**COURSE SYLLABUS**
**PUR4501: Social Media Listening & Analytics**

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| **INSTRUCTOR** | Alexis Fitzsimmons, Ph.D. |
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| **CLASS TIME** | Spring 2025 |
| | 100% Online (Asynchronous) |
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| **OFFICE HOURS** | Office hours by appointment via Zoom. Please feel free to email me any time you want to schedule a time to chat about the course, your project, career advice, etc. |

## ABOUT THE COURSE

Social media provide a wealth of data that can help organizations understand and build relationships with their target audiences. In this three-credit course, you will learn how to leverage social media to gain insights about organizations, their competitors, their industries and more. Using that data, you will learn how to provide actionable, data-driven recommendations to improve organizations' social media, communications and even overall business strategy. You will gain hands-on experience using social media listening and analytics tools, as well as building and presenting social media listening and analytics reports. Real-world applications will help you build a robust portfolio that showcases your analytical and presentation skills.

**COURSE OBJECTIVES**
In this course, you will gain experience analyzing social media data to prepare you to meet the demands of today's industry. You will:
- Understand the role of social media listening in helping organizations achieve their goals and understand their target audiences;
- Analyze social media data using social media listening tools;
- Draw meaningful insights and provide actionable and strategic recommendations based on thorough social media listening analysis;
- Communicate findings and recommendations effectively;
- Develop and apply critical thinking, writing and data visualization skills through assignments that mimic industry work.

**COLLEGE OF JOURNALISM & COMMUNICATIONS OBJECTIVES**
The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- Present images and information effectively and creatively, using appropriate tools and technologies;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- Effectively and correctly apply basic numerical and statistical concepts;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply tools and technologies appropriate for the communications professions in which they work.

**FORMAT & CONTENT**
This course is entirely asynchronous. Weekly, online modules in Canvas will guide you through the course content and assignments. You can access all course materials e-Learning (https://elearning.ufl.edu/). It is important for you to keep up with all course materials. Please check the site daily.

**MATERIALS**
There is no textbook required for this class; however, you are responsible for reading/watching/listening to **all** posted course content.

## GRADING & ASSIGNMENTS

**GRADING POLICY**
Final grades will be based on the following scale:

- A      92-100%
- A-     90-91%
- B+     88-89%
- B      82-87%
- B-     80-81%
- C+     78-79%
- C      72-77%
- C-     70-71%
- D+     68-69%
- D      62-67%
- D-     60-61%
- E      below 60%

**COMPONENTS OF YOUR FINAL GRADE**
- **Learning Checks (20%)** – Learning checks throughout the semester will test your knowledge of the course material and understanding of social media listening and analytics terminology. Questions from learning checks may related to posted readings, videos, podcasts or lectures. Again, make sure to read/watch/listen to **all** posted content.
- **Discussions (20%)** – Discussions will allow you to reflect on course content and interact with your peers in an online setting.
- **Activities (20%)** – Activities will allow you to explore social listening tools and technology and review social listening cases independently.
- **Group Social Listening & Analytics Report (40%)** – With your group, you will develop a social listening and analytics report with actionable recommendations for a client. You will complete several components of the plan throughout the semester that will count toward your final grade. The final project will require you to create a presentation and present as a team via a Zoom recording. Your team members' evaluations of your project contribution and overall participation will affect your grade, too. See the breakdown below:
  - Project Components – 40%
  - Final Project and Presentation – 50%
  - Self & Peer Evaluations – 10%

## COURSE EXPECTATIONS

**SUBMITTING ASSIGNMENTS**

Regarding the assignments you submit for this course, everything you write must be coherent, logical and carefully edited. All assignments must be "client-ready," which means they have been proofread, reviewed and formatted correctly. I will hold you to this standard even on "smaller" assignments with a goal of preparing you for the public relations/communications profession.

Please do not wait until the last minute to start working on your assignments. Public relations and social media professionals are often bound by tight, important deadlines, and missing these can damage their and their clients' reputation.

***Deadlines & Late Policy***
- All assignments are due on Canvas by 11:59 p.m. on the due date unless otherwise noted.
- You may submit <u>one assignment</u> late (48 hours maximum) without any penalty. Any additional late assignment will receive a grade of zero (0).

Requirements for make-up assignments and other work in this course are consistent with university policies found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

**ACADEMIC HONESTY**

The work you submit must be your own and specific to this course. You may be asked to reflect on your past experiences for assignments, but you should not submit anything that you wrote for another class, internship, as a volunteer or in another academic or professional setting as work for this course.

Use APA format to cite all sources, including websites and social media pages. Anything copied word for word must have quotations around it and clear attribution. This must be done for all discussions, assignments and projects. You must also list your sources in a references page.

As a UF student, you are bound the UF Student Conduct and Honor Codes, which provide examples of unethical academic behavior, such as cheating, plagiarism, misrepresentation and fabrication. Any case of academic dishonesty will result in failing the course. I will follow university guidelines for any incidents of academic dishonesty. To view the UF Student Conduct and Honor Codes, visit: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.

*AI Policy for Student Work*

In this course you may be asked to use generative AI for some assignments. AI is commonly used in the profession, so familiarity with generative AI tools is important. However, do not let your creative thinking and editing skills lapse! **When AI is allowed or encouraged in assignments, you will need to document how AI was used.** This could include providing your original prompts, showing the editing that you did to the created content or using appropriate citation of information obtained via generative AI. If you are using AI when not explicitly allowed, that is considered a violation of the honor code as you are presenting content as your own that was not fully created by you. There are various AI detection tools available (built within Canvas and externally such as ZeroGPT), and many AI platforms follow very formulaic response patterns. If I am concerned that your work is not your own, I will try to verify the originality of your work. If unable to do so, I may ask you to resubmit the assignment detailing how you arrived at your submission.

**PROFESSIONALISM**

The College of Journalism and Communications is a professional school, and professional decorum is expected at all times. You are expected to conduct yourself in an honest, ethical, respectful and courteous manner with other students and with me, abiding by the UF Student Conduct and Honor Codes.

## STUDENTS WITH DISABILITIES

Students with disabilities who would like to request academic accommodations should connect with the Disability Resource Center. Click here to get started with the Disability Resource Center. If you have an accommodation letter, please let me know as early as possible in the semester. To contact the Disability Resource Center, visit https://disability.ufl.edu/ or call 352-392-8565

## OTHER COURSE POLICIES & RESOURCES

**IN-CLASS RECORDING**
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**ONLINE COURSE EVALUATION POLICY**
At the end of the semester, please provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. You will be notified when the evaluation period opens and can complete evaluations through the email you receive from GatorEvals, in your Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

**CAMPUS RESOURCES**
*Health & Wellness*
- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *University Police Department*: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

### Academic Resources
- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Student Complaints On-Campus*: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- *On-Line Students Complaints*: View the Distance Learning Student Complaint Process.

## COURSE TIMELINE

This timeline is subject to change. Students are responsible for checking Canvas daily for course announcements and updates.

Week 1: January 13    Welcome and Syllabus Overview
Week 2: January 20    Overview and Benefits of Social Listening
Week 3: January 27    Diving into Social Listening Terminology
Week 4: February 3    Social Listening Cases in Public Relations Practice
Week 5: February 10   Setting Social Listening Goals
Week 6: February 17   Choosing Social Listening Tools
Week 7: February 24   Analyzing/Interpreting Social Listening Data
Week 8: March 3       Reporting Social Listening Data
Week 9: March 10      Providing Social Listening Insights and Recommendations
Week 10: March 17     SPRING BREAK

Week 11: March 24    Putting Learnings into Practice: Part I Project
Week 12: March 31    Putting Learnings into Practice: Part II Project
Week 13: April 7    Putting Learnings into Practice: Part III Project
Week 14: April 14    Guest Speaker 1
Week 15: April 21    Guest Speaker 2
Week 16: April 28    Last Week of the Semester, Final Project Due