SOCIAL MEDIA STRATEGIES

KH4570 / JOUR4570
SUMMER 2025

Course Website
icollege.gsu.edu
https://edpuzzle.com/join/kehwube

COURSE TITLE
Social Media Strategies (KH4570/JOUR4570)

INSTRUCTOR
Tyler A. Williams-Bell

EMAIL
twilliams305@student.gsu.edu

OFFICE HOURS
Via Zoom by appointment

COURSE DESCRIPTION

Covers a variety of topics related to social media theories, strategies and platforms while exposing students to the current best practices within the industry. Authentic learning experiences provide students with multiple opportunities to create content for a variety of audiences and reinforce multiplatform communication skills.

OBJECTIVES

Upon successful completion of the course, students will be able to:

- Describe the social media ecosystem and its impact on traditional marketing and PR strategies.
- Apply appropriate theories to social media research.
- Evaluate internal/external social media strategies and integration plans across departments and within communications.
- Demonstrate proficiency with social sharing, listening, monitoring and analytics.
- Demonstrate digital literacy and social media etiquette while writing and engaging in a variety of platforms.

COURSE MATERIALS

Required Reading
Quesenberry, K., & Lantham, M (2024). Social Media Strategy: Marketing, Advertising and Public Relations in the Consumer Revolution. Third or Fourth Edition.

How to Access Required Reading:
Fourth Edition (preferred): Amazon | Thrift Books
Third Edition: Chegg | Amazon | Valore | Thrift Books

Supplemental Reading
Newman, T., Peck, J., Harris, C., & Wilhide, B. (2013). Social Media in Sport Marketing. Scottsdale: Holcomb Hathaway Publishers.

Quesenberry, K., & Coolsen, M (2023). Brand Storytelling: Integrated Marketing Communications For The Digital Media Landscape. Lanhame: Rowman and Littlefield.

Required Materials

- Desktop or laptop computer with Internet connection (high speed cable connection desirable), for use in online sessions and in between class meetings. Other web-based tools to be used throughout workshop (links will be provided).

EdPuzzle Instructions
Please join 'Social Media Strategies' classroom on EdPuzzle. Visit https://edpuzzle.com/join/kehwube and sign in to your account to join the class!

COURSE EVALUATION

Assessment Overview
Discussion Boards (12.5 POINTS EACH / 100 POINTS)
Students will complete eight discussions throughout the semester. Your participation in online discussions will be graded according to a rubric (available on iCollege) that assesses: the frequency and timeliness of your posts, conduct and respect for others, critical thinking about the discussion question, and evidence that you have carefully read the assigned materials.

All students must first introduce themselves to the class by posting on the Introductions Discussion Board. Kick Off Question: Tell us your name, hometown, major, your dream job, and what's your favorite social media app and why. Schedule a 1-on-1 virtual intro meeting with your professor (initiate contact via email) for an added 12.5 points.

For all discussions, please utilize the kick-off questions (listed in the course calendar and the discussion reference section below) as a starting point for all discussion posts. To receive full credit each week, students must make an original post answering the topic by Thursday of each week and respond to a classmate prior to the Sunday deadline. Responses must be a well-thought-out

response posted using full sentences with attention to spelling and grammar. Please review the rubric for evaluation.

List of Discussions to Complete:

Discussion A	Introductions	Initial Post Due Thursday, 6/12 @ 11:59 p.m.
Discussion B	Brand Overview & Audit	Initial Post Due Thursday, 6/12 @ 11:59 p.m.; Respond to classmate by Sunday, 6/15 @ 11:59 p.m.
Discussion C	Response to Interview 1 (w/ Leighton Batiste)	Initial Post Due Thursday, 6/19 @ 11:59 p.m.; Respond to classmate by Sunday, 6/22 @ 11:59 p.m.
Discussion D	Creative Hack-a-thon: Static Graphic Challenge	Initial Post Due Thursday, 6/19 @ 11:59 p.m.; Respond to classmate by Sunday, 6/22 @ 11:59 p.m.
Discussion E	Response to Interview 2 (w/ Briana Aldridge)	Initial Post Due Thursday, 6/26 @ 11:59 pm p.m.; Vote on submission by Sunday, 6/29 @ 11:59 p.m.
Discussion F	Crisis Communication	Initial Post Due Thursday, 7/10 @ 11:59 p.m.; Respond to classmate by Sunday, 7/13 @ 11:59 p.m.
Discussion G	Proposal for Improving Engagement	Initial Post Due Thursday, 7/17 @ 11:59 p.m.; Respond to classmate by Sunday, 7/20 @ 11:59 p.m.
Discussion H	Draft for Social Media Campaign (for Peer Review)	Initial Post Due Thursday, 7/24 @ 11:59 p.m.; Respond to classmate by Sunday, 7/27 @ 11:59 p.m.

EdPuzzle/Reading Quizzes (12 POINTS EACH / 120 POINTS TOTAL)

To confirm your reading of the chapters and to evaluate your comprehension of the reading materials, students will complete ten review lectures over the course of the semester (available in EdPuzzle). Each quiz will correspond to readings assigned in a particular module. Therefore, all module materials should be viewed prior to completing a quiz. You must work alone on all quizzes. Questions will be prompted throughout the lecture.

Activities & Certifications (15 POINTS EACH / 30 POINTS TOTAL)

META Reels Activity – Creative Brief & Reel (due Week 3)

- Complete a creative brief or storyboard (pdf document) and submit along with one short video recap, highlight, or teaser that reflects the brand's tone, speaks to its audience, and considers the strengths or gaps you identified for your brand/organization.
- Get creative! This video should feel like it belongs on the brand's actual feed—whether it's for Instagram, TikTok, YouTube Shorts, or Twitter/X.
- Guidelines:
    - Appropriate content only! Inappropriate content will result in an 0 on this assignment.
    - 30-60 seconds
    - Must submit mp4/video file
        - Your video must be for a different platform than your graphic submission from Week 2!
            - Your graphic has to be specific to one platform and the reel has to be for another platform.

- Creative Tips:
    - Use free tools like Canva, CapCut, or iMovie to edit
    - You can use stock footage, game clips (if available), or voiceover
    - Add captions, transitions, or sound/music to match the platform style
    - Think about where this video would live: IG Reels? TikTok? Twitter? YouTube shorts?
- Answer the following reflection questions (submit via Word, pdf document, or in the submission box):
    - What is the goal of this video?
    - Who is it speaking to?
    - How does it align with or improve the brand's tone and strategy?
- Submit to assignment folder.
    - Submission should include the creative brief or storyboard, a video recap, highlight, or teaser, and your reflection questions.

Sport Marketing Essentials Certification (due Week 6)
Complete the "Sport Marketing Essentials" Certification via Front Office Sports Learning. Submit verification of completion in assignments folder. Your name must be displayed with the completion for full credit.

Social Media Campaign Portfolio (150 POINTS)
Your final project for this course is a comprehensive Social Media Campaign Portfolio that showcases your ability to plan, design, and evaluate multiplatform content for a sport-related brand or organization. Your goal is to build a creative and strategic campaign that aligns with—or improves—the brand's existing voice, goals, and audience.

A midpoint check-in will take place during Week 4, where you'll submit a draft of your campaign overview, at least two completed posts, and a rough outline of your content calendar. You'll receive feedback to guide the rest of your project and be expected to incorporate that feedback into your final submission in Week 7.

Midterm – Draft Social Media Campaign
Students will build a creative and strategic campaign by using what they discovered in their audit to guide their decisions on content type, platform use, tone, and messaging. If you feel inspired to take your insights and create a fictional brand or team based on your audit, you may pitch that idea to me in writing. During Week 4, you will create and submit a draft of your strategy overview, at least two completed posts, and a rough outline of your content calendar for the brand you chose. A draft is due for the midterm to the assignments folder during Week 4. The finalized campaign portfolio is due with the final.

Final – Social Media Campaign Portfolio
Students will develop a portfolio and create a video presentation of their brand that includes a strategy overview, a content calendar, 4–6 original visual or video posts (with captions), a crisis communication example, and a brief analytics and evaluation plan. Students will also include

written strategic explanations for each piece, demonstrating your understanding of audience, platform best practices, and overall messaging. The final product should be presented in a cohesive, visually appealing pdf format that could be included in your professional portfolio.

During Week 7, students can post drafts of their campaign to the assigned discussion board for peer feedback. Students who provide quality and helpful feedback to peers can earn an additional 12.5 points. When providing feedback, students should evaluate the following: Does the content align with the audience and platform? Is the brand voice clear and consistent? Are the goals measurable and appropriate?

The final product should include:

- Strategy Overview (what it's about, goals)
    - Strategic Plan (what are the tactics, be specific. What is the estimated cost?)
    - Target Audience (demographics, platform preferences)
    - Brand Voice & Goal (summary)
    - Platform Usage (Instagram + 1 other)
- Content Calendar (7–10 days) with:
    - Content name/topic + description
    - Platform-specific notes (posting date, cadence, time, etc.)
    - Captions and hashtags
    - Content format (graphic, video, story, reel, etc.)
- Mock-up of Posts (4-6 total)
    - Minimum of 2 Static Graphic Posts and 2 video posts
        - Note!!
            - These 4 mock-up posts should be included in your content calendar. Other content included in the calendar can be described in detail (similar to the creative brief from Week 2).
            - One of these posts must be specific to a crisis. Choose one of the following (must relate to your brand):
                - Game cancellation, player injury/death, comment controversy
- Evaluation & Analytics Plan (what kind of results will you track, what is the estimated ROI)

The final portfolio should be a <u>combined pdf document</u> **and** <u>should also be accompanied by a video presentation</u> where the student presents their portfolio in a 3-5 minute cohesive, visually appealing video format that could be included in your professional portfolio (use of Zoom, Teams, WebEx are encouraged).

Please review the rubric for evaluation.

Grading Scale

During the course, assignments will be recorded on a regular basis. Once the grade is posted, the student has one week from the posting date to challenge the grade. After one week, challenges to the grade WILL NOT be accepted. It is the student's responsibility to address scores/absences that

they feel are wrong. Please be aware that I will NOT adjust any grades at the end of the semester. You must earn your grade in the course!

Grades are based on the following scale:

Number Grade	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

COURSE POLICIES

Academic Integrity:
Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Failure to abide by the current Academic Integrity Code policy will result in the offending student receiving a "0" for the assignment and/or disciplinary action as prescribed in the Code of Student Conduct. A serious offense, or multiple offenses in this course, will result in an F in the course."

Academic Dishonesty:
Plagiarism and cheating (academic dishonesty) are not tolerated, and violation of the honor code will incur serious consequences. For more information about GSU's policy on academic honesty, please consult codeofconduct.gsu.edu, or see me if any part of the code is unclear. If you are suspected of a blatant violation of the Policy on Academic Honesty, you will receive a zero (0) for the assignment and will be reported to the Dean of Students Office. There are no exceptions to this policy.

Many students do not understand exactly what plagiarism is. Therefore, they are sometimes guilty of plagiarism and don't realize it. Any time you use an idea from an outside source you must give credit to the author. The source could be a journal article, a textbook, one of the class lectures, or a website. You are also not allowed to incorporate anything word for word in your assignment unless it is in quotes. Here is an example of how you should cite something word for word. This is from the plagiarism section of the APA Manual:

> "Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another.

> Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text" (APA Manual, 2001, pg. 349).

The implications of this are serious. You cannot cut and paste information from a web page into your assignment unless you place it in quotes. If the professor determines that you plagiarized your paper, in any way, you will receive a zero for the assignment, at a minimum. You may also face judicial prosecution at the discretion of the professor. If you have any questions about this topic, or if you want to make sure you are not plagiarizing prior to turning in an assignment, feel free to contact me.

ChatGPT/AI Policy:

If you wish to use ChatGPT or other similar AI tools for any part of a graded assignment (from idea generation to text creation to text editing), you must first ask for permission and explain how you plan to use the tool. Additionally, you must turn in the initial ChatGPT output along with your final assignment so that I can see how you used the software. If you do not first request permission and turn in the initial AI output, using such tools will be considered plagiarism.

Late Assignment Policy

Students with prior knowledge of a scheduling conflict must make arrangements to submit assignments prior to the designated due date. Documentation is required for a scheduling conflict to be excused. Excused conflicts include, but are not limited to, personal illness, family illness or death, call to jury duty, religious holy days, and official University activity. Conflicts will be excused at my discretion. Students are not eligible to submit an assignment after the designated due date. There are no exceptions to this policy.

Students With Disabilities

Any student who feels she, he, or they may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Students who wish to request accommodation for a disability may do so by registering with the Access & Accommodations Center (AACE). Students may only be accommodated upon issuance by AACE of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought. For more information, refer to:

Online: access.gsu.edu
Phone: (404) 413-1560 (Voice) or (800) 255-0056 (Relay)
Office: Student Center East, Suite 205

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess. The Embark program at GSU provides resources for students facing homelessness and Panther's Pantry provides resources for students facing food insecurity.

Campus Carry
Campus Carry legislation allows anyone properly licensed in the state of Georgia to carry a handgun in a concealed manner on university property with noted exceptions. Information about the law can be found at https://www.usg.edu/weaponscarry. It is the responsibility of the license holder to know the law. Failure to do so may result in a misdemeanor charge and may violate the Georgia State Student Code of Conduct.

Student Obligations:
In order to maintain a positive learning environment, the following ground rules will be followed:

1. Personal perspectives will be valued. Degrading or discriminatory remarks or behaviors are not acceptable and will not be tolerated.
2. Discussions will reflect an exchange of information, experiences, ideas, opinions, etc.
3. *For group projects, it is the responsibility of group members to delegate work*.
4. If a student's behavior in the classroom is disruptive, the instructor will give him/her an opportunity to correct the behavior without penalty. If the student's behavior continues to be disruptive, he or she will be asked to leave or stay after class and speak with the professor about the behavior so the future behaviors may be avoided. Additionally, points will be deducted from student's participation/professionalism grade.

Professionalism:

1. This course is an important step in developing your career in sport management. Since your professionalism is an important part of this process, I will expect you to participate and contribute to class lectures/discussion. Thus, please perform the required readings and assignments prior to participation in course discussions.
2. Students will be asked to leave a class if they are disruptive to the class atmosphere. If the student continues to be disruptive, the student will be reported to the university.
3. Please represent yourself in a professional manner during the class!

Electronic Device Policy:

1. Taking photos and recording videos or audio without the instructor's consent is strictly prohibited.

Copyright:
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Assignments/Exams:

1. Unless otherwise noted, all assignments are due at 11:59 p.m. on the designated due date. Students with prior knowledge of a scheduling conflict must make arrangements to submit

assignments prior to the designated due date. Documentation is required for a scheduling conflict to be excused. Excused absences include, but are not limited to, personal illness, family illness or death, call to jury duty, religious holy days, and official University activity. Conflicts will be accommodated at my discretion. Students are NOT eligible to submit an assignment after the designated due date. There are NO exceptions to this policy.

2. Written Assignments – All written papers must show good sentence structure, organized thoughts, proper punctuation and correct spelling. Unless otherwise noted, all papers are to be typed and double-spaced. Grammar and spelling errors/mistakes within typed projects will result in a lower project/assignment grade. If there are excessive errors, the paper may be returned for correction and will be considered late. Remember to proofread your papers!
3. Please be aware that I will NOT adjust any grades at the end of the semester. You must earn your grade in the course!

Course Evaluation

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation.

Contacting the Professor:

1. The best way to contact me is via email. During regular academic school periods, on Monday through Friday, the professor will respond to emails within 24-48 hours; thus, please do not send multiple emails inquiring about the same topic within a 48-hour time span, unless otherwise notified.
2. All communication will be held in a professional manner.
3. When contacting the professor students should send a formal email addressing the professor as Dr. or Professor, state your name, which course you are in, and then state what your email is concerning. Students should begin getting into the habit of all correspondence being professional and respectful. If it is a question that can be answered from the syllabus, a rubric or instructions that I have handed out, I may simply direct you to that information.

COURSE CALENDAR

Date	Topic	Assignments/Due Dates
Week 1 (6/9-6/15)	Introduction to Social Media in Sport	**Read:** *Required Reading* • Quesenberry (2024) - Part II: Chapter 4 • How social media has shaped the relationship between Major League Baseball and its fans (Milton, 2025)

		Watch
		• Intro Video
		• Week 1 EdPuzzle
		
		To Do:
		• Week 1 Discussions - *Initial Post Due Thursday @ 11:59 p.m. EST; Response to classmate Due Sunday @ 11:59 p.m. EST*
		  ○ Discussion A: Introductions Discussion – *Due Thursday @ 11:59 p.m. EST*
		  ▪ Kick Off Question: Tell us your name, hometown, major, your dream job, and what's your favorite social media app and why.
		  ○ Discussion B: Brand Overview & Audit
		  ▪ You'll complete a Social Media Audit (p. 91, Quensenberry, 2024) of a sport organization or brand of your choice. Be thoughtful, this is the brand you will work with for the semester. You'll assess how the brand uses three different social media platforms, observe how audiences are engaging, and compare their strategy to a competitor.
		  ▪ See "Discussion References" at the bottom of the syllabus for details. Be sure to fill out the template, complete the reflection questions, and respond to at least one classmate's post to complete the assignment.
		• Complete Week 1 EdPuzzle – *Due Sunday @ 11:59 p.m. EST*
		(see Course Materials section > EdPuzzle Instructions to join the class)

Week 2 (6/16-6/22)	Content Creation Foundations	**Read:** *Required Reading* • Quesenberry (2024) - Part I: Chapter 3 • Quesenberry (2024) - Part III: Chapter 7 *Supplemental Reading* • Facebook Ads Guide – Graphic Specifications

		• Canva – Graphic Design Basics
		• Canva – Customizing Templates
		
		Watch/Listen:
		• Week 2 EdPuzzle
		• Interview 1 w/ Leighton Batiste
		• Podcast
		  ○ Social Media Money Makers with Brock Johnson - Ep. 57 The Head of Instagram for Business reveals how to *actually* Grow
		  ▪ Listen on Spotify, Apple Music, or PodBean
		
		To Do:
		• Week 2 Discussions - *Initial Post Due Thursday @ 11:59 p.m. EST; Response to classmate Due Sunday @ 11:59 p.m. EST*
		  ○ Discussion C: Interview 1 Response w/ Leighton Batiste
		  ▪ Questions to answer are included in the "Discussion References" below.
		  ○ Discussion D: Creative Hack-a-thon: Static Graphic Challenge
		  ▪ Your initial post should be your submission. Your response should be your vote on which submission is your favorite and why.
		  ▪ See "Discussion References" at the bottom of the syllabus for details.
		• Complete Week 2 EdPuzzle – *Due Sunday @ 11:59 p.m. EST*

Week 3 (6/23-6/29)	Storytelling and Audience Engagement	**Read:** *Required Reading* • Quesenberry (2024) - Part III: Chapter 9 • Quesenberry (2024) - Part II: Chapter 5 • Article ○ Massi, M., Piancatelli, C., Vocino, A., & Rojas-Méndez, J. I. (2024). Making it real on social media: exploring authenticity strategies for sport and fitness influencers. Journal of Strategic Marketing, 32(8), 1376–1397. https://doi.org/10.1080/0965254X.2024.2341887) Supplemental Reading

		• How to Find Your Brand's Niche on Social Media
		• Canva – Deep Dive: Video Editing Cheat sheet
		• Canva – Social Video Editing Basics
		
		Watch/Listen:
		• Week 3 EdPuzzle
		• Interview 2 w/ Briana Aldridge
		• META Blueprint Training Workshops
		  ○ Create engaging Reels ads to grow your business
		  ○ Creating for a mobile world
		
		To Do:
		• Week 3 Discussions – *Initial Post Due Thursday @ 11:59 p.m. EST; Response to classmate Due Sunday @ 11:59 p.m. EST*
		  ○ Discussion E: Interview 2 Response w/ Briana Aldridge
		  ▪ Questions to answer are included in the "Discussion References" below.
		• Week 3 Assignment: Complete META Reels Activity – Creative Brief & Reel (from META Workshop - Create engaging Reels ads to grow your business) - *Due Sunday @ 11:59 p.m. EST*
		  ○ Complete a creative brief or storyboard (pdf document) and submit along with one short video recap, highlight, or teaser that reflects the brand's tone, speaks to its audience, and considers the strengths or gaps you identified for your brand/organization.
		  ○ Get creative! This video should feel like it belongs on the brand's actual feed—whether it's for Instagram, TikTok, YouTube Shorts, or Twitter/X.
		  ▪ See "Course Evaluation" section above for guidelines and creative tips.
		  ○ Answer the following questions (submit via Word, pdf document, or in the submission box):
		  ▪ What is the goal of this video?
		  ▪ Who is it speaking to?
		  ▪ How does it align with or improve the brand's tone and strategy?
		  ○ Submit to assignment folder.

		• Complete Week 3 EdPuzzle – *Due Sunday @ 11:59 p.m. EST*

Week 4 (6/30-7/6)	Strategy and Scheduling	**Read:**
		Required Reading
		• Quesenberry (2024) - Part V: Chapter 13
		• Deloitte: Sports marketing strategies to stay connected year-round
		
		Supplemental Reading/Activities
		• Facebook Blueprint
		  ○ Create and Manage a Content Calendar Overview
		  ○ Schedule Posts with Meta Business Suite
		
		Watch/Listen:
		• Week 4 EdPuzzle
		
		To Do:
		• Week 4 Assignment – *Due Sunday @ 11:59 p.m. EST*
		  ○ Draft for Social Media Campaign Portfolio
		  ▪ Create a draft of your campaign overview, at least two drafted posts, and a rough outline of your content calendar. A draft is due for the midterm to the assignments folder during Week 4. The finalized campaign portfolio and presentation is due with the final.
		  ▪ See "Course Evaluation" section above for details.
		• Complete Week 4 EdPuzzle – *Due Sunday @ 11:59 p.m. EST*

Week 5 (7/7-7/13)	Ethics, Policies, and Crisis Communication	**Read:** *Required Reading* • Quesenberry (2024) - Part V: Chapter 14 • Leading through the Perpetual Crisis of College Athletics (https://athleticdirectoru.com/articles/leading-through-the-perpetual-crisis-of-college-athletics/) *Supplemental Reading* • Su, Y., Baker, B. J., Doyle, J. P., & Yan, M. (2020). Fan engagement in 15 seconds: Athletes' relationship

		marketing during a pandemic via TikTok. International Journal of Sport Communication, 13(3), 436-446.
		
		Watch/Listen:
		• Week 5 EdPuzzle
		
		To Do:
		• Week 5 Discussions – *Initial Post Due Thursday @ 11:59 p.m. EST; Response to classmate Due Sunday @ 11:59 p.m. EST*
		  ○ Discussion F: Draft a response to one of the following crisis situations: game cancellation, player injury/death, or negative comment controversy for your brand/organization. Create 1 static graphic (for either a Twitter/Instagram/Facebook graphic + caption) and 1 associated written press release about the crisis (150 word minimum). Post your press release, graphic, and answer the following questions for your reflection:
		  ▪ 100–150-word rationale: When posting on behalf of a brand, how should you balance creativity with professionalism? How did you stay on brand and ethical? What ethical challenges did you consider in your content?
		• Complete Week 5 EdPuzzle – *Due Sunday @ 11:59 p.m. EST*

Week 6 (7/14-7/20)	Analytics and Evaluation	**Read:** *Required Reading* • Quesenberry (2024) - Part II: Chapter 6 • Quesenberry (2024) - Part IV: Chapter 11 • Metrics that Matter - Meta (https://www.facebook.com/government-nonprofits/blog/metrics-that-matter) *Supplemental Reading* • Creative Best Practices - Meta (see attachment) • Quesenberry (2023) - Part IV: Chapter 12 **Watch/Listen:**

		• Week 6 EdPuzzle **To Do:** • Week 6 Assignment – Complete the "Sport Marketing Essentials" Certification via Front Office Sports Learning. Submit verification of completion in assignments folder. - *Due Sunday @ 11:59 p.m. EST* • Week 6 Discussions – *Initial Post Due Thursday @ 11:59 p.m. EST; Response to classmate Due Sunday @ 11:59 p.m. EST* ○ Discussion G: You'll revisit the exact posts you analyzed in Week 1 and update the performance metrics (likes, views, shares, etc.). Then, you'll reflect on what changed and why. Propose 2 ways to improve reach or engagement. • Complete Week 6 EdPuzzle – *Due Sunday @ 11:59 p.m. EST*

Week 7 (7/21-7/27)	Campaign Development	**Watch/Listen:**
		• Week 7 EdPuzzle
		
		To Do:
		• Week 7 Discussions – *Initial Post Due Thursday @ 11:59 p.m. EST; Response to classmate Due Sunday @ 11:59 p.m. EST*
		  ○ Discussion H: Social Media Campaign
		  ▪ Instructions are included in the "Discussion References" below.
		• Complete Week 7 EdPuzzle: Campaign Development Expectations – *Due Sunday @ 11:59 p.m. EST*

Week 8 (7/28 – 8/3)	Final Presentations	**To Do:** • Submit Final Social Media Campaign Portfolio and Short Video Presentation

****NOTE**: This schedule is tentative. Depending on the pace of the class, topics may be omitted or added. You will be informed of any changes as soon as possible. You are responsible for all readings and information shared in class (announcements, group discussion, group projects, video, etc.). Any information shared in class is considered *testable* material.

Discussion References:

Week	Discussion Letter	Topic	Discussion Questions to Answer	Due
1	Discussion A	Introductions	Kick Off Question: Tell us your name, hometown, major, your dream job, and what's your favorite social media app and why.	Thursday, 6/12 11:59 pm
	Discussion B	Brand Overview & Audit	Brand Overview & Audit: Pick a sport-related brand or organization (college, team, athlete brand, or sport brand like Nike or ESPN). Be thoughtful, this is the brand you will work with for the semester. You'll examine three different social media platforms they're active on. Listen carefully to what the brand is saying on their official accounts. Include screenshots of the posts you're analyzing. Pay attention to what consumers are saying (through comments, mentions, hashtags, tags). Take a quick look at one key competitor and see what they're doing well—or not. Fill Out the Social Media Audit Template (p. 91, Quensenberry, 2024) and outlined below. **COMPANY** (What's the Brand and what are they Posting?) Choose one brand represented across 3 platforms (e.g., Instagram, Twitter/X, TikTok, YouTube, Facebook). For each platform, outline: Who: Brand name and platform Where: Describe the platform's tone and visuals (is it polished, casual, hype, funny, etc.) What: What types of content are they posting? (videos, game promos, graphics, behind-the-scenes, etc.) When: Posting frequency (daily, 3x/week, etc.) Why: What seems to be the goal? (Engagement, promotion, community building?) **CONSUMERS** (How Audiences Are Responding) Are people commenting, sharing, or tagging the brand? If so, what are they saying? *Hint: Look at comments, tags, etc.* On which platforms is there the most engagement?	Due Thursday, 6/12 @ 11:59 p.m. Response Due Sunday, 6/15 @ 11:59 p.m.

			Note general sentiment (positive, negative, neutral) and what kinds of comments appear most often. **COMPETITOR** Pick one competing organization or team: List their platforms What content are they posting? How does audience engagement compare? **Metrics/Performance (if visible):** Include any available likes, shares, views, or comments for a few recent posts. Which platform seems to be performing best for the brand? **Reflection Questions** Answer both questions in 3–5 sentences total: Describe one strength and one gap you identified based on their social media presence? Who is their target audience, and how effectively are they reaching them?	
2	Discussion C	Response to Interview 1 – Content Creation 101 (w/ Leighton Batiste)	What were three major takeaways from the interview? What was something you learned that you did not know before? What part of the course content does this remind you of? What questions do you still have?	Due Thursday, 6/19 @ 11:59 p.m. Response due Sunday, 6/22 @ 11:59 p.m.
	Discussion D	Creative Hack-a-thon: Static Graphic Challenge	Create one static graphic and caption tailored to a specific platform (Instagram, Twitter/X, or Facebook). Choose one of the following: • game/event recap • athlete highlight • hype/teaser for an upcoming event/campaign/product Your design should reflect the brand's tone, speak to its audience, and tell a story. Include a brief description about what story the graphic is telling, your target audience, and the which specific platform it's made for and why it's the right choice.	Submissions Due Thursday, 6/19 @ 11:59 p.m. Voting Opens in the Discussion thread Friday, 6/20 @ 8:00 a.m. Votes due Sunday, 6/22 @ 11:59 p.m.

			Guidelines: • Must be a static graphic (upload a jpg or png file, screenshots acceptable) • Paste your caption + short description in the submission box. • Has to be customized for a specific platform. • Has to tell a story. • Must be engaging to target audience. Your initial post should be your submission, as outlined above. Your response should be your vote on which post is your favorite and why. Voting Instructions: • After submissions are posted, review your classmates' graphics. • Vote for your favorite submission based on creativity, alignment with the brand, and platform effectiveness. o Post "[Your Name] Favorite" under your favorite post and tell us why. • You <u>cannot</u> vote for your own post! • We'll announce the "Fan Favorite" in next week's module!	
3	Discussion E	Response to Interview 2 – Storytelling in Sports (w/ Briana Aldridge)	What were three major takeaways from the interview? What was something you learned that you did not know before? What part of the course content does this remind you of? What questions do you still have?	Due Thursday, 6/26 @ 11:59 p.m. Response due Sunday, 6/29 @ 11:59 p.m.
5	Discussion F	Crisis Communication	Draft a response to one of the following crisis situations on behalf of your brand: game cancellation, player injury/death, or negative comment controversy. Create 1 static graphic (Twitter/Instagram/Facebook graphic + caption) and 1 associated written press release about the crisis (150 word minimum). Post your press release, graphic, and answer the following questions for your reflection: 100–150-word rationale: When posting on behalf of a brand, how should you balance creativity with professionalism? How did you stay on brand and ethical? What ethical challenges did you consider in your content?	Due Thursday, 7/10 @ 11:59 p.m. Response due Sunday, 7/13 @ 11:59 p.m.

6	Discussion G	Proposal for Improving Engagement	You'll revisit the exact posts you analyzed in Week 1 and update the performance metrics (likes, views, shares, etc.). Then, you'll reflect on what changed and why. Propose 2 ways to improve reach or engagement.	Due Thursday, 7/17 @ 11:59 p.m. Response due Sunday, 7/20 @ 11:59 p.m.
7	Discussion H	Draft for Social Media Campaign (for Peer Review)	See "Social Media Campaign Portfolio" above. Students should post a draft of their campaign to the assigned discussion board by Thursday. Peer feedback is due by Sunday. When providing feedback, students should evaluate the following: Does the content align with the audience and platform? Is the brand voice clear and consistent? Are the goals measurable and appropriate?	Due Thursday, 7/24 @ 11:59 p.m. Response due Sunday, 7/27 @ 11:59 p.m.