

# MKT4629: SOCIAL MEDIA MARKETING

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## Effective Term

Semester A 2024/25

## Part I Course Overview

### Course Title

Social Media Marketing

### Subject Code

MKT - Marketing

### Course Number

4629

### Academic Unit

Marketing (MKT)

### College/School

College of Business (CB)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

CB2601 Marketing

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### 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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
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	x		
2	Evaluate the usage and effectiveness of social media marketing tools.	30		x	
3	Create and design social media marketing activities that can be integrated with company' s traditional and other new media marketing programmes.	40		x	x
4	Work effectively and efficiently in a team and communicate both orally and in written forms.	10		x	

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Seminar	Students will engage in seminars to gain important knowledge of social media marketing	1, 2, 3	
2	Class Discussion	Students will participate and make intellectual contribution at each and every class meeting.	1, 2, 4	
3	Reading	Students will read some assigned articles; and are encouraged to share their insight during classes.	1, 2	

### Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
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.	1, 2, 3	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.	1, 2, 3, 4	20

3	<p>Term Project</p> <p>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.</p>	1, 2, 3, 4	40	
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**Continuous Assessment (%)**

100

**Examination (%)**

0

**Additional Information for ATs**

Class Discussion and Assignments (40%)

Group Case Study (20%)

Team Project (40%)

**Assessment Rubrics (AR)****Assessment Task**

Class Discussion and Assignment

**Excellent (A+, A, A-)**

1. Always participate and make an intellectual contribution at each and every class meeting.
2. Very familiar with the assigned readings, both from the text and additional material.
3. Accurately complete all the assignments.

**Good (B+, B, B-)**

1. Frequently participate and make an intellectual contribution at each and every class meeting.
2. Quite familiar with the assigned readings, both from the text and additional material.
3. Accurately complete most assignments.

**Fair (C+, C, C-)**

1. Occasionally participate and make an intellectual contribution at each and every class meeting.
2. Familiar with the assigned readings, both from the text and additional material.
3. Accurately complete some assignments.

### **Marginal (D)**

1. Seldom participate and make an intellectual contribution at each and every class meeting.
2. Marginally familiar with the assigned readings, both from the text and additional material.
3. Accurately complete very few assignments.

### **Failure (F)**

1. Rarely participate at class meeting.
  2. Not familiar with the assigned readings.
  3. No assignment is accurately completed.
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## **Assessment Task**

### Group Case Study

#### **Excellent (A+, A, A-)**

- For case analysis, students are able to demonstrate excellent skills in:

1. identifying case problem(s);
2. enumerating alternative solutions;
3. evaluating and analyzing alternative solutions;
4. making a right choice of "best" solution; and
5. specifying effective implementation measures.

- For written or oral case presentation, students are able to demonstrate excellent skills in terms of

1. organization/structure/logical flow;
2. persuasion/expression; and
3. relevance and use of appendices and exhibits in the presentation.

#### **Good (B+, B, B-)**

- For case analysis, students are able to demonstrate good skills in:

1. identifying case problem(s);
2. enumerating alternative solutions;
3. evaluating and analyzing alternative solutions;
4. making a right choice of "best" solution; and
5. specifying effective implementation measures.

- For written or oral case presentation, students are able to demonstrate good skills in terms of

1. organization/structure/logical flow;
2. persuasion/expression; and
3. relevance and use of relevance and use of appendices and exhibits in the presentation.

#### **Fair (C+, C, C-)**

- For case analysis, students are able to demonstrate adequate skills in:

1. identifying case problem(s);
2. enumerating alternative solutions;
3. evaluating and analyzing alternative solutions;
4. making a right choice of "best" solution; and
5. specifying effective implementation measures.

- For written or oral case presentation, students are able to demonstrate adequate skills in terms of

1. organization/structure/logical flow;
2. persuasion/ expression; and
3. relevance and use of appendices and exhibits in the presentation.

#### **Marginal (D)**

- For case analysis, students are able to demonstrate marginal skills in:

1. identifying case problem(s);
2. enumerating alternative solutions;
3. evaluating and analyzing alternative solutions;

4. making a right choice of "best" solution; and
  5. specifying effective implementation measures.
- For written or oral case presentation, students are able to demonstrate marginal skills in terms of
1. organization/structure/logical flow;
  2. persuasion/expression; and
  3. relevance and use of appendices and exhibits in the presentation.

#### **Failure (F)**

- For case analysis, students are unable to demonstrate skills in:
1. identifying case problem(s);
  2. enumerating alternative solutions;
  3. evaluating and analyzing alternative solutions;
  4. making a right choice of "best" solution; and
  5. specifying effective implementation measures.
- For written or oral case presentation, students are unable to demonstrate skills in terms of
1. organization/structure/logical flow;
  2. persuasion/expression; and
  3. relevance and use of appendices and exhibits in the presentation.
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#### **Assessment Task**

Term Project

#### **Excellent (A+, A, A-)**

1. Demonstrate extensive knowledge about most aspects of social media marketing.
2. Carefully select appropriate social media marketing models, and creatively combine different social media marketing strategies.
3. Suggest effective and creative solutions for project company.
4. Have excellent language and organization skills to present the project in both written report and oral presentation.
5. Collaborate with other group members, and make significant contribution to the group project.

#### **Good (B+, B, B-)**

1. Demonstrate rich knowledge of the major aspects of social media marketing.
2. Adapt competitors' social media marketing models and social media marketing strategies.
3. Provide feasible solutions for project company.
4. Have excellent language and organization skills to present the project findings in both written report and oral presentation.
5. Interact with other group members and make a lot contribution to the group project.

#### **Fair (C+, C, C-)**

1. Demonstrate adequate knowledge of the major aspects of social media marketing.
2. Show good ability to identify social media marketing opportunities by describing project company in the industry.
3. Select some social media marketing models and social media marketing strategies described in the textbook.
4. Provide acceptable solutions for project company.
5. Have adequate language and organization skills to present the project findings in both written report and oral presentation.
6. Seldom interact with other group members and make some contribution to the group project.

#### **Marginal (D)**

1. Demonstrate marginal knowledge of some aspects of social media marketing.
2. Show limited ability to identify social media marketing opportunities; do not consider the advantages and disadvantages of the project company in the industry.
3. Unreflectively select irrelevant or inappropriate social media marketing models and social media marketing strategies described in the textbook.
4. Provide weak solutions for project company.

5. Have poor language and organization skills to present the project findings in both written report and oral presentation.
6. Seldom interact with other group members and make little contribution to the group project.

**Failure (F)**

1. Demonstrate inadequate knowledge of some aspects of social media marketing.
  2. Show unsatisfactory ability to identify social media marketing opportunities; do not consider the advantages and disadvantages of the project company in the industry.
  3. Unreflectively select irrelevant or inappropriate social media marketing models and social media marketing strategies described in the textbook.
  4. Provide infeasible solutions for project company.
  5. Have poor language and organization skills to present the project findings in both written report and oral presentation.
  6. Rarely interact with other group members and make little contribution to the group project.
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## **Part III Other Information**

### **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.

### **Reading List**