FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF COMMUNICATION + JOURNALISM
COURSE SYLLABUS
DIG 5569 DIGITAL MANAGEMENT
SPRING 2018

GENERAL INFORMATION

PROFESSOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Alejandro Alvarado Ph.D.</th>
<th>Phone:</th>
<th>(786) 246-5387</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>AC2-336A</td>
<td>Email:</td>
<td>Please use Blackboard course messages or</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By appointment</td>
<td>Email:</td>
<td><a href="mailto:jalvarad@fiu.edu">jalvarad@fiu.edu</a></td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION AND PURPOSE

This course examines various methods and perspectives of managing digital media platforms and content in a strategic communication setting.

This course examines the theory and methods of using digital media for strategic communication in marketing and PR. Varied aspects of digital media such as strategy development, social media brand strategies, channel selection, content creation, user experience, user generated content, virality and influencers will be discussed. The role of digital media in content development and messaging, agenda setting, lead generation, and brand development will be addressed. Best practices in social media strategy and deployment will be examined.

Student will be expected to keep current with the rapidly changing developments in digital media by reading select blogs and professional publications. Student will be expected to make frequent presentations.

COURSE OBJECTIVES

By the end of the semester, students should be better able to:

1. Explain the new digital media landscape and its implications for strategic communication.
2. Apply the theories of communication and its methods into digital media management for strategic communication
3. Demonstrate an understanding of the digital media landscape by developing a social media plan, including brand strategies, channel selection, content creation, user experience, user generated content, the selection of influencers, and viral tactics.

4. Demonstrate an understanding of professional ethics principles and work ethically in pursuit of truth, accuracy, fairness and diversity

5. Demonstrate an understanding of gender, race ethnicity, sexual orientation and other forms of diversity in domestic society in relation to mass communications

6. Think critically, creatively, and independently

7. Critically evaluate their own work and that of others

TEACHING METHODOLOGY

This is a fully online course in which all of the instructional materials and activities are delivered through Blackboard, and/or other internet-based media. There is one Quiz, assignments and a final project due at the end of the semester.

ASSURANCE OF LEARNING

The School of Communication and Journalism (SCJ) cares about the quality of your education. That's why we participate in Quality Matters, a quality assurance program dedicated to continual improvement of online courses. Quality Matters is a faculty-centered peer review process that evaluates and certifies the quality of our online courses. For more information, go to Quality Matters.

SJMC DIVERSITY

The SCJ fosters an environment of inclusivity and respect for diversity and multiculturalism. The SCJ educates students to embrace diversity and understand the root causes of discrimination, as well as social, ethnic, sexual, disability and gender-based exclusion.

IMPORTANT INFORMATION

POLICIES

Please review FIU's Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

DEPARTMENTAL WRITING POLICY

Good writing is vital to both advertising and public relations careers. Accordingly, all students will be held to a uniform writing standard. After the completion of MMC 3104C, all papers, reports, and tests written outside of the classroom – regardless of length – will first be graded for
content. Following that, the paper will be reviewed for writing. Should a paper contain six or more errors, the work will be automatically rejected with a grade of 0.

**INCOMPLETES**
Incompletes will be granted only under circumstances where a student experiences a major unanticipated event disrupting his/her studies, after satisfactorily completing at least half the term. A student requesting an incomplete must present a written explanation detailing the circumstances necessitating the request. If the incomplete is granted, the instructor will write or email the student stating the specific requirements for completion and the time frame in which the student is expected to complete them. Incompletes are not given to students as a way to avoid receiving a failing grade.

**TECHNICAL REQUIREMENTS/SKILLS**
One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer’s operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the [What’s Required](#) page to find out more information on this subject.

This course utilizes the following tools:
Minimum Home Computer Requirements:
Internet access; Microsoft Office with PowerPoint and Word; access to Adobe Connect
FIU online courses tend to work better with Internet Explorer.

Please visit our [Technical Requirements](#) webpage for additional information.

**ACCESSIBILITY AND ACCOMMODATION**
Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.
Please visit [Blackboard’s Commitment to Accessibility](#) webpage for more information.

For additional assistance please contact FIU’s [Disability Resource Center](#).

**COURSE PREREQUISITES**
There are no prerequisites for this course.
TEXTBOOK

THE NEW RULES OF MARKETING & PR

Author: David Meerman Scott

Publisher: John Wiley & Sons, Inc. (2015)
Edition: 2015
Format: Paperback
You may purchase your textbook online at the FIU Bookstore or in Amazon.

The Digital Helix

Author: Gale, Michael and Aarons, Chris

Publisher: Greenleaf Book Group Press
Edition: 2017
Format: Paperback o eBook
You may purchase o eBook online at the FIU Bookstore or in Amazon.

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online.

Expectations for performance in an online course are the same as for traditional courses; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.
Online courses are not independent study courses. You will be expected to interact online with the professor and your fellow students; to complete assignments; to meet deadlines; and to work in virtual groups.

**Students are expected to:**
1. Review the how to get started information located in the course content
2. Introduce yourself to the class the first week of class by posting a self-introduction in the appropriate discussion forum
3. Take the practice quiz to ensure that your computer is compatible with Blackboard
4. Interact online with instructor(s) and peers
5. Review and follow the course calendar
6. Log in to the course at least three times per week
7. Submit assignments by the corresponding deadline

**The instructor will:**
1. Log in to the course to respond to discussion boards posts, or/and post assignments three times a week.
2. Respond to emails within 48 hours.
3. Grade assignments within 1 to 2 weeks depending on the assignment.

---

**COURSE COMMUNICATION**

Communication in this course will take place via **Email** (jalvarad@fiu.edu). If you have questions that would be useful for all students, you can also post them on the discussion boards (according to topic or module) so that everyone can benefit from the responses. The discussion forum will be used for class discussions and other postings of general interest related to the course. Everyone can read the discussion forum postings; therefore, do not post private information. Please note that I'm always happy to communicate with students about any issue or topic. If you do not hear back from me within 24 hours, please e-mail me again to make sure I saw your original message. Feel free to schedule an individual appointment with me via Skype “alvarado-bremer”. I am also available to meet in person, email me at jalvarad@fiu.edu to schedule the appointment.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students’ FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.
COURSE STRUCTURE AND PARTICIPATION
The course is designed for active participation. The discussion forums can be used to discuss any questions, comments and observations that students want to make related to the weekly topic facilitated by other students or the professor. You are expected to learn from each other as much as from the readings and the professor. All your assignments will be shared and critiques by your peers. The week after assignments are due will be devoted to peer critique and discussion. Each student is expected to participate in meaningful discussions throughout the semester that indicate knowledge of the course material.

ASSIGNMENTS

CHAPTER OR FORUM DISCUSSION: A CHAPTER OR FORUM DISCUSSION schedule will be posted in the COURSE CONTENT section of the course shell on Blackboard. The professor will facilitate a discussion throughout the week in the discussion forum based on the selected topic. If the discussion is assigned for the week of January 22, you will need to post by 11:59PM on Sunday, January 28, and have until Monday, January 29, for rebuttal.

For chapter discussions, your post will include a brief summary of your chapter, a minimum of 150 words; insights that you gained from the chapter, a minimum of 100 words.

For forum discussions or rebuttal you should write a 100 to 200-words answer.

HOMEWORK: Homework is due the week indicated on the schedule on Sunday night by midnight E.T. (i.e. posted at 11:59PM or earlier on Sunday night). Written assignments and papers should be submitted via the appropriate link on blackboard or discussion board thread and should NOT be sent to the instructor as email attachments. Papers should be APA format (double spaced, ARIAL or TIMES NEW ROMAN, 11-12 font size, BLACK). You will receive detailed instructions for each assignment the week on which it is assigned. Details will be provided in your ASSIGNMENT DROPBOX, however, below is a summary of each assignment:

FINAL PROJECT.
Students will organize in groups of two for the presentation of their final project. The details are offered in the Course Calendar below.

ADOBE CONNECT PRO MEETING
Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities.

Requirements for using Adobe Connect:

- Disable any window pop-up blocker.
- Adobe Flash Player is required to successfully run your Adobe Connect meeting. You can test your computer to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
Use of a combination headset and microphone with USB connection is recommended to ensure quality sound and reduce technical difficulties.

Reference Adobe Connect (Tutorials & Help) to learn about the tool, how to access your meeting rooms and recordings.
### GRADING

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (6)</td>
<td>25%</td>
</tr>
<tr>
<td>Assignments (Essay) (3)</td>
<td>25%</td>
</tr>
<tr>
<td>Case study: Finland (1)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range</th>
<th>Letter</th>
<th>Range</th>
<th>Letter</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Above 92</td>
<td>B-</td>
<td>79 - 81</td>
<td>F</td>
<td>0 - 65</td>
</tr>
<tr>
<td>A-</td>
<td>89 – 91</td>
<td>C+</td>
<td>77 - 78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87 – 88</td>
<td>C</td>
<td>70 - 76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>82 – 86</td>
<td>D</td>
<td>66 - 69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### COURSE CALENDAR

**Week 1, Jan 8-14 – Introduction to course, defining both digital media and management. Why is this class important?**

Discussion #1: Read Parts 1 and 2 of Michael Gale and Chris Aarons’ book “The Digital Mix”, and discuss with your pears how the digital thinking is transforming your actions and results in your workplace or in school. Do you think the digital transformation is for better or for worst of the business world? What are the risks and the opportunities? Use your own experience to answer this question, as an employee, student, and as a consumer.

**Due: Sunday, Jan 14, 11:59 pm.**

**Student's learning outcomes:**
- Describe and explain how the digital age is transforming the business world
- Understand how we are changing our way of thinking
- Understand how the digital transformation is affecting business relations with its clients and customers
• Identify the changes made in your organization (workplace or school) and what are the challenges in the middle and the long terms.

**Week 2, Jan 15-21 – Consumer Behavior Online.**
Respond to the question: Is marketing dead?

**Student’s learning outcomes:**
- Discuss if marketing and its disciplines (advertising, PR, direct marketing, and sells promotion) are dead
- Demonstrate how marketing is changing
- Explain how Google and other digital platforms work and their impact in marketing

**Week 3, Jan 22-28. Why the old rules of marketing and PR are ineffective in a online world.**
Discussion #3: Read chapter 1 from David Scott’s “The New Rules of Marketing and PR” and discuss with your pears if the old rules apply in today’s marketplace.

Do you think press releases and other traditional media relations’ tools still work today? If you work for a PR firm, quote your own experience.

Assignment #1. Read The Miami Herald, The New York Times, or Time magazine for stories which source was a press release or a public relations’ pitch. Describe the story and explain in a 250-words essay on why do you think the source was public relations related. On the other hand, visit [Vice News](https://www.vice.com), [Vox](https://www.vox.com) or [Politico](https://www.politico.com), and check if you can find a story with a press release as a source.

**Student’s learning outcomes:**
- Explain if the old rules still apply in today’s media outlets
- Recognize old rules while reviewing digital dailies, old and new

**Due: Sunday, Jan 28, 11:59 pm.**

Chapter discussion #4: Read chapter 2 and 3 from David Scott (ib.idem). Visit the Concrete Network’s website. Discuss in our forum which are the main changes that you see, comparing the old marketing and PR rules with the new ones.
Assignment #2: Identify companies in the health industry that have implemented a similar strategy to the one used by The Concrete Network. Write a one-page essay explaining what you observed. Pay special attention to their social media strategy and describe its main features.

Essay due date: Sunday, Feb 4, 11:59 pm.

Student’s learning outcomes:
- Discuss the main shifts between the old marketing and PR rules with the new ones
- Identify digital media strategies and compare cases to obtain insights

Week 5 Feb 5-11. CASE STUDY: FINLAND
Case #1
- Read "Create a National Brand for Finland: 'Consider it Solved"", from Public Relations Case Studies From Around the World, Chapter Eight, Editors VanSlyke Turk, Judy et.al. (Attached). After reading the chapter, visit Finland's website at https://finland.fi/ and describe in a 400-words essay what content strategy they are using to reach their target audience, and if that strategy is in line with the goals and objectives set in their branding plan. Identify and comment if they adapt content according to each social media platform.
- In Discussion #5, share your findings with your peers about Finland’s digital media plan. 200-words maximum.

Both Due on Sunday, Feb. 11, 11:59 p.m.

Student’s learning outcomes:
- Apply what you have learn to develop a digital strategy for the selected company
- Evaluate your classmates’ strategy and comment

Discussion #6: Read chapters 4 to 11 of David Scott’s book (ib.idem) and develop a social media campaign to develop your own brand (you as a brand!). Share your communication objective and your strategy with your pears.
Due: Sunday, Feb 18, 11:59 pm.

Student's learning outcomes:
- Explain the benefits of social media and apply them to develop a brand
- Develop a branding strategy

Assignment #3: Read the following blogs:
Assignment: Analyze your own brand in your preferred social platform (Facebook, Twitter, LinkedIn, Pinterest, etc). Using each platform analytics identify the levels of engagement you experience. Based on the recommendations provided by David Scott and the bloggers above, be your own critic and define in 300-words your communication objectives and the content strategy needed to strengthen your own brand.

Due: Sunday, Feb 25, 11:59 pm

Student’s learning outcomes:
- Recognize and compare analytical and measurement tools
- Develop a social media strategy to strength a brand and increase sales
- Apply measuring and analytics


Read the attached case study (Walmart’s case), and design a social media plan/strategy to support the advertising campaign. Include the following:

2. The Buyer Persona Profile (Who is María? Age, education, income, national origin, consumer behavior online, interests, etc).
3. Digital media strategy and tactics (what is the communication strategy and the content strategy, in which platforms would the key messages be communicated, how or by whom, and why).
4. Measurement and evaluation. (Tools to be used and how would you measure engagement).

Format: Power Point Presentation.
Length: 15 to 20 slides in the handout format, so that you can include the details of your campaign.


Student’s learning outcomes:
- Apply what you have learned to develop a social media strategy
- Define a communication’s goal
- Identify a buyer persona profile
- Develop a social media strategy and its tactics
- Build measuring tools

Due: Sunday, March 4, 11:59 pm.
<table>
<thead>
<tr>
<th>Criteria/Scale</th>
<th>Excellent (3)</th>
<th>Good (2)</th>
<th>Poor (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization, flow of thought, and format</td>
<td>Paper is logically organized, easily followed, professional format</td>
<td>Paper has a clear organization, with some ambiguities, structured format</td>
<td>There is no apparent organization, difficult to follow, no format</td>
</tr>
<tr>
<td>Chapter Summary</td>
<td>Concise and to the point</td>
<td>Somehow disperse</td>
<td>Disperse</td>
</tr>
<tr>
<td>Freedom of error</td>
<td>No mistakes</td>
<td>One mistake</td>
<td>More than two mistakes</td>
</tr>
<tr>
<td>Content</td>
<td>Abundance of evidence of critical, careful thought, analysis and insights</td>
<td>Evidence of critical, careful thought, analysis and insights</td>
<td>Vague or too broad, no evidence of critical thought, analysis and insights</td>
</tr>
</tbody>
</table>


# FORUM DISCUSSION RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>SUPERIOR 4</th>
<th>PROFICIENT 3</th>
<th>POOR 2</th>
<th>UNSATISFACTORY</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual Information</strong></td>
<td>Used many facts to support arguments</td>
<td>Some evidence lacked facts</td>
<td>The majority of evidence lacked facts</td>
<td>No facts</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Demonstrated thorough understanding of information</td>
<td>Demonstrated accurate understanding of important information</td>
<td>Demonstrated minimal understanding of information</td>
<td>Demonstrated misunderstanding of the information</td>
<td></td>
</tr>
<tr>
<td><strong>Persuasiveness</strong></td>
<td>All arguments were logical and convincing</td>
<td>Most arguments were logical and convincing</td>
<td>Some arguments were logical and convincing</td>
<td>Few arguments were logical and convincing</td>
<td></td>
</tr>
<tr>
<td><strong>Rebuttal</strong></td>
<td>Addressed all opponent or the professor’s arguments with counter-evidence</td>
<td>Addressed most of opponents’ or the professor’s arguments with counter-evidence</td>
<td>Addressed some of opponents’ with counter evidence</td>
<td>Did not address opponents’ or the professor’s arguments with evident.</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>No mistakes</td>
<td>1 mistake</td>
<td>2 mistakes</td>
<td>3 or more mistakes</td>
<td></td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>