

# Digital Media Strategies

JMC 055 CRN 8263 | 11 a.m.–12:15 p.m. Tuesday and Thursday | Fall 2017 | Meredith 101

**Professor:** Chris Snider **Office:** Meredith 122 and 124C (9–11 a.m. Tuesday, Wednesday and Thursday)

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## ■ Introduction: About the class

Digital technology is constantly evolving. And while the web has grown into a hub of innovation, and social media has allowed the world to communicate in new ways, it's extremely difficult to attract and retain a loyal audience across a bevy of digital platforms. The noise can be deafening. Digital Media Strategies will introduce students to the tools and best practices to cut through the din. Students will understand how to grow, engage and maintain a digital audience, creating effective native social content while also using analytics to drive and adapt a plan. Students will also delve into the complexities of Search Engine Optimization (SEO), data journalism, and data visualization, as well as investigate the latest tech advances.

### **Course outcomes: Students will be able to...**

- Evaluate a current social media strategy and create a strategy
- Evaluate a current digital (web/mobile/social) presence and suggest improvements
- Interpret and assess analytic data and its impact on overall digital strategies
- Present data visually
- Create appropriate and targeted social and web content
- Begin to understand new technologies that are going to impact the communications field

## ■ Course policies

**Cheating:** Plagiarism is stealing another person's work and passing it off as your own. In the real world, it is grounds for dismissal from a job. In the academic universe, any instance of scholastic dishonesty will be reported to school authorities and will result in discipline, up to and including expulsion from the School of Journalism or the university. If quoting another's work is necessary, plagiarism can be avoided by attributing the words to the original author or rewording. If you have any questions about what constitutes plagiarism, see me.

It goes without saying that you also should not cheat in any way or make up information. Your credibility and trustworthiness are two of the most important qualities you have — as a professional and as a person.

**Attendance:** You are not required to attend this class. I will give in-class quizzes and in-class assignments. If you are not here, you will not receive the points. In-class work missed during an excused absence must be made up within one week of the absence.

**Late assignments:** Assignments turned in within one week of the due date will receive a maximum of 50% credit. After that, they receive zero credit. In some circumstances, I will grant extensions on assignment due dates if you talk to me before the assignment is due.

**Classroom behavior:** Our learning will be accomplished only if we behave with civility and respect. You may use your phones and laptops during class, but not if it becomes a distraction to others who are trying to learn.

**Extra credit:** You can earn 10 points extra credit for attending a web-related event in Des Moines and reporting back to the class about what you learned at the event. Each student may do this up to three times per semester.

**Accommodations:** If you have a disability and will require academic accommodations in this course, I would be happy to discuss your needs. Accommodations are coordinated through Student Disability Services at [michelle.laughlin@drake.edu](mailto:michelle.laughlin@drake.edu) or 271-1835.

**Inclusivity:** I strive for an inclusive classroom that values everyone regardless of race, ethnicity, nationality, gender identity and orientation, disability, faith practice, economic class, political views or anything else we use to divide ourselves. I'd appreciate your help in creating an environment:

- In which everyone feels safe, supported, included, and encouraged to be themselves
- Where each person is recognized as a valued member of our community
- Where we can discuss divisive issues with the goal of true understanding of others

## ■ Class materials

- There is no book for this class, but there will be readings assigned throughout the semester.
- Link to Facebook group and readings for the class can be found at [sniderclass.com/j55](http://sniderclass.com/j55)

## ■ Course grade

Letter grades are assigned as follows: A: 93-100%, A-: 90-92.9%, B+: 87-89.9%, B: 83-86.9%, B-: 80-82.9%, C+: 77-79.9%, C: 73-76.9%, C-: 70-72.9%, D+: 67-69.9%, D: 63-66.9%, D-: 60-62.9%, F: Below 60. Grades will be posted to Blackboard.

Tentative assignments (points): Social media assignment (20), Social media paper (30), Social media analytics (10), Social media quiz (20), Innovation Week presentation (25), Excel 1 (10), Excel 2 (10), Piktochart in-class (5), Data visualization (20), Emerging digital tools assignment (20), Web assignment (20), Web quiz (15), In-class SEO (5), In-class analytics (5), Website critique presentation (25), Participation in Facebook group (10).

**Facebook group participation:** Roughly five percent of your grade will be digital participation. You are expected to post/comment on the class Facebook group "Digital Media Strategies J55" (2 original posts and 4 comments before Fall break).

## ■ Tentative schedule See readings and updated schedule at [sniderclass.com/j55](http://sniderclass.com/j55)

Date	In-class topic	Assignment due
Aug. 29	Class intro	
<b>SOCIAL MEDIA</b>		
Aug. 31	Social media best practices – Social media posts begin	
Sept. 5	Native content	
Sept. 7	Social media strategies	Social media assignment
Sept. 12	How social networks work (FB, Twitter, Instagram)	
Sept. 14	Social media analytics	Social media paper
Sept. 19	Social media quiz	Social media analytics
Sept. 21	Using Human Centered Design	
Sept. 26	Innovation Week	
Sept. 28	Innovation Week	
Oct. 3	Innovation Week presentations	
Oct. 5	Innovation Week presentations	
<b>DATA</b>		
Oct. 10	Excel (view: Lynda.com Excel 2016 Essential Training – Ch. 1-4)	
Oct. 12	Excel	Excel assignment 1
Oct. 17	NO CLASS – FALL BREAK	Facebook group participation
Oct. 19	Data visualization	Excel assignment 2
Oct. 24	Data visualization – Piktochart	In-class Piktochart assignment (end of class)
Oct. 26	NO CLASS	
<b>EMERGING TOOLS &amp; INNOVATION</b>		
Oct. 31	Emerging digital tools presentation	Data visualization
Nov. 2	Emerging digital tools hands-on	
Nov. 7	Emerging digital tools hands-on	
Nov. 9	Emerging digital tools hands-on	
<b>WEB AND MOBILE</b>		
Nov. 14	Web trends	
Nov. 16	Critiquing web design	
Nov. 21	SEO	Web assignment
Nov. 28	SEO in-class	In-class SEO assignment (end of class)
Nov. 30	Google analytics	Emerging tools assign., In-class analytics assign. (end of class)
Dec. 5	Website critique presentations	Website critique presentation, Web quiz
Dec. 7	Website critique presentations	Website critique presentation

## ■ Drake School of Journalism and Mass Communication Core Values

*Students should be able to . . .*

1. Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- 5. Understand concepts and apply theories in the use and presentation of images and information.**
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- 7. Think critically, creatively and independently.**
- 8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.**
- 9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.**
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
11. Apply basic numerical and statistical concepts.
12. Apply current tools and technologies appropriate for the communications professions in which they work, and understand the digital world.
13. Take ownership of their own academic experience.
14. Be engaged with the community: the university, the local community and professional groups.
15. Cope and thrive in the workplace.