

<b>DEREE COLLEGE SYLLABUS FOR: CN 3642 DIGITAL CAMPAIGNS</b>							
(Previously CN 3642 Digital Communication) (Updated: Fall 2020)							
<b>US CREDITS: 3/0/3</b> <b>UK LEVEL: 5</b> <b>UK CREDITS: 15</b>							
<b>PREREQUISITES:</b>	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics WP 1212 Academic Writing and Research CN 2202 Writing for the Media CN 2310 Introduction to Advertising CN 3434 Advertising Strategy and Client Services						
<b>CATALOG DESCRIPTION:</b>	The role of online media in shaping interpersonal and organizational communication. Examination of such areas as networking, online communities, sharing and collaborative practices, user-generated content, crowd sourcing, gamification, and social entrepreneurship. Planning and execution of digital campaigns.						
<b>RATIONALE:</b>	The aim of this module is to provide students with an academic framework for the study of digital media and their effects on society and the creative industries; and the tools and knowledge to create an online multimedia campaign. Students taking the course learn to interpret and assess phenomena observed in the digital environment. They also learn to develop digital strategies for multimedia content and communication campaigns.						
<b>LEARNING OUTCOMES:</b>	As a result of taking this course, the student should be able to: <ol style="list-style-type: none"> <li>1. Outline an interdisciplinary framework for the study of digital communication, which combines communication theories, social studies and marketing theories</li> <li>2. Apply the appropriate theoretical constructs to examine and assess digital phenomena in the creative industries and the communication sector.</li> <li>3. Demonstrate understanding of the roles, skills and duties professionals ought to have in the field of digital media</li> <li>4. Design and implement communication campaigns, forming the appropriate strategy and tactics and selecting the appropriate online resources</li> </ol>						
<b>METHOD OF TEACHING AND LEARNING:</b>	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> <li>• Interactive Learning (class discussions, case study analysis, content analysis)</li> <li>• Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.</li> <li>• Use of a Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.</li> </ul>						
<b>ASSESSMENT:</b>	Summative: <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 80%;">First assessment: Case Study (Students analyse and critically assess a case based on both academic literature and desk research.)</td> <td style="width: 20%; text-align: center;">30%</td> </tr> <tr> <td>Second assessment: Portfolio (Students orally present their case study focusing on the lessons learnt)</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>Third assessment: Project (Students create a 2000-2300-word campaign plan for the digital media)</td> <td style="text-align: center;">60%</td> </tr> </tbody> </table>	First assessment: Case Study (Students analyse and critically assess a case based on both academic literature and desk research.)	30%	Second assessment: Portfolio (Students orally present their case study focusing on the lessons learnt)	10%	Third assessment: Project (Students create a 2000-2300-word campaign plan for the digital media)	60%
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	<p><b>Formative:</b></p> <table border="1" data-bbox="651 163 1395 197"> <tr> <td data-bbox="651 163 1218 197">Class workshops</td> <td data-bbox="1218 163 1395 197">0</td> </tr> </table> <p>Formative assessment is designed to develop students' comprehension of basic principles and their ability to plan and put them into practice</p> <p>The first assessment (case study) tests LO 1 and 2  The second assessment (portfolio) tests LO 2  The third assessment (project) tests LO 3 and 4</p> <p>Students are required to resit failed assessments in this module.</p>	Class workshops	0
Class workshops	0		
<p><b>READING:</b></p>	<p><b>REQUIRED READING:</b></p> <p>Fuchs, C. (2017) <i>Social Media: A Critical Introduction</i> (2<sup>nd</sup> ed.). London: Sage.</p> <p><b>RECOMMENDED READING:</b></p> <ul style="list-style-type: none"> <li>• Freberg, K. (2019) <i>Social Media for Strategic Communication: Creative Strategies and Research-Based Applications</i>. Sage Publications</li> <li>• Ackland, R. (2013) <i>Web Social Science: Concepts, Data and Tools for Social Scientists in the Digital Age</i>. Sage.</li> <li>• Lipschultz, J.H. (2014) <i>Social Media Communication: Concepts, Practices, Data, Law and Ethics</i>. Routledge.</li> <li>• Edwards, A.P., Edwards, C.C., Wahl, S.T., and Myers, S.A. (2012) <i>The Communication Age: Connecting and Engaging</i>. Routledge.</li> <li>• Barreto, A.M. (2014) The word-of-mouth phenomenon in the social media era. <i>International Journal of Market Research</i>, Vol. 56 No. 2, pp. 631.</li> <li>• Oestreicher-Singer, G. and Zalmanson, L. (2013) Content or Community? A digital business strategy for content providers. <i>MIS Quarterly</i> Vol. 37 No. 2, pp. 591.</li> <li>• Johnson, S.L., Faraj, S., and Kudaravalli, S. (2014) Emergence of power laws in online communities: the role of social mechanisms and preferential attachment. <i>MIS Quarterly</i> Vol. 38 No. 3, pp. 795.</li> <li>• Hajli, N. (2014) A study of the impact of social media on consumers. <i>International Journal of Market Research</i>, Vol. 56, No. 3, pp. 387.</li> <li>• Villi, M., Moisander, J. and Annamma, J. (2012) Social Curation in Consumer Communities: Consumers as Curators of Online Media Content. <i>Advances in Consumer Research</i> Vol. 40, pp. 490.</li> <li>• Shi, Z., Rui, H., and Whinston, A.B. (2014) Content sharing in a social broadcasting environment: evidence from Twitter. <i>MIS Quarterly</i> Vol. 38 No. 1, pp. 123.</li> </ul>		
<p><b>INDICATIVE MATERIAL:</b> (e.g. audiovisual, digital material, etc.)</p>	<ul style="list-style-type: none"> <li>• <a href="https://player.fm/series/advertising-podcast-from-the-ipa">https://player.fm/series/advertising-podcast-from-the-ipa</a></li> <li>• <a href="https://player.fm/series/internet-marketing-insider-tips-and-advice-for-online-marketing">https://player.fm/series/internet-marketing-insider-tips-and-advice-for-online-marketing</a></li> <li>• <a href="https://player.fm/series/the-craft-of-marketing-content-marketing-business-strategy-entrepreneurship-startups">https://player.fm/series/the-craft-of-marketing-content-marketing-business-strategy-entrepreneurship-startups</a></li> <li>• <a href="https://player.fm/series/public-relations-digital-communications-with-ryan-foran">https://player.fm/series/public-relations-digital-communications-with-ryan-foran</a></li> <li>• <a href="https://player.fm/series/fomofanz">https://player.fm/series/fomofanz</a></li> </ul>		
<p><b>COMMUNICATION REQUIREMENTS:</b></p>	<p>Blackboard and an active ACG email account. High standards of oral and written English for all assignments</p>		
<p><b>SOFTWARE REQUIREMENTS:</b></p>	<p>Microsoft Word, multimedia production software tools like canva.com</p>		

<b>WWW RESOURCES:</b>	<a href="http://www.canva.com">www.canva.com</a> <a href="http://www.contently.com">www.contently.com</a> <a href="http://rachelbotsman.com/">http://rachelbotsman.com/</a> <a href="http://www.socialnomics.net/">http://www.socialnomics.net/</a> <a href="http://www.webinknow.com/">http://www.webinknow.com/</a> <a href="http://contentmarketinginstitute.com/">http://contentmarketinginstitute.com/</a>
<b>INDICATIVE CONTENT:</b>	<ol style="list-style-type: none"> <li>1. Basic concepts of network theory: the logical relations between nodes &amp; links that explain virality, trends and influencers in the digital environment.</li> <li>2. Studying the user:       <ol style="list-style-type: none"> <li>a. The user as a 'reader'</li> <li>b. The user as a 'curator'</li> <li>c. The user as a 'creator'</li> <li>d. The user as a 'gamer'</li> </ol> </li> <li>3. A new creative industry? The organizational impact on:       <ol style="list-style-type: none"> <li>a. Arts</li> <li>b. Journalism</li> <li>c. The communication industries</li> <li>d. Professional re-skilling &amp; de-skilling</li> </ol> </li> <li>4. Online campaigns       <ol style="list-style-type: none"> <li>a. Marketing and advertising</li> <li>b. Politics</li> <li>c. Social issues</li> </ol> </li> <li>5. Campaign planning       <ol style="list-style-type: none"> <li>a. Content strategy</li> <li>b. Touch points</li> <li>c. User journeys and customer experiences</li> <li>d. Messages and different content types</li> </ol> </li> <li>6. The emergence of online communities       <ol style="list-style-type: none"> <li>a. brand communities</li> <li>b. communities of interest</li> <li>c. citizen journalism and online activism</li> </ol> </li> <li>7. Emerging new practices in the digital environment       <ol style="list-style-type: none"> <li>a. The collaborative culture</li> <li>b. Crowd sourcing</li> <li>c. Crowd funding</li> <li>d. Gamification and problem solving</li> <li>e. Interconnectedness in the smart cities</li> <li>f. Social entrepreneurship and the online environment</li> </ol> </li> </ol>