

Digital Media Strategies #drakej55

JMC 055 CRN 9079 | 11 a.m.–12:15 p.m. Tuesday and Thursday | Spring 2017 | Meredith 101

Professor: Chris Snider **Office:** Meredith 122 (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 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.

Class participation: Roughly 10 percent of your grade will be class participation. You are expected to take part in class discussions, post on Twitter using the hashtag #drakej55 (five posts/responses before spring break) and post/comment on the class Facebook group "Digital Media Strategies J55" (1 original post and 4 comments this semester).

Attendance: You are allowed to miss class three times. After that, **you will lose 20 points for every absence.** Absences may be excused if you are sick or have a family emergency. If you are too sick to learn, stay home. Absences will only be excused if you have e-mailed me in advance of the class you'll miss.

In-class work missed during an unexcused absence receives no credit and may not be made up. 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 or 271-1835.

■ 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

■ 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): Excel 1 (10), Excel 2 (10), Piktochart (10), Social media strategy paper (15), In-class analytics (5), Social media presentations (25), Social analytics assignment (20), Emerging digital tools assignment (20), First web critique (10), In-class SEO (5), In-class analytics (5), Website critique presentation (25), Participation in class and on social media (15).

■ Tentative schedule See readings and updated schedule at sniderclass.com/j55

| Date | In-class topic | Assignment due |
|--|---|--|
| Jan. 24 | Class intro | |
| DATA | | |
| Jan. 26 | Excel (View: Lynda.com Excel 2016 Essential Training - Ch. 1-4) | |
| Jan. 31 | Excel | Excel assignment 1 |
| Feb. 2 | Data visualization | Excel assignment 2 |
| Feb. 7 | Data visualization - Piktochart | In-class Piktochart assignment (end of class) |
| SOCIAL MEDIA | | |
| Feb. 9 | Social media in 2017 - Social media posts begin | Piktochart assignment |
| Feb. 14 | Native content | |
| Feb. 16 | Social media strategies | |
| Feb. 21 | How Facebook and Twitter work | |
| Feb. 23 | Opportunities in other social networks | Social media strategy paper |
| Feb. 28 | Social media strategy speed rounds | |
| March 2 | Social analytics | In-class analytics (end of class) |
| March 7 | Social media presentations | Social media presentations |
| March 9 | Social media presentations | Social media presentations, Analytics assignment |
| March 14, 16 | NO CLASS - SPRING BREAK | |
| EMERGING TOOLS & INNOVATION | | |
| March 21 | Emerging digital tools | |
| March 23 | Emerging digital tools hands-on | |
| March 28 | Emerging digital tools hands-on | |
| March 30 | Using Human Centered Design | Emerging digital tools assignment |
| April 4 | Innovation week | |
| April 6 | Innovation week | |
| WEB AND MOBILE | | |
| April 11 | Web trends | |
| April 13 | Critiquing web design | |
| April 18 | SEO | First web critique |
| April 20 | SEO | In-class SEO assignment (end of class) |
| April 25 | Google analytics | In-class analytics assignment (end of class) |
| April 27 | Web work day | |
| May 2 | Website critique presentations | Website critique presentation |
| May 4 | 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.