

Course Code, Course Title, Syllabus (# credits)

COURSE DESCRIPTION

Students learn the principles and methods of optimizing and managing a Facebook account as part of a marketing strategy. They also learn advanced Facebook marketing tactics, including Facebook advertising. *Prerequisite: BUSI 271 Social Media Marketing: Foundations & Strategies.*

REQUIRED TEXTS & RESOURCES

McDonald, J. (2016). Facebook Marketing Workbook 2016: How to market your business on Facebook. CreateSpace Independent Publishing Platform. ISBN: 978-1519283702

Stearn, A. (2014). Make Facebook work for your business. CreateSpace Independent Publishing Platform. ISBN: 978-1502876942

NOTE: The Point University Bookstore may offer the textbook(s) for this course in other formats. Information can be found at www.pointuniversityshop.com

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Learning Activities	Graded Assignments	
Preview Week	Course Introduction	
	Review the Syllabus	
	Review Preview Week Introduction	
	Participate in Course Orientation	
	Introduce Yourself Forum (registers attendance)	Mandatory
Week 1	Social Media Marketing & Facebook	
	Reading/Watching: <i>Make Facebook Work</i> Ch. 1-2 (p. 7-30), Ch. 1-2 PowerPoint, Facebook Blueprint Course Videos	N/A
	Discussion Board #1	Initial posts due Week 1, Day 5;

		reply posts due Week 1, Day 7
	Case Study: Visa	Due Week 1, Day 7
	Quiz #1	Due Week 1, Day 7
	Facebook Marketing Workbook (p. 1.1-1.14)	Due Week 1, Day 7
	Facebook Marketing Plan: Choose Client	Due Week 1, Day 7
	Facebook Research Paper: Topic Proposal	Due Week 1, Day 7
Week 2	Getting Started on Facebook	
	Reading/Watching: <i>Make Facebook Work</i> Ch. 3-4 (p.31-62), View Ch. 3-4 PowerPoint, Facebook Blueprint Course Videos	N/A
	Discussion Board #2	Initial posts due Week 2, Day 5; reply posts due Week 2, Day 7
	Case Study: Project Repat	Due Week 2, Day 7
	Quiz #2	Due Week 2, Day 7
	Facebook Marketing Workbook (p. 2.1-2.9): Facebook Research Worksheet	Due Week 2, Day 7
	Facebook Marketing Plan: Client Background Report	Due Week 2, Day 7
	Facebook Research Paper: Select Sources (6)	Due Week 2, Day 7
Week 3	Building an Audience	
	Reading/Watching: <i>Make Facebook Work</i> Ch. 5 (p.63-80), Ch. 5 PowerPoint, Facebook Blueprint Course Videos	N/A
	Discussion Board #3	Initial posts due Week 3, Day 5; reply posts due Week 3, Day 7
	Case Study: Jeep	Due Week 3, Day 7
	Quiz #3	Due Week 3, Day 7

	Facebook Marketing Workbook (p. 2.10-2.21): Facebook Setup Worksheet	Due Week 3, Day 7
	Facebook Marketing Plan: Client Audience Analysis	Due Week 3, Day 7
	Facebook Research Paper: Annotated Bibliography	Due Week 3, Day 7
Week 4	Creating Content	
	Reading/Watching: <i>Make Facebook Work</i> Ch. 6 (p. 81-102), Ch. 6 PowerPoint & Videos	N/A
	Discussion Board #4	Initial posts due Week 4, Day 5; reply posts due Week 4, Day 7
	Case Study: Antonia Saint New York	Due Week 4, Day 7
	Quiz #4	Due Week 4, Day 7
	Facebook Marketing Workbook (p. 2.21-22): Facebook Posting Worksheet	Due Week 4, Day 7
	Facebook Marketing Plan: Client Page Analysis	Due Week 4, Day 7
	Facebook Research Paper: Rough Draft (half of paper: 3 pages)	Due Week 4, Day 7
Week 5	Managing a Page	
	Reading/Watching: <i>Make Facebook Work</i> Ch. 7-10 (p. 103-128), Ch. 7-10 PowerPoint & Videos	N/A
	Discussion Board #5	Initial posts due Week 5, Day 5; reply posts due Week 5, Day 7
	Case Study: Kranse Institute	Due Week 5, Day 7
	Quiz #5	Due Week 5, Day 7
	Facebook Marketing Workbook (p. 2.22-2.29): Facebook Marketing Plan Worksheet	Due Week 5, Day 7
	Facebook Marketing Plan: Sample Posts	Due Week 5, Day 7
	Facebook Research Paper: Final Paper (6 pages)	Due Week 5, Day 7

Week 6	Measuring Success and Building a Brand	
	Reading/Watching: <i>Make Facebook Work</i> Ch. 11-12 (p. 129-150), Ch. 11-12 PowerPoint & Videos	N/A
	Discussion Board #6	Initial posts due Week 6, Day 5; reply posts due Week 6, Day 7
	Case Study: Church's Chicken	Due Week 6, Day 7
	Quiz #6	Due Week 6, Day 7
	Facebook Marketing Plan: Presentation of Recommendations	Due Week 6, Day 7
	Visual Tutorial based on Research Paper	Due Week 6, Day 7
Week 7	A Successful Facebook Marketing Campaign	
	Reading/Watching: <i>Make Facebook Work</i> Ch. 13-14 (p. 151-168), Ch. 13-14 PowerPoint & Videos	N/A
	Discussion Board #7	Initial posts due Week 7, Day 5; reply posts due Week 7, Day 7
	Case Study: Rover.com	Due Week 7, Day 7
	Quiz #7	Due Week 7, Day 7
	Response to Negative Posts	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Online Forum Discussion (7 x 15 pts each)	105
Case Study (7 x 30 pts each)	210
Quiz (7 x 10 pts each)	70
<i>Facebook Marketing Workbook Worksheets</i> (4 x 25 pts each)	100
Facebook Marketing Plan (5 x 25 pts each)	125
Facebook Marketing Plan: Presentation of Recommendations	75
Response to Negative Posts	50
Facebook Research Paper: Topic Proposal	25
Facebook Research Paper: Select Sources	25
Facebook Research Paper: Annotated Bibliography	40
Facebook Research Paper: Rough Draft	50
Facebook Research Paper: Final Paper	100
Visual Tutorial based on Research Paper	25
Total Points:	1000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

	Program Objective(s)
Goal 1: Students gain technical proficiency in establishing, growing, and maintaining Facebook business profiles and pages.	
Objective 1.1: Demonstrate an ability to set up a Facebook profile and page with optimized imagery and textual content targeted towards a specific audience and reflective of a brand.	6.2
Objective 1.2: Define best practices in finding, building, and retaining an engaged audience using analytics, events, groups and other strategic content.	6.2
Objective 1.3: Discuss content strategy, including tips for content ideas, event and contests, post media, and timing.	6.2

Goal 2: Students develop an understanding of Facebook as a marketing tool to build a brand, generate leads, and cultivating customers		
	Objective 2.1: Analyze changes to Facebook's algorithms and discuss ways to stay informed about future changes in order to update marketing strategy.	6.3
	Objective 2.2: Explain how imagery and text from the page, posts, and ads can build an organization's brand.	6.1, 6.3
	Objective 2.3: Define elements of a successful Facebook marketing campaign and how to approach planning for a campaign.	6.1, 6.3
	Objective 2.4: Discuss necessary tasks for maintaining a constant presence and brand voice on a Facebook page	6.1
Goal 3: Students examine how Facebook builds customer trust, loyalty, and likability through engaging and targeted content		
	Objective 3.1: Define best practices in posting content, including types of content, scheduling of content, and multimedia content	6.2
	Objective 3.2: Discuss how to brainstorm creative content that meets a target segment and is reflective of an organization brand	6.2
	Objective 3.3: Examine how sharing content from external sources (other social media, websites, etc.) can build engagement both on Facebook and for the original content platform	6.3
Goal 4: Students examine how Facebook best fits in an overall marketing strategy for both personal and corporate usage		
	Objective 4.1: Analyze the strengths and weaknesses of Facebook as a social media	6.1
	Objective 4.2: Set objectives and measurable goals for a Facebook business page	6.1
	Objective 4.3: Describe ways to measure and monitor results on Facebook through internal analytics and third-party platforms	6.1
	Objective 4.4: Identify ways Facebook can support other social media and content management and vice versa	6.1

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (<http://point.edu/disclosures>) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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