

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Marketing**  
**with effect from Semester A in 2020/21**

---

---

**Part I Course Overview**

**Course Title:** Social Media Marketing

**Course Code:** MKT4629

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B4

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* CB2601 Marketing

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

This course aims to provide students with an understanding of social media marketing concepts and analytical processes in marketing operations. The focus is to foster and sustain students' skills as professional social media marketing analysts and problem solvers, to plan and implement a successful social media marketing strategy.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate an attitude of being concerned of using social media to enhance effectiveness and efficiency of marketing campaigns and build stronger relationship with customers.	20%	✓		
2.	Develop skills to evaluate the usage and effectiveness of social media marketing tools.	30%		✓	
3.	Create and design social media marketing activities that can be integrated with company's traditional and other new media marketing programmes.	40%		✓	✓
4.	Work effectively and efficiently in a team, and communicate both orally and in written forms.	10%		✓	
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Seminar	Important knowledge of social media marketing is explained and delivered through lectures.	✓	✓	✓		
Class Discussion	Students are expected to participate and make intellectual contribution at each and every class meeting.	✓	✓		✓	
Reading	Students are required to read some assigned articles; and are encouraged to share their insight during classes.	✓	✓			
Assignments	In-class or out-class assignments will be given to students to improve their problem solving ability.		✓	✓		
Group Case Study	Case studies will be provided to students so that they can gain "hands-on" experience in analyzing and solving social media marketing problems. Students are required to present the analysis of the case study in oral presentation, which can help to strengthen the student's communication skills.		✓	✓	✓	
Term Project	The term project, the Social Media Marketing Plan, is to provide students with the opportunity to develop a marketing plan which can reflect students' understanding of social media marketing tools and measurement of effectiveness.		✓	✓	✓	

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: 100 %						
1. Class Discussion and Assignments Attend and participate in class discussions to gain knowledge and practice of social media marketing. Discussion includes both lecture case studies from instructor and weekly trending social media events from presentation. Assignments include reports of classic social media marketing methods and recent trending social media techniques and developments. It is an assessment of individual performance.	✓	✓	✓		40%	
2. Group Case Study Teams will research on the most recently occurred social media events and relate them to the learnings from class. Teams need to focus on the marketing logic behind each social media event rather than simply stating what has happened. It is an assessment of team performance base on their analysis and insights.	✓	✓	✓	✓	20%	
3. Term Project Teams will construct a social media marketing plan for a chosen client and produce content in the form of social media posts. The goal is to change or enhance the beliefs of a pre-defined segment of social media users towards the client. Teams need to take pictures or shoot videos as raw materials of the social media posts. Teams need to present their posts to the class and explain the logic why they can persuade the chosen segment. It is a group assessment with peer evaluation adjusting the group marks to be distributed among group members.	✓	✓	✓	✓	40%	
Examination: 0%						

\* The weightings should add up to 100%.

100%

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class Discussion and Assignment		<ol style="list-style-type: none"> <li>1. Always participate and make an intellectual contribution at each and every class meeting.</li> <li>2. Very familiar with the assigned readings, both from the text and additional material.</li> <li>3. Accurately complete all the assignments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Frequently participate and make an intellectual contribution at each and every class meeting.</li> <li>2. Quite familiar with the assigned readings, both from the text and additional material.</li> <li>3. Accurately complete most assignments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Occasionally participate and make an intellectual contribution at each and every class meeting.</li> <li>2. Familiar with the assigned readings, both from the text and additional material.</li> <li>3. Accurately complete some assignments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Seldom participate and make an intellectual contribution at each and every class meeting.</li> <li>2. Marginally familiar with the assigned readings, both from the text and additional material.</li> <li>3. Accurately complete very few assignments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Rarely participate at class meeting.</li> <li>2. Not familiar with the assigned readings.</li> <li>3. No assignment is accurately completed.</li> </ol>
2. Group Case Study		<ul style="list-style-type: none"> <li>• For case analysis, students are able to demonstrate excellent skills in:               <ol style="list-style-type: none"> <li>1. identifying case problem(s);</li> <li>2. enumerating alternative solutions;</li> <li>3. evaluating and analyzing alternative solutions;</li> <li>4. making a right choice of “best” solution; and</li> <li>5. specifying effective implementation measures.</li> </ol> </li> <li>• For written or oral case presentation, students are able to demonstrate excellent skills in terms of               <ol style="list-style-type: none"> <li>1. organization/ structure/logical flow;</li> <li>2. persuasion/ expression; and</li> <li>3. relevance and use of</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• For case analysis, students are able to demonstrate good skills in:               <ol style="list-style-type: none"> <li>1. identifying case problem(s);</li> <li>2. enumerating alternative solutions;</li> <li>3. evaluating and analyzing alternative solutions;</li> <li>4. making a right choice of “best” solution; and</li> <li>5. specifying effective implementation measures.</li> </ol> </li> <li>• For written or oral case presentation, students are able to demonstrate good skills in terms of               <ol style="list-style-type: none"> <li>1. organization/structure/ logical flow;</li> <li>2. persuasion/expression; and</li> <li>3. relevance and use of</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• For case analysis, students are able to demonstrate adequate skills in:               <ol style="list-style-type: none"> <li>1. identifying case problem(s);</li> <li>2. enumerating alternative solutions;</li> <li>3. evaluating and analyzing alternative solutions;</li> <li>4. making a right choice of “best” solution; and</li> <li>5. specifying effective implementation measures.</li> </ol> </li> <li>• For written or oral case presentation, students are able to demonstrate adequate skills in terms of               <ol style="list-style-type: none"> <li>1. organization/ structure/logical flow;</li> <li>2. persuasion/ expression; and</li> <li>3. relevance and use of</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• For case analysis, students are able to demonstrate marginal skills in:               <ol style="list-style-type: none"> <li>1. identifying case problem(s);</li> <li>2. enumerating alternative solutions;</li> <li>3. evaluating and analyzing alternative solutions;</li> <li>4. making a right choice of “best” solution; and</li> <li>5. specifying effective implementation measures.</li> </ol> </li> <li>• For written or oral case presentation, students are able to demonstrate marginal skills in terms of               <ol style="list-style-type: none"> <li>1. organization/ structure/logical flow;</li> <li>2. persuasion/ expression; and</li> <li>3. relevance and use of</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• For case analysis, students are unable to demonstrate skills in:               <ol style="list-style-type: none"> <li>1. identifying case problem(s);</li> <li>2. enumerating alternative solutions;</li> <li>3. evaluating and analyzing alternative solutions;</li> <li>4. making a right choice of “best” solution; and</li> <li>5. specifying effective implementation measures.</li> </ol> </li> <li>• For written or oral case presentation, students are unable to demonstrate skills in terms of               <ol style="list-style-type: none"> <li>1. organization/ structure/logical flow;</li> <li>2. persuasion/ expression; and</li> <li>3. relevance and use of</li> </ol> </li> </ul>

		appendices and exhibits in the presentation.	relevance and use of appendices and exhibits in the presentation.	appendices and exhibits in the presentation.	appendices and exhibits in the presentation.	appendices and exhibits in the presentation.
3. Term project		<ol style="list-style-type: none"> <li>1. Demonstrate extensive knowledge about most aspects of social media marketing.</li> <li>2. Carefully select appropriate social media marketing models, and creatively combine different social media marketing strategies.</li> <li>3. Suggest effective and creative solutions for project company.</li> <li>4. Have excellent language and organization skills to present the project in both written report and oral presentation.</li> <li>5. Collaborate with other group members, and make significant contribution to the group project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate rich knowledge of the major aspects of social media marketing.</li> <li>2. Adapt competitors' social media marketing models and social media marketing strategies.</li> <li>3. Provide feasible solutions for project company.</li> <li>4. Have excellent language and organization skills to present the project findings in both written report and oral presentation.</li> <li>5. Interact with other group members and make a lot contribution to the group project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate adequate knowledge of the major aspects of social media marketing.</li> <li>2. Show good ability to identify social media marketing opportunities by describing project company in the industry.</li> <li>3. Select some social media marketing models and social media marketing strategies described in the textbook.</li> <li>4. Provide acceptable solutions for project company.</li> <li>5. Have adequate language and organization skills to present the project findings in both written report and oral presentation.</li> <li>6. Seldom interact with other group members and make some contribution to the group project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate marginal knowledge of some aspects of social media marketing.</li> <li>2. Show limited ability to identify social media marketing opportunities; do not consider the advantages and disadvantages of the project company in the industry.</li> <li>3. Unreflectively select irrelevant or inappropriate social media marketing models and social media marketing strategies described in the textbook.</li> <li>4. Provide weak solutions for project company.</li> <li>5. Have poor language and organization skills to present the project findings in both written report and oral presentation.</li> <li>6. Seldom interact with other group members and make little contribution to the group project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate inadequate knowledge of some aspects of social media marketing.</li> <li>2. Show unsatisfactory ability to identify social media marketing opportunities; do not consider the advantages and disadvantages of the project company in the industry.</li> <li>3. Unreflectively select irrelevant or inappropriate social media marketing models and social media marketing strategies described in the textbook.</li> <li>4. Provide infeasible solutions for project company.</li> <li>5. Have poor language and organization skills to present the project findings in both written report and oral presentation.</li> <li>6. Rarely interact with other group members and make little contribution to the group project.</li> </ol>

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

Social media, social media advertising, social media promotion, viral marketing, eWOM (electronic word of mouth), COBRA (consumer’s online brand related activities), online engagement marketing, online brand experience, content marketing, agile marketing, marketing automation.

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Richards (2015) “Social Media: Dominating Strategies for Social Media Marketing with Twitter, Facebook, YouTube, LinkedIn and Instagram”.
2.	Tuten & Solomon (2017) “Social Media Marketing” 3 <sup>rd</sup> ed., Sage.

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Social Media Marketing Industry Report.
2.	Social Media Industry Report.
3.	Evans & McKee (2019) “Social Media Marketing: The Next Generation of Business Engagement” Kindle Edition.
4.	58 Social Media Tips for Content Marketing.