

## **DSM 520 Managing Technologies for Digital Media 4.0 Units**

**FALL 2021 | TUESDAY | 6:30 – 9:20 p.m.**

**Section:** 21866D

**Location:** ASC 228

**Instructor:** Jeffrey Thompson | Adjunct Professor

**Office Hours:** Tuesday & Thursday 5:15 – 6:15 p.m.

**Meeting Area:** ASC 228 | Zoom

**Contact Info:** [jt07549@usc.edu](mailto:jt07549@usc.edu)  
213-615-9205

### **Course Description**

Digital and social media play an increasing role in corporate and other organizational settings. This course prepares students for a professional work life in digital and social media industries and organizations by analyzing and assessing the fundamental principles and mechanisms that apply to the technologies that create these environments. This course aims to provide students in the Digital Social Media (DSM) program with an overview of strategies and decision-making for the development and management of online sites, mobile apps, and social platforms, including search optimization, monetization, business analytics, AI best practices, product development, and user experience testing.

### **Student Learning Outcomes**

After completing this course, students will be able to:

- ◆ Show in detail the technologies and principles that underpin the digital media industry
- ◆ Evaluate the current state of the industry and how digital media forms are applied in various ways
- ◆ Assess, select, and incorporate from among the various current business models that use digital media technologies, including measurement technologies
- ◆ Analyze the social and ethical challenges presented by digital media technologies as well as apply the appropriate policies that mitigate or regulate these challenges
- ◆ Investigate and appraise future technological developments in the digital media landscape with the purpose of proactive engagement
- ◆ Present digital media concepts and projects in a persuasive way, including explanations of technological elements to a non-tech savvy audience

## **Policies and Procedures**

### **a. Additional Policies**

#### **Diversity, Equity, Inclusion, and Access**

An inclusive, welcoming, and accessible environment as well as Intellectual freedom are priorities in this class and in class discussions. Please be respectful. Any form of racism, sexism, xenophobia, homophobia or other forms of discriminatory behavior on the basis of ethnicity, gender, sexuality, or class will not be tolerated. Please speak up if you have concerns about anything said in the classroom, either during the class or by contacting the instructor privately.

#### **Attendance**

Students are strongly encouraged to attend class sessions. This is the best way to engage with the course and keep up to date with class activities and assignments.

It is recognized that personal circumstances will sometimes arise that preclude class attendance. In such circumstances, the student is responsible for obtaining the materials presented in missed classes and making up missed assignments. If you will be missing a class session, please let me know in advance via email.

There will be no penalty for failing to attend live sessions, and students who miss live sessions will be able to keep up with the class by reviewing class recordings and engaging through asynchronous class activities and assignments.

#### **COVID-19**

If you find yourself experiencing COVID-19 related symptoms, in keeping with university recommendations, you should:

- Stay home! This is the best way to prevent spreading COVID-19 as supported by scientific evidence. Please do not come to an in-person class if you are feeling ill, particularly if you are experiencing symptoms of COVID-19. Nothing we do in our class is worth risking your health, my health, or the health of your peers.
- You may participate in the live Zoom session or access to recording at a later date.
- Contact me to identify options available to keep up with course requirements and content.

### **b. Communication**

Students are encouraged to contact the instructor outside of class, as needed to support your academic success, via office hours, email, and/or Slack.

#### Office Hours

Office hours are 5:15 – 6:15 p.m. Pacific Time on Tuesday and Thursday in the assigned classroom for this course or via Zoom. If you cannot meet during office hours, you can arrange to meet with me at another time by sending an email with your request.

#### Email

Please check your USC email on a regular basis, for periodic updates about this class. You are also encouraged to email me with questions on any topic you would like to discuss. In general, I will respond to emails within 24 hours or sooner.

### Slack

This class will use Slack as a communication and collaboration tool. You may DM me via Slack.

### Blackboard

Course materials and weekly slides will be posted on Blackboard.

### Use of Technology in the Classroom

To make the most of our learning environment, please keep mobile devices on silent and put away during class time, unless you are experiencing an emergency. There will be time during class breaks to check mobile devices.

## **c. First two sessions will be Zoom sessions**

Although DSM 520 is an in-person course, due to delays in student travel schedule, the first two sessions will be taught online via Zoom. Links to the Zoom classroom will be posted on Blackboard. The first two classes will be recorded and available on Blackboard for those unable to attend due to travel issues. Please notify the instructor ASAP via email if unable to attend the first two sessions.

### Zoom Participation Guidelines

- **Turn on your video when possible.** It is helpful to be able to see each other, just as in an in-person class. Please wear appropriate clothing and use appropriate backgrounds. However, we do recognize that if you have limited Internet bandwidth or no webcam, it may not be possible. If you are unable to find an environment without a lot of visual distractions, it is ok to turn off your video.
- **Use tools.** In order to maximize collaboration in the delivery of courses in remote learning, I strongly encourage the use of tools such as cameras, mics, and chat features in order to mimic the face-to-face classroom experience environment as much as possible. While you are encouraged to use your webcam and mic whenever possible/appropriate during the classes conducted via Zoom, you are not required to do so.
- **Additional information regarding audio.** Please mute your microphone when you are not talking. This helps eliminate background noise. Use a headset when possible. This will improve audio quality. If you are not able to find a quiet, distraction free spot where you can use your microphone, use the chat window for questions and comments relevant to the class.
- **Synchronous session recording notice.** Live class sessions will be recorded and made available to students through Blackboard (including transcriptions). Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes. These rules will be strictly enforced, and violations will be met with appropriate disciplinary action.

### Changes to Course Modality

This course has been designed to transition to fully online, should the need arise due to local, state or federal guidelines. In the event the delivery method is altered, please be

assured the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of mode of delivery, participation and testing methods.

### **Technological Proficiency and Hardware/Software Required**

Because class meetings will be held in person and via Zoom, students should have the latest version of Zoom on their laptops.

Even if you are attending class on campus, please bring a laptop and headphones to class. Small group discussions during class time are common. We may use Zoom to facilitate breakout groups consisting of students who are online as well as in the classroom.

### **Required Readings and Supplementary Materials**

Readings and other materials are noted in the weekly course schedule. Links are included for those available in the public domain. Other readings and materials for weekly course meetings will be posted on Blackboard.

### **Description and Assessment of Assignments**

The overall purpose of the assignments in this class is to give you some experience of **how to prepare for the design and execution of a media initiative in a corporate or other organizational setting.**

You will be asked to prepare a project that you will write two papers about, one short and one long. During the semester you will be asked to present the current state of your project twice to receive feedback from your colleagues and the instructor that can be worked into the final paper.

There are **four milestones** for the **class deliverables**:

1. **You will spend the first month of class considering what you want your class project to be and potentially find a group to collaborate with (this is optional; everyone in a group will receive the same grade for their short paper and their long paper).** The project has to be related to a class topic, and must be a presentation of a new digital media project of some sort. It can be a social media campaign strategy, or the presentation of a digital media project such as an app, a website, or a new service. In weeks 5 and 6 all students in the class will do a short pitch of their idea to the rest of the class, in a way that mimics how you would pitch ideas in a professional setting. The class will then give feedback and suggestions on the project. The pitch length will be the same amount of time for individuals and groups.
2. **The feedback you receive should then be worked into a more fleshed-out presentation.** This presentation will constitute the 3-5 page short paper due in week 8. The short paper length for a group is 6-8 pages.
3. **When you get your short paper back, it will include feedback from the instructor, which you will then work into the next presentation of your project.** It will be a bit longer than a pitch, yet still very brief. You will present the current state of the project to the class and receive further feedback during weeks 12 and 13.
4. **The final paper will be a 10-15 page concept presentation of your project** and should take into account everything we have discussed and read throughout the semester, as well as the feedback given by your peers and the instructor. Although this must adhere to academic

formatting, the content will be more like a conceptual project description. The final paper length for a group is 20-25 pages.

More details about the requirements for these assignments will follow in an assignment brief. In general, the deliverables process will be as close to what it would be like to pitch and present your project in a corporate or other organizational setting, including real-life considerations that entails.

**In-Class Work**

Students will complete work assigned during class time, such as small group assignments, open-notes quizzes, polls, or other in-class work products individually or in teams that count toward their in-class work grade. Credit will be given for thoughtful completion. For teamwork, all members will receive the same grade for the work product. In-class work will be conducted randomly throughout the semester. In-class work may be assigned at any point during the class; students who miss the assignment due to arriving late or leaving early will not have an opportunity to make up the work. For this reason, the lowest two scores on in-class work will be dropped.

**Breakdown of Grade**

The overall grade breaks down as follows:

Assignment	Points	% of Grade
In-Class Work	150	15
Workshops   Presentations	200	20
Project: Short paper	250	25
Final Project: Long paper	400	40
<b>TOTAL</b>	<b>1,000</b>	<b>100%</b>

**Grading Scale**

This course has 1,000 possible points. Each assignment has a point score and percentage score. Your percentage scores on the assignments will be totaled and translated to a letter grade per this scale:

94 to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 93%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

## Grading Standards

Grades will be assigned as follows for the type and quality of work that is submitted by the student in order to earn each letter grade:

Letter Grade	Description
A/A-	Excellent, outstanding, thoughtful, and enthusiastic work that “goes the extra mile” to create professional-level assignments that could be presented to a CEO, C-Suite leader, or client. Demonstrates extraordinarily high achievement and critical thinking; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded
B+/B	Good, graduate-school caliber and above-average work, demonstrating moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; stronger critical thinking and expression would be needed for success in a professional setting; most expectations met
B-/C+	Fair, with only a basic level of knowledge and understanding of the subject matter; improvement needed on critical thinking, creativity, ideas, arguments, and follow through; some expectations met
C and below	Fulfilling the bare minimum, reflecting little critical thinking, marked by many errors, and/or showing little understanding of the material

## Grading Timeline

### Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes

For effective learning, students should receive timely feedback on assignments and exams. Therefore, every attempt will be made to grade assignments/exams and post grades within two weeks. Scores for all assignments and exams are regularly updated on Blackboard. You are responsible for notifying the instructor **within one (1) week** of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to contest a score on an assignment/exam. If you fail to inquire/notify us of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

## Assignment Submission Policy

- A. All assignments are due on the dates specified. All assignments must be completed and submitted on time to avoid a grade reduction. **If you are unable to turn in an assignment due to illness or a personal emergency**, you must provide written documentation that will allow you to be excused, or discuss your situation with me in a timely manner, generally at least a week before the due date. Do not wait until the end of the semester to sort things out. **In order to pass this class, you will need to complete ALL of the assignments.**
- B. Assignments must be submitted via Blackboard. As a backup if Blackboard is not accessible, assignments may be submitted to the instructor’s email.

## Add/Drop Dates for Session 001 (15 weeks: 8/23/21 – 12/3/21)

Link: <https://classes.usc.edu/term-20213/calendar/>

**Friday, September 10:** Last day to register and add classes for Session 001

**Friday, September 10:** Last day to change enrollment option to Pass/No Pass or Audit for Session 001

**Friday, September 10:** Last day to purchase or waive tuition refund insurance for fall

**Tuesday, September 14:** Last day to add or drop a Monday-only class without a mark of “W” and receive a refund or change to Pass/No Pass or Audit for Session 001

**Friday, October 8:** Last day to drop a course without a mark of “W” on the transcript for Session 001. Mark of “W” will still appear on student record and STARS report and tuition charges still apply. Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.

**Friday, October 8:** Last day to change pass/no pass to letter grade for Session 001. All major and minor courses must be taken for a letter grade.

**Friday, November 12:** Last day to drop a class with a mark of “W” for Session 001

**Saturday, November 13:** Last day to change between letter grade or Pass/No pass in a letter graded course for Session 001.

## Course Schedule: A Weekly Breakdown

**Important note to students:** Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability, where relevant. This course will have a few guest speakers, who will talk about their work relevant to this class, and respond to your questions. When a guest speaker joins us, it will generally be during the first hour of class.

Date	Topics	Readings	Due Dates   Notes
<b>Week 1</b> 8/24	Course Introduction	Seth Godin: <i>Buzzer Management</i> : <a href="https://seths.blog/2015/06/buzzer-management/">https://seths.blog/2015/06/buzzer-management/</a>	
<b>Week 2</b> 8/31	Internet History and Structure	Please read and watch these in this order, to make the technical details easier to understand  Blum, A.: <i>Discover the physical side of the Internet</i> (VIDEO) <a href="https://www.ted.com/talks/andrew_blum_what_is_the_internet_really?language=en#t-47645">https://www.ted.com/talks/andrew_blum_what_is_the_internet_really?language=en#t-47645</a>  Organizing the World’s Information – Genesis at Google – Google Founders Page, L., Brin, S. – <a href="https://www.ted.com/talks/sergey_brin_larry_page_the_genesis_of_google#t-6338">https://www.ted.com/talks/sergey_brin_larry_page_the_genesis_of_google#t-6338</a>  Mayo, K. and Newcomb, P.: <i>How the Web Was Won</i> : <a href="https://www.vanityfair.com/news/2008/07/internet200807">https://www.vanityfair.com/news/2008/07/internet200807</a>  Abbate, J.: <i>Inventing the Internet</i> , chapter 1, p. 7-21; chapter 6, p. 181-200	

Date	Topics	Readings	Due Dates   Notes
<b>Week 3</b> 9/7	The Current Landscape: Screens, Oses, and Platforms	Hootsuite/We are Social: <i>Digital Use Around the World in July 2021</i> : <a href="https://wearesocial.com/blog/2021/07/digital-audiences-swell-but-there-may-be-trouble-ahead">https://wearesocial.com/blog/2021/07/digital-audiences-swell-but-there-may-be-trouble-ahead</a>  Meeker, M.: <i>Our New World, April 2020</i> , <a href="https://www.bondcap.com/report/onw/#view/1">https://www.bondcap.com/report/onw/#view/1</a>  Harvard Business School - Driving Digital Strategy, Gupta, S. 2018 <a href="https://www.youtube.com/watch?v=y60yeHak5bE">https://www.youtube.com/watch?v=y60yeHak5bE</a>	<b>Labor Day:</b> Monday, Sept. 6
<b>Week 4</b> 9/14	The Building Blocks of Social Networks & Social Marketing: The People Infrastructure	Harvard Medical School: <i>Dawn of Social Networks: Hunter-gatherers Provide Clues About the Evolution of Cooperation</i> (VIDEO) <a href="https://www.youtube.com/watch?v=lt-pHyDrkTM">https://www.youtube.com/watch?v=lt-pHyDrkTM</a>  Tuten, T: <i>Social Media Marketing</i> , p. 17 – 18 and 75-104  Targeted Marketing & Attribution - Marketing Trend report - MarTechSeries Insights 2020 <a href="https://www.marketingevolution.com/marketing-essentials/marketing-attribution">https://www.marketingevolution.com/marketing-essentials/marketing-attribution</a>  <i>Social Media Use in 2021</i> , Pew Research Center: <a href="https://www.pewresearch.org/internet/2021/04/07/social-media-use-in-2021/">https://www.pewresearch.org/internet/2021/04/07/social-media-use-in-2021/</a>  Gallo, C.: <i>What It Takes to Give a Great Presentation</i> : <a href="https://hbr.org/2020/01/what-it-takes-to-give-a-great-presentation">https://hbr.org/2020/01/what-it-takes-to-give-a-great-presentation</a>	<b>Check-in</b> <b>Course Evaluation</b>
<b>Week 5</b> 9/21	Streaming: Where Infrastructure Meets New Business Models, Content & Data Explosion	Barron, B.: <i>What is a CDN: A Beginner's Guide to Content Delivery Networks</i> <a href="https://www.wpsuperstars.net/beginners-guide-content-delivery-networks/">https://www.wpsuperstars.net/beginners-guide-content-delivery-networks/</a>  Thompson, J: Over-the-Top (OTT) and the new frontier of digital media <a href="https://pkglobal.com/blog/2020/12/webinar-recap-mdx-streaming-services/">https://pkglobal.com/blog/2020/12/webinar-recap-mdx-streaming-services/</a>  Thompson, J – Media Index Report – Over the Top Streaming is Changing the Game <a href="https://pkglobal.com/wp-content/uploads/2020/10/Media-Digital-Experience-MDX-Index-Report.pdf?mkt_tok=ODMxLUpHQy00NDcAAAF_BGKT5513-EVeShIEBsscz042tBiKlxpsuweK6C7tqi85qwi5Cux1r1aNegKSQdgAuKP-X8aeannndYM7DOQu9hlz_OgHgaXC1EB7l_qpf">https://pkglobal.com/wp-content/uploads/2020/10/Media-Digital-Experience-MDX-Index-Report.pdf?mkt_tok=ODMxLUpHQy00NDcAAAF_BGKT5513-EVeShIEBsscz042tBiKlxpsuweK6C7tqi85qwi5Cux1r1aNegKSQdgAuKP-X8aeannndYM7DOQu9hlz_OgHgaXC1EB7l_qpf</a>	<b>Workshop   Presentation</b> What's your project?  Get class and professor feedback on your concept



Date	Topics	Readings	Due Dates   Notes
<b>Week 5</b> 9/21 (cont'd)	Streaming: Where Infrastructure Meets New Business Models, Content & Data Explosion	How Netflix's Reed Hastings Rewrote the Hollywood Script. <a href="https://www.forbes.com/sites/dawnchmielewski/2020/09/07/how-netflixs-reed-hastings-rewrote-the-hollywood-script/#6d9db40f15df">https://www.forbes.com/sites/dawnchmielewski/2020/09/07/how-netflixs-reed-hastings-rewrote-the-hollywood-script/#6d9db40f15df</a>  Wayne, M.: <i>Netflix, Amazon, and branded television content in subscription video on-demand portals</i>  Perzanowdky and Schultz: <i>The End of Ownership – Introduction</i>	
<b>Week 6</b> 9/28	Interfaces, UX and the launch of 5G, AI, Search Engine Optimization, Algorithms and IP Addressable Audiences	Krug, S.: <i>Don't Make Me Think!</i> p. 11-47  Pernice, K.: <i>F-Sharped Pattern of Reading on the Web: Misunderstood, But Still Relevant (Even on Mobile)</i> : <a href="https://www.nngroup.com/articles/f-shaped-pattern-reading-web-content/">https://www.nngroup.com/articles/f-shaped-pattern-reading-web-content/</a>  Leveraging 5G in Hollywood – Thompson, J <a href="https://www-marketscreener.com.cdn.ampproject.org/c/s/www.marketscreener.com/amp/LUXOFT-HOLDING-INC-13451150/news/Luxoft-Leveraging-5G-to-Drive-Innovation-and-Creativity-in-Hollywood-Beyond-28744000/">https://www-marketscreener.com.cdn.ampproject.org/c/s/www.marketscreener.com/amp/LUXOFT-HOLDING-INC-13451150/news/Luxoft-Leveraging-5G-to-Drive-Innovation-and-Creativity-in-Hollywood-Beyond-28744000/</a>  Introduction to eye-tracking in UX design (watch from 5:37 to approx. 39:30) <a href="https://www.youtube.com/watch?v=JfzTevZZ-z0&amp;t=326s">https://www.youtube.com/watch?v=JfzTevZZ-z0&amp;t=326s</a>	<b>Workshop   Presentation:</b> What's your project?  Get class and professor feedback on your concept
<b>Week 7</b> 10/5	Direct-to-Consumer & Emerging Media Marketplaces	Miranda, G.: <i>Voice Marketing and Why eCommerce Should Listen</i> <a href="https://www.godatafeed.com/blog/voice-marketing-and-why-ecommerce-should-listen">https://www.godatafeed.com/blog/voice-marketing-and-why-ecommerce-should-listen</a>  DTC/E-Commerce trends & outlook 2021. <a href="https://www.retaildive.com/news/e-commerce-skyrocketed-during-the-pandemic-now-instagram-facebook-and-sna/604081/">https://www.retaildive.com/news/e-commerce-skyrocketed-during-the-pandemic-now-instagram-facebook-and-sna/604081/</a>  <a href="https://chart-na1.emarketer.com/248481/us-digital-commerce-platform-retail-ecommerce-gross-merchandise-value-gmv-2019-2023-billions-change">https://chart-na1.emarketer.com/248481/us-digital-commerce-platform-retail-ecommerce-gross-merchandise-value-gmv-2019-2023-billions-change</a>  Quip Case – VP Direct-to-Consumer Pittson, S 2021. Disrupting the Toothbrush market 2021. <a href="https://content-na1.emarketer.com/quips-vp-of-growth-talks-d2c-models-podcast-ads-making-toothbrush-cool-nikes">https://content-na1.emarketer.com/quips-vp-of-growth-talks-d2c-models-podcast-ads-making-toothbrush-cool-nikes</a>	

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<b>Week 7</b> 10/5 (cont'd)	Direct-to-Consumer & Emerging Media Marketplaces	Platforms disrupting traditional industries <a href="https://www.youtube.com/watch?v=squZz3aDKNM">https://www.youtube.com/watch?v=squZz3aDKNM</a>  Taylor, T.L.: <i>Watch Me Play Chapter 4: eSports Broadcasting</i>  <i>Experts Say the 'New Normal' in 2025 Will Be Far More Tech Driven</i> , Pew Research Center: <a href="https://www.pewresearch.org/internet/2021/02/18/experts-say-the-new-normal-in-2025-will-be-far-more-tech-driven-presenting-more-big-challenges/">https://www.pewresearch.org/internet/2021/02/18/experts-say-the-new-normal-in-2025-will-be-far-more-tech-driven-presenting-more-big-challenges/</a>	
<b>Week 8</b> 10/12	Live Streamers, Producers, YouTubers, and TikTokers	Cunningham, S. and Craig, D. <i>Being 'really real' on YouTube: authenticity, community and brand culture in social media entertainment</i>  Bishop, S.: <i>Anxiety, panic and self-optimization: Inequalities and the YouTube algorithm</i>  Harvard Business School <a href="https://hbr.org/2021/01/cmos-adapt-your-social-media-strategy-for-a-post-pandemic-world">https://hbr.org/2021/01/cmos-adapt-your-social-media-strategy-for-a-post-pandemic-world</a> <i>Understanding TikTok 2021</i> <a href="https://www.thedrump.com/opinion/2021/08/11/understanding-tiktok-platform-nuances-and-optimising-campaign-performance">https://www.thedrump.com/opinion/2021/08/11/understanding-tiktok-platform-nuances-and-optimising-campaign-performance</a>  <i>TikTok is the most downloaded App BBC, 2021</i> <a href="https://www.bbc.com/news/business-58155103">https://www.bbc.com/news/business-58155103</a>	<b>Short Paper Due:</b> Project Overview  <b>Fall Recess:</b> Thursday, Oct. 14 & Friday, Oct. 15
<b>Week 9</b> 10/19	The Transition of News and PR to Online Platforms - 2021	Wihbey, J. P.: <i>The Social Fact</i> , p. 125-169  <i>News in the U.S.</i> , Statista Dossier  <i>Digital News Fact Sheet</i> , Pew Research Center: <a href="https://www.journalism.org/fact-sheet/digital-news/">https://www.journalism.org/fact-sheet/digital-news/</a>  Analysis: "Some Real News about Fake News", The Atlantic 2019 <a href="https://www.theatlantic.com/ideas/archive/2019/06/fake-news-republicans-democrats/591211/">https://www.theatlantic.com/ideas/archive/2019/06/fake-news-republicans-democrats/591211/</a>  <i>Americans Who Mainly Get Their News on Social Media are Less Engaged, Less Knowledgeable</i> , Pew Research Center: <a href="https://www.journalism.org/2020/07/30/americans-who-mainly-get-their-news-on-social-media-are-less-engaged-less-knowledgeable/">https://www.journalism.org/2020/07/30/americans-who-mainly-get-their-news-on-social-media-are-less-engaged-less-knowledgeable/</a>	

Date	Topics	Readings	Due Dates   Notes
<p><b>Week 10</b> 10/26</p>	<p>Social Media Advertising and Campaigning</p>	<p>Tuten, T.: <i>Social Media Marketing</i>, chapter 6: Social Community, p. 195-231</p> <p>Targeted Digital Marketing vs Traditional Advertising  <a href="https://www.youtube.com/watch?v=SinHkP3omeM">https://www.youtube.com/watch?v=SinHkP3omeM</a></p> <p><i>Digital Media Advertising Report 2021 – Social Media Advertising</i>, Statista Digital Market Outlook</p> <p>NIKE’s Targeted Campaigns w/World Cup Women’s Soccer  <a href="https://www.cnn.com/2019/07/08/business/nike-ad-womens-world-cup-team-usa-trnd/index.html">https://www.cnn.com/2019/07/08/business/nike-ad-womens-world-cup-team-usa-trnd/index.html</a></p> <p><a href="https://www.cnbc.com/2019/07/08/nike-wins-big-as-the-us-womens-soccer-team-takes-the-world-cup.html">https://www.cnbc.com/2019/07/08/nike-wins-big-as-the-us-womens-soccer-team-takes-the-world-cup.html</a></p> <p><a href="https://www.usatoday.com/story/sports/soccer/wusa/2020/07/30/megan-rapinoe-uswnt-star-narrates-nike-ad-focused-race-gender/554530002/">https://www.usatoday.com/story/sports/soccer/wusa/2020/07/30/megan-rapinoe-uswnt-star-narrates-nike-ad-focused-race-gender/554530002/</a></p>	
<p><b>Week 11</b> 11/2</p>	<p>The Rise of Digital Filter Bubbles</p> <p>DSM: Dark Social Media</p>	<p>Tuten, T.: <i>Social Media Marketing</i>, p. 248 – 260</p> <p>Eli Pariser – Beware of Online Filter Bubbles  <a href="https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?language=en#t-6338">https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles?language=en#t-6338</a></p> <p>We’re Trapped in a Social Filter Bubble, MarTech Series 2019  <a href="https://martechseries.com/mts-insights/guest-authors/were-trapped-in-a-social-filter-bubble/">https://martechseries.com/mts-insights/guest-authors/were-trapped-in-a-social-filter-bubble/</a></p> <p>Nadler, Crain and Donovan: <i>Weaponizing the Digital Influence Machine: The Political Perils of Online Ad Tech</i> (Data &amp; Society Report)</p> <p>Fake Biden Video gets 1 million views  <a href="https://www.vice.com/en/article/y3gg5k/a-fake-biden-video-got-over-a-million-views-before-twitter-did-anything-about-it">https://www.vice.com/en/article/y3gg5k/a-fake-biden-video-got-over-a-million-views-before-twitter-did-anything-about-it</a></p> <p>AFTER TRUTH – viewing &amp; analysis</p>	

Date	Topics	Readings	Due Dates   Notes
<b>Week 12</b> 11/9	Social Media Analytics	<p>Tuten, T.: <i>Social Media Marketing</i>, chapter 10: Social Media Analytics, p. 335-363</p> <p>Google Analytics to Inform Marketing Strategy  <a href="https://www.cmswire.com/digital-marketing/how-google-analytics-tech-report-can-inform-an-app-launch-or-marketing-strategy/">https://www.cmswire.com/digital-marketing/how-google-analytics-tech-report-can-inform-an-app-launch-or-marketing-strategy/</a></p> <p>The Power of Analytics Retargeting --  <a href="https://maxtraffic.com/blog/retargeting-strategies/">https://maxtraffic.com/blog/retargeting-strategies/</a></p> <p>Single Sign On – What is it?, How does it work?  <a href="https://blog.capterra.com/single-sign-on/">https://blog.capterra.com/single-sign-on/</a></p>	<b>Workshop   Presentation:</b> Presentations of new project iteration, class feedback
<b>Week 13</b> 11/17	Social Media Metrics & the Power of User Analytics	Tuten, T., <i>Social Media Marketing</i> , chapter 11: Social Media Metrics, p. 365 – 398	<b>Workshop   Presentation:</b> Presentations of new project iteration, class feedback
<b>Week 14</b> No Class 11/23	Thanksgiving Recess		<b>Thanksgiving Recess:</b> Nov. 23-28
<b>Week 15</b> 11/30	Navigating Organizational Culture to Execute a Digital Media Initiative	Benson, B.: <i>Why Are We Yelling?</i> Disrupt Yourself Podcast with Whitney Johnson: <a href="https://podcasts.apple.com/us/podcast/buster-benson-why-are-we-yelling/id1156483471?i=1000486365472">https://podcasts.apple.com/us/podcast/buster-benson-why-are-we-yelling/id1156483471?i=1000486365472</a>	<b>USC Course Evaluations</b>
<b>STUDY DAYS</b> 12/2-12/6			
<b>FINAL PAPER DUE</b> 12/7		Paper due on <b>Tuesday, Dec. 7 at 11 p.m. Pacific Time</b>	

## Statement on Academic Conduct and Support Systems

### a. Academic Conduct

#### **Plagiarism**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in [SCampus](#) in Part B, Section 11, “[Behavior Violating University Standards.](#)” Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school’s policy.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course, without approval of the instructor.

### b. Support Systems

#### **Counseling and Mental Health** - (213) 740-9355 – 24/7 on call

[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

#### **National Suicide Prevention Lifeline** - 1 (800) 273-8255 – 24/7 on call

[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

#### **Relationship and Sexual Violence Prevention and Services (RSVP)** - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

#### **Office of Equity and Diversity (OED)** - (213) 740-5086 | Title IX – (213) 821-8298

[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault,

non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

**Reporting Incidents of Bias or Harassment** - (213) 740-5086 or (213) 821-8298

[usc-advocate.symplicity.com/care\\_report](https://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

**The Office of Disability Services and Programs** - (213) 740-0776

[dsp.usc.edu](https://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

**USC Support and Advocacy** - (213) 821-4710

[uscsa.usc.edu](https://uscsa.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

**Diversity at USC** - (213) 740-2101

[diversity.usc.edu](https://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

**USC Emergency** - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

**USC Department of Public Safety** - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.

**Annenberg Student Success Fund**

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.