

New York University
Department of Media, Culture, and Communication
MCC-UE 1760: Innovations in Marketing: Social Engagement

Instructor: Marcus Collins

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Class: MCC-UE 1760, Section 002

Class Location: East Building, Room 207

Class Meeting Times: Tuesdays 4:55-7:25 pm

COURSE DESCRIPTION

Bob Dylan once sang, “The Times They Are A-Changin’,” and in the world of marketing, truer words have never been spoken. The ubiquity of technology and the advent of the social web have made it theoretically easier to reach target audiences but simultaneously more difficult to ‘break through.’ This shift has challenged conventional approaches to marketing communications and put more emphasis on leveraging social media as a means to engage consumers and propagate communications, ideas, products, and the like. This course takes an in-depth look at the relationship between media and human behavior in order to equip students with the ability to design socially driven marketing initiatives. Students will get hands-on experience creating comprehensive social strategies and marketing campaigns for active brands that aim to catalyze sharing from person to person.

LEARNING OUTCOMES

Through successful completion of this course, students will be able to apply the principles of psychology and choice architecture to design socially engineered, marketing campaigns. Students will learn:

- How social media platforms impact consumer behavior
- How marketers can leverage social dynamics to excite the spread of ideas, messages, and products
- How to create content and consumer experiences that are “built to share”
- How to shape the conditions of the environment in such a way that influences behavioral outcomes
- How social media tools can be used to deliver contextually relevant communications
- The role of analytics and its ability to measure data for insight extraction and campaign evaluation

REQUIRED TEXTS

Nicholas Christakis & James Fowler - *Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives - How Your Friends' Friends' Friends Affect Everything You Feel, Think, and Do*, 2009

Dan Ariely - *Predictably Irrational, The Hidden Forces That Shape Our Decisions*, 2009

Jonah Berger - *Contagious: Why Things Catch On*, 2013

**Books can be ordered online through Amazon or any retailer of choice.*

COURSE APPROACH

Class meetings will include weekly lectures, video presentations, and in-class activities, such as case discussions, pre-assigned deliverables, and experiential exercises.

ATTENDANCE

Because a core component of this course focuses on interactivity, the major parts of the learning process will take place in the classroom. Therefore, attending all classes is essential. Please arrive on time for each class so that our sessions start promptly.

If for some unavoidable reason you must miss a class, please let me know in advance - in writing - so that your absence will not be unexplained.

PREPARATION

For you and your classmates to get the most out of each class, it is necessary that you carefully complete pre-assigned readings before class and actively participate in discussions during class. I expect you to be fully prepared for each class session and may call upon you to start the discussion or answer a specific question during the class on any day. As such, if you have questions on the readings, it is your responsibility to let me know prior to class (via email or arranging office hours), or at the beginning/end of class.

Ultimately, if you do not prepare for the class, you will miss out on a wealth of important content addressed during our meetings. Not to mention, you will not be able to participate in class effectively or realize the desired outcomes of the course. Class meetings do not test you on the background material directly, but they are based on your understanding and retention of the text material. Therefore, reading the background material is crucial. I implore you to read not just because it's required but, if nothing else, out of intellectual curiosity.

Evaluation

Your assessment and final grade in this course will be based on your successful completion and overall performance on three (3) graded deliverables and your contributions to the class during our weekly meetings. The grading weights are defined as such:

Participation: 15%

As noted, every session of the course will involve interaction, and I expect each class member to be prepared at all times in every class, having familiarized yourself with the readings, assigned videos, etc. Please remember that class participation will not be judged merely by your "airtime," but by the quality of the comments you contribute to group discussions and exercises.

Weekly Assignments: 20%

Each week you will be given creative and strategic assignments to prepare for the following week's session. These assignments will be indicative of the topics covered during the course and will be discussed during class sessions. These assignments could potentially take the form of mini-projects, quizzes, and presentations.

Midterm Project (3/10): 25%

Each individual will be responsible for completing a midterm project. This project will serve to assess your understanding of course concepts up to this point.

In this individual assignment, you will identify a social campaign of your choice that launched in the past year (12 months). In deck form, you will explain what the campaign aimed to do, what aspects of the campaign worked, what aspects didn't work, what the brand could have done better to reach its aim, and what you would have done if you were Dir. of Social Engagement for said brand/company/organization/etc.

Assessment will be evaluated on the basis of the following attributes:

- Informed understanding of campaign elements and its "social" components, as defined in this course
- Proper use of course nomenclature
- Ability to strategically identify and investigate the most applicable networks
- Analysis of network alignment to brand campaign
- Ability to deliver creative solutions
- Identification of influence
- Overall ability to convey a sound rationale and persuasive argument
- Presentation of ideas (visual, writing, formatting, etc.)

Final Team Projects (4/28 & 5/5): 40%

You will be assigned to a team of 3-4 people, and in these teams you will be responsible for a comprehensive presentation that demonstrates your collective mastery of course materials and learning outcomes. Your teams will be given a brand to analyze throughout the duration of the course in an effort to design a social campaign that will successfully bring new consumers to the brand's ecosystem.

Performance will be evaluated on the basis of the following attributes:

- Informed understanding of the brand and its current efforts
- Network identification
- Network analysis
- Skilled use of the environment
- Proper usage of available tools
- Leverage social analytics to inform thinking
- Designed to meet KPI's and benchmarks

Evaluation Rubric

A= Excellent

This work is comprehensive and detailed, integrating themes and concepts from discussions, lectures and readings. Writing is clear, analytical and organized. Arguments offer specific examples and concisely evaluate evidence. Students who earn this grade are prepared for class, synthesize course materials and contribute insightfully.

B=Good

This work is complete and accurate, offering insights at general level of understanding. Writing is clear, uses examples properly and tends toward broad analysis. Classroom participation is consistent and thoughtful.

C=Average

This work is correct but is largely descriptive, lacking analysis. Writing is vague and at times tangential. Arguments are unorganized, without specific examples or analysis. Classroom participation is inarticulate.

D= Unsatisfactory

This work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Classroom participation is spotty, unprepared and off topic.

F=Failed

This grade indicates a failure to participate and/or incomplete assignments.

A = 94-100

A- = 90-93

B+ = 87-89

B = 84-86

B- = 80-83

C+ = 77-79

C = 74-76

C- = 70-73
D+ = 65-69
D = 60-64
F = 0-59

COURSE POLICIES

Absences and Lateness

More than two unexcused absences will automatically result in a lower grade. Chronic lateness will also be reflected when evaluating your participation. Regardless of the reason for your absence, you will be responsible for any missed work. Travel arrangements do not constitute a valid excuse for rescheduling exams. There are no extra credit assignments for this class.

Format

Please type and double-space your written work. Typing improves the clarity and readability of your work, and double-spacing allows room for me to comment. Please also number and staple multiple pages. You are free to use your preferred citation style. Please use it consistently throughout your writing. If sending a document electronically, please name the file in the following format: YourLastName CourseNumber AssignmentName

Grade Appeals

Please allow two days to pass before you submit a grade appeal. This gives you time to reflect on my assessment. If you still want to appeal your grade, please submit a short but considered paragraph detailing your concerns. Based on this paragraph I will review the question and either augment your grade or refine my explanation for the lost points.

General Decorum

Slipping in late or leaving early, sleeping, text messaging, surfing the Internet, doing homework in class, eating, etc. are distracting and disrespectful to all participants in the course.

Academic Dishonesty and Plagiarism

http://steinhardt.nyu.edu/policies/academic_integrity

The relationship between students and faculty is the keystone of the educational experience at New York University in the Steinhardt School of Culture, Education, and Human Development. This relationship takes an honor code for granted and mutual trust, respect, and responsibility as foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high-quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams to making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you cheat on an exam, submit the same work for two different courses without prior permission from your professors, receive help on a take-home examination that calls for independent work, or plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following: copy verbatim from a book, an article, or other media; download documents from the Internet; purchase documents; report from other's oral work; paraphrase or restate someone else's facts, analysis, and/or conclusions; or copy directly from a classmate or allow a classmate to copy from you.

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

Avoiding Academic Dishonesty

- Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
- Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.

- Always proofread your finished work to be sure that quotation marks, footnotes and other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.

Disciplinary Sanctions

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline.

The Steinhardt School Statement on Academic Integrity is consistent with the New York University Policy on Student Conduct, published in the NYU Student Guide.

STUDENT RESOURCES

- Students with physical or learning disabilities are required to register with the [Moses Center for Students with Disabilities](#), 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.
- Writing Center: 411 Lafayette, 3rd Floor. Schedule an appointment online at www.rich15.com/nyu/ or just walk-in.

SCHEDULE OF CLASSES, READINGS AND ASSIGNMENTS

The course will be taught through the **N.E.T.S.** framework, a bespoke approach designed to address the key components of social marketing:

1. Networks - *people*
2. Environments - *context*
3. Tools - *platforms*
4. Success - *outcomes*

Session	Topic
Feb 3, 2015	Reframing The Landscape
Feb 10, 2015	<p>Networks I What Is Social?</p> <p>READINGS: http://blogs.hbr.org/2012/06/the-importance-of-studying-the/ http://mobile.theverge.com/2014/3/13/5488558/danah-boyd-interview-the-era-of-facebook-is-an-anomaly http://www.businessweek.com/articles/2013-01-10/the-dunbar-number-from-the-guru-of-social-networks#p2</p>
Feb 17, 2015	<p>Networks II Leveraging Networks of Influence</p> <p>READINGS: http://poptech.org/e1_duncan_watts</p> <p>Nicholas Christakis & James Fowler - Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives - How Your Friends' Friends' Friends Affect Everything You Feel, Think, and Do (Pgs. 33-60, Pgs. 95-134, and Pgs. 135-171)</p> <p>R. Iyengar, S. Han, and S. Gupta - Do Friends Influence Purchases in a Social Network?</p> <p>Gueorgi Kossinet & Duncan J. Watts - Origins of Homophily in an Evolving Social Network</p>
Feb 24, 2015	<p>Networks III Leveraging Networks of Utility</p> <p>READINGS: E. Bakshy, J. Hofman, W. Mason, & D. Watts - Everyone's an Influencer: Quantifying Influence on Twitter</p> <p>Patty Sakunkoo and Nathan Sakunkoo - Analysis of Social Influence in Online Book Reviews</p> <p>Jonah Berger - <i>Contagious: Why Things Catch On</i> (Pgs. 29-60, Pgs. 93-124, and Pgs. 155 - 177)</p> http://www.nytimes.com/2014/05/20/science/why-that-video-went-viral.html?_r=0
TBD, 2015	<p>Networks IV Currency of the Network</p> <p>READINGS: Jonah Berger - <i>Contagious: Why Things Catch On</i> (Pgs. 180 -201)</p> https://www.scribd.com/doc/224608514/The-Full-New-York-Times-Innovation-Report
Mar 3, 2015	<p>Environments I Understanding Context</p> <p>READINGS: Dan Ariely - <i>Predictably Irrational, Revised and Expanded Edition: The Hidden Forces That Shape Our Decisions</i> (Pgs 1-21, Pgs. 67-88, and Pgs. 155-172)</p> <p>Paul Manning - <i>The Semiotics of Brand</i></p>

Mar 10, 2015	Environments II What Happens When We Change The Environment MIDTERM PROJECTS DUE READINGS: Jonah Berger - <i>Contagious: Why Things Catch On</i> (Pgs. 61-92) http://thenextweb.com/lifehacks/2014/09/14/measure-backward-not-forward/ VIDEO: http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions
Mar 17, 2015	NO CLASS SPRING RECESS
Mar 24, 2015	Environments III Shaping The Environment
Mar 31, 2015	Tools I Publishing for the News Feed READINGS: http://adage.com/article/digital/facebook-cuts-brands-organic-reach/295881/
Apr 7, 2015	Tools II Targeting & Hashtags AUDIO: http://www.stitcher.com/podcast/99-invisible/e/145-octothorpe-36379878?
Apr 14, 2015	Success Data Collection and Measurement Guest Lecture from Russell Pinke, Associate Director of Analytics at Translation, LLC
Apr 21, 2015	Course Wrap Up
Apr 28, 2015	Final Projects Presentations Pt. 1
May 5, 2015	Final Projects Presentations Pt. 2

LAST THOUGHTS

This course is designed to be participatory, challenging, but most importantly, enjoyable. I absolutely love this area of practice, and I have personally dedicated myself to the continuous exploration of it. It's not just a career interest of mine but a true passion, and I consider myself fortunate to do it for a living. I hope to share this passion for 'social' with you in hopes that we might learn from each other and collectively contribute to the open-source world of cultural contagion and creative expression.

Thank you.

Assuming you have successfully read through the syllabus, I will give you bonus points for proof that you have done so. Send me an email with the subject line "313" and the body text "Motown" before the first class on 1/26/15, and these bonus points will be awarded to you.