**Fundamentals of Social Media Marketing Course Syllabus**

**Mrs. Callahan**

**Course Description**

This course cultivates a basic to intermediate understanding of social media history, terminology, and concepts as they apply to the marketing and business sectors. Integrates a working knowledge of platform management and simple social media marketing strategy. Students learn how to practice good marketing principles in an “electronic” marketing place. Decision-making and problem-solving skills are involved in such units as human relations, distribution, market information management, and product/service planning. The employment skills learned will improve and increase the chance of successful transition into the world of work. Leadership development will be provided through DECA.

**Assessment Retake Procedure**

* Assessment retake forms are to be filled out and turned in before a retake will be granted [Retest form](https://docs.google.com/document/d/1Wf1By-Btro_DCNENZbBkTNKfu0ee1prDJezGf84trSU/edit?usp=sharing)
* Quiz retakes must take place before the corresponding unit test
* Remediation is required before a retake will be granted
* **The most current score on any assessment will be what is used**
* Any retake will take place during a scheduled STING period

**Required Materials**

* Paper
* Pencil
* Folder/binder
* Chromebook and charger

**Expectations**

* Be on time and prepared
* Be respectful
* Bring materials everyday
* Actively participate in the lesson and activities

**Teacher**

Beth Callahan

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Phone: 606-549-6044 ext 2200 (available during planning period 8:00-8:53 and after 3:00)

**Topics Covered (time permitting)**

1. Utilize computers and electronic equipment, business software, web software, and other kinds of technology to collect, organize, and communicate information and ideas.
2. Elucidate the progression of social media platforms and technologies.
3. Connect the necessity of social media as it pertains to marketing, business, and the consumer.
4. Identify and elaborate on fundamental terminology of social media – such as a brand, content, sharing, advocates, metrics/analytics, demographics, compliance, integration, types of social media platforms (rented/owned/occupied), dashboard.
5. Compose social media strategies: content marketing, holistic social marketing, and social media metrics.
6. Determine appropriate online platforms for a given business or industry and display best practices for each platform.
7. Integrate a working understanding of platform management and social media marketing strategy to form a simple (cross-platform) social media campaign to grow an online community.
8. Explain the impact of the Internet on marketing.
9. Identify ways that technology impacts business.
10. Survey the various disciplines in electronic marketing, including promotion, store pricing, purchasing, web sales, warehousing, distribution, staffing, site maintenance, and customer relations.
11. Apply math, science, and communication skills within the technical content.
12. Reinforce communication, human relations, writing and speaking skills through communications in the promotion, sale, site management and customer service units.
13. Demonstrate problem-solving and decision-making skills as they apply in human relations, market information management, site maintenance or product service planning.
14. Develop real-life portfolio entries through web sites, web pages, and electronic advertisement learned in a promotion unit.
15. Investigate the various types of risks that impact business activities; categorize the risks as natural, human, electronic, or economic. Explain methods of business uses to control risks and security in the electronic market.
16. Understand the role and characteristics of marketing in three different types of economic systems; capitalism, socialism and communism in a worldwide electronic market.
17. Utilize activities of the DECA student organization as an integral component of course content and leadership development.
18. Create a career portfolio including a resume, letters of reference, certifications of training, and samples of work.
19. Investigate and analyze the role of technology in improving the marketing process.
20. Develop a marketing plan for a new or existing business or product line.
21. Identify individual work habits and ethics such as individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills. Explain their importance in the workplace.

**GRADING**

**\*All grades will go into Infinite Campus as a 1, 2, 3, or 4. This will be a numeric grade.**

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| --- | --- |
| **Score** | **Description** |
| 4 | The student consistently meets and often exceeds the target. The student, with ease, grasps, applies, and extends key concepts, processes, and skills for the grade level. This means that a student can demonstrate through their work/assessments a clear and consistent understanding of the knowledge, reasoning, skill, or products. |
| 3 | The student meets the target but demonstrates small gaps/errors in understanding. The student can generally grasp and apply the concepts, processes, and skills for the grade level. However, their work/assessments show there are problems that keep the student from applying the target in all situations or answering all parts of the questions. |
| 2 | The student approaches the target but demonstrates large gaps/errors in understanding. The student has trouble grasping and applying the concepts, processes, and skills for the grade level. Their work/assessments show there are large problems that keep the student from applying the target in situations or answering all parts of the questions. The student can demonstrate some understanding of the target. |
| 1 | The student is not meeting the content standards. The student is beginning to grasp and apply key concepts, processes, and skills for the grade level but produces work that contains many errors. This means that a student demonstrates a limited understanding of the target. Student work is generally incorrect and shows little understanding of the target. |

**Grading Conversion Chart (by the number of questions per learning target)**

**\*\*Missing assignments will calculate as a zero\*\***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Points Awarded in IC** | **Number Correct out of Number Possible** | | | | | | | |
| **4** | 3/3 | 4/4 | 4/5 5/5 | 5/6 6/6 | 6/7 7/7 | 7/8 8/8 | 8/9 9/9 | 9/10 10/10 |
| **3** | 2/3 | 3/4 | 3/5 | 4/6 | 5/7 | 5/8 6/8 | 6/9 7/9 | 7/10 8/10 |
| **2** | 1/3 | 2/4 | 2/5 | 3/6 | 3/7 4/7 | 3/8 4/8 | 4/9 5/9 | 4/10 5/10 6/10 |
| **1** | 0/3 | 0/4 1/4 | 0/5 1/5 | 0/6 1/6 2/6 | 0/7 1/7 2/7 | 0/8 1/8 2/8 | 0/9 1/9 2/9 3/9 | 0/10 1/10 2/10 3/10 |