

ET5122 E-STARTUPS AND SOCIAL MEDIA STRATEGIES

Course Code	ET5122
Course Title	E-Startups and Social Media Strategies
Pre-requisites	N.A
No of AUs	3
Contact Hours	Lecture – 30 hours E-learning – 9 hours

Course Aims

This module aims to provide you with the essential knowledge on social media marketing, especially for start-ups. For this purpose, various social media tools that start-ups may explore will be introduced. The concept of social commerce will be covered. You will learn how to carry out strategic planning with social media. Topics such as social media metrics and social models and monetization will be covered to give a holistic understanding of social media marketing.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Use the popular social media tools that can be a valuable resource in a start-up.
2. Explore new and innovative ways to unleash potential of social media marketing.
3. Start a social commerce business.
4. Conduct a productive brainstorming session.
5. Work effectively in a team for social media marketing

Course Content

1. Overview of social media marketing for start-ups
2. Social media and start-ups
3. Exploration of social media tools for start-ups
4. Exploration of e-commerce shopping site
5. Social commerce
6. Strategic planning with social media
7. Strategic planning with social media
8. Social media metrics
9. Social models and monetization

Assessment (includes both continuous and summative assessment)

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment rubrics
1. Class Participation	2	Competence, Communication,	20%	Individual	Appendix 1
2. Individual Assignment	2	Competence, Communication, Creativity,	30%	Individual	Appendix 1
3. Group Assignment	1,2,3,4,5	Competence, Communication, Creativity,	50%	Team	Appendix 1
Total			100%		

Formative feedback

Feedback is central to this course. You will receive both written and verbal feedback from the lecturer and your peers about your presentations.

Learning and Teaching approach

Approach	
Project Discovery	The course adopts the “Project Discovery” approach, which focuses on inculcating a culture of proactive individual and collaborative learning. The roles of the instructors are to facilitate discussion and to guide you to acquire fundamental concepts and theories. You are expected to adopt, adapt and synthesize the acquired concepts and theories into practice.
Group Work	This will provide opportunity for you to learn from one another and to become active participants in their learning. With group based work helps students will develop skills valued by employers (such as problem solving, negotiation, conflict resolution, leadership, critical thinking and time management)
Report	The report is designed to assist you to develop your analysis and argument for the chosen business venture. It serves to deepen your skills and application of theories in developing your own business venture.
Student presentations	You will present your digital marketing plan to the whole class. This supports peer-learning as well as developing research and presentation skills.

Reading and References

Tracy L.Tuten & Michale R. Solomon (2013) Social Media Marketing, International Edition, Pearson.

REFERENCE MATERIALS

1. Kent Wertime and Ian, John Wiley 2010. Fenwick, Digimarketing, John Wiley 2008

2. Scott, New Rules of Marketing, John Wiley 2010.
3. Larry Weber, Marketing to the Social Web, John Wiley 2009.
4. Fox, Marketing in the Age of Google

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to attend a quiz or midterm, you have to submit the original Medical Certificate (or another relevant document) to the administration to obtain official leave. In this case, the missed assessment component will not be counted towards the final grade. There are no make-up quizzes or make-up midterm.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	Course ILO	Readings/ Activities
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Lesson 1 and 2	<p>Overview of social media marketing for start-ups</p> <ul style="list-style-type: none"> • What are social media • Social media versus traditional media • Web 2.0, and its defining characteristics • Overview of social business models 	ILO 1 and 2	<p><u>TEXTBOOK</u></p> <p>Tracy L.Tuten & Michale R. Solomon (2013) Social Media Marketing, International Edition, Pearson.</p> <p><u>REFERENCE MATERIALS</u></p> <ol style="list-style-type: none"> 5. Kent Wertime and Ian, John Wiley 2010. 6. Fenwick, Digimarketing, John Wiley 2008 6. Scott, New Rules of Marketing, John Wiley 2010. 7. Larry Weber, Marketing to the Social Web, John Wiley 2009. 8. Fox, Marketing in the Age of Google <p><u>READINGS</u></p> <p>Apart from the suggested readings provided above, all students are encouraged to read widely and learn from the various sources of information (for example journal articles, newspapers, periodicals, websites, multi-media tools etc.).</p>
Lesson 1 and 2	<p>Social media and start-ups</p> <ul style="list-style-type: none"> • Why is social media valuable to startups • Social media and the marketing mix • Social media and product management 	ILO 1 and 2	
E-learning	Exploration of social media tools for start-ups	ILO 1 and 2	
E-learning	Exploration of e-commerce shopping site	ILO 1 and 2	
Lesson 5 and 6	Project consultation	ILO 3, 4 and 5	
Lesson 5 and 6	<p>Presentation 1</p> <p>Social media tools for start-ups</p>	ILO 3, 4 and 5	
Lesson 5 and 6 and 7	<p>Social commerce</p> <ul style="list-style-type: none"> • Social commerce versus e-commerce • Social shopping applications and tools • Psychological factors that influence social shopping 	ILO 3, 4 and 5	
Lesson 8 and 9	<p>Strategic planning with social media</p> <ul style="list-style-type: none"> • Three phases of social media marketing maturity • Growing and engaging an audience on social media • Viral campaigns 	ILO 3, 4 and 5	

Lesson 8 and 9	Strategic planning with social media <ul style="list-style-type: none"> • Inbound content marketing with social media • Digital and social communities, social entertainment. • Social publishing and managing contents 	ILO 3, 4 and 5	
Lesson 10 and 11	Social media metrics <ul style="list-style-type: none"> • Role of metrics in social media marketing programs • Measurement of social media marketing programs • Calculation of social media ROI • Costs and benefits of a social media marketing program 	ILO 3, 4 and 5	
Lesson 10 and 11	Social models and monetization <ul style="list-style-type: none"> • Tracking social media results. 	ILO 3, 4 and 5	
Lesson 10 and 11	Hands-on – Setting up of e-commerce shopping site Consultation	ILO 3, 4 and 5	
Lesson 12 and 13	Presentation 2	ILO 3, 4 and 5	

Appendix 1: Assessment Criteria for ET5122 E-Startup & Social Media Strategies

Standards	Criteria
A+ to A-	Content shows maturity in style with areas covered in depth, in a relevant and competent manner showing insight, knowledge and understanding of the topics covered. Ability to selectively apply key theoretical frameworks to the assignments given. Free of typos and formatting problems; excellent charts and graphs to convey information clearly and efficiently. Excellent presentation. Very active participation during class.

B+ to B-	Content demonstrated detailed considerations, with some minor omissions or lapses to complete the assignments. Mostly free of typos, formatting errors. Good charts and graphs to illustrate data presented. Overall, a good understanding of the topics covered. Good presentation. Active participation during class.
C+ to C	Noticeable variation in quality of content and less attention paid to some important aspects but showed understanding of the topics covered. No intrusive typos or formatting mistakes, charts and graphs convey information. Average presentation. Average participation during class.
D+ to D	Adequate content but with little evidence of research or analysis on the subject matter. Minimal application of topics covered. Some sections missing or not covered in sufficient depth. Presentation may be unprofessional and have intrusive typos and format errors. Charts and graphs may be confusing and misleading. Less than average presentation. Less than average participation during class.
F	Unsatisfactory content with lack of content. No evidence of systematic development showing a lack of understanding of topics covered. A number of incomplete sections or important analysis not addressed. Looks unprofessional, typos and formatting errors may prevent understanding. Charts and graphs may be missing. Poor Presentation. Lack of participation during class.

Appendix 2: Peer Evaluation for Group Assignment

Peer evaluation will be conducted after the oral presentation and submission of group assignment. You will be asked to evaluate each member of your team. You will use the following to evaluate your team members and yourself using the following scale:

1=Strongly Disagree;

2=Disagree;

3=Agree;

4=Strongly Agree;

	Yourself	Member 1	Member 2	Member 3	Member 4	Member 5
Contributed the fair share of work						
TOTAL						
Comments, if any						

Your total score will be averaged based on the number of members in your team. If your average score is 75% and above, your score for the group assignment will be the same as your team score.

If your average score is 50% and above but below 75%, your score for the group assignment will be your team score less 5 marks.

If your average score is above 25%, but below 50%, your score for the group assignment will be your team score less 10 marks.

If your average score is 25% and below, your score for the group assignment will be your team score less 20 marks.