B, C, D, E, F
Guidelines for Written Assignments

These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail before you commence your assignment. If you have any questions please ask your instructor to assist you. Do not ask other students, as they may not give you the correct information.

Presentation

- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used to identify the main points in your discussion and may be underlined.
- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity

- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware that there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Your lecturer will discuss this with you during your class. Please note also that Sheridan College deploys plagiarism-detection mechanisms. The Sheridan College Academic Integrity Policy is found at http://sheridan.edu.au/index.php/home/policy-library.
- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. A guide to using the APA referencing style is posted on Canvas.

Submission

- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your lecturer before the due date, and provide documentation from a medical practitioner, or the student counsellor as to why you cannot adhere to the stated due date.
- Any assignment submitted after the due date without the instructor’s permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.
- You must keep a copy of the completed assignment when you submit the original document for marking.
- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.
- All assignments must be submitted to assignments@sheridan.edu.au.

Assessment Moderation

- Your major assessment may also be marked by an external examiner, in addition to your instructor. This is common practice in higher education and is designed to ensure that your marks are equivalent to students being assessed at other higher education institutions.
# Unit Outline

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>PRESCRIBED READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Welcome + Administrative tasks</td>
<td>Barker &amp; Barker, ch.1; Hendrix (2014)</td>
<td>Forum Discussions</td>
</tr>
<tr>
<td></td>
<td>2. Introduction to Social Media</td>
<td>Barker &amp; Barker, ch.2; Laing et al (2011); Kumar &amp; Sundaram (2012)</td>
<td>Forum Discussions</td>
</tr>
<tr>
<td>2</td>
<td><strong>SOCIAL MEDIA AND STRATEGIC MARKETING CONCEPTS</strong></td>
<td></td>
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<td>3. Goals and Strategies</td>
<td>Barker &amp; Barker, ch.15; Optional: Stokes, ch.19</td>
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<td>4. The Marketing Plan</td>
<td>Barker &amp; Barker, ch.15; Optional: Stokes, ch.19</td>
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<td>3</td>
<td>5. Identifying Target Audiences</td>
<td>Barker &amp; Barker, ch.3; Optional: Stokes, ch.18</td>
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<td>4</td>
<td>7. Rules of Engagement</td>
<td>Barker &amp; Barker, ch.4; Moran &amp; Gossieux (2010); Smith (2011)</td>
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<td><strong>In-Trimester Study Week</strong></td>
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<td><strong>PUBLISHING</strong></td>
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<td>9. Publishing Blogs</td>
<td>Barker &amp; Barker, ch.5; Geng et al. (2012); Chiang &amp; Hsieh (2011); Optional: McHaney, ch.2</td>
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<td>10. Wordpres</td>
<td>McHaney, ch.3</td>
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<td>12. Wikis &amp; Other Collaborative Documents</td>
<td>McHaney, ch.6</td>
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<td>13. Sharing</td>
<td>Barker &amp; Barker, ch.8-9</td>
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<td>14. Microblogging</td>
<td>Barker &amp; Barker, ch.11; Curran et al. (2011)</td>
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<td>15. Discussion Boards, Social News and Q&amp;A sites</td>
<td>Barker &amp; Barker, ch.12</td>
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<td>16. Mobile Computing and Location Marketing</td>
<td>Barker &amp; Barker, ch.13; Optional: Stokes, ch.16</td>
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<td>18. The Holy Grail: Going Viral II</td>
<td>Miles. (2014); Dănișașă et al. (2010); Optional: McHaney, ch.7</td>
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<td><strong>REPUTATION &amp; ETHICS</strong></td>
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<td>19. Social Media Monitoring &amp; Analysis</td>
<td>Barker &amp; Barker, ch.14; Optional: Stokes, ch.11</td>
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<td>20. Web Public Relations</td>
<td>Kietzmann &amp; Canhoto (2013); Optional: Stokes, ch.12,17</td>
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<td>22. Advergaming Communities &amp; Children</td>
<td>An &amp; Stern (2011)</td>
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