

Standard Course Outline

MKTG 680 Social Media and Digital Media Analytics

I. General Information

- ♦ Course number: MKTG 680
- ♦ Title: Social Media and Digital Media Analytics
- ♦ Units: 3 credits
- ♦ Prerequisites: MKTG 500
- ♦ Course Coordinator: Department Chair
- ♦ Date prepared/revised: October 2020

II. Catalog Description

Students will learn how to analyze a variety of customer data available on multiple digital media outlets, especially popular social media platforms to uncover customer preferences, market trends, and other useful business insights. The analytical findings contribute to better decision making on marketing strategies, such as effective marketing communication, enhanced customer relationship management, and improved return on marketing investment. Privacy and other ethical issues in analyzing and using digital/social media data are integrated into the course. Letter grade only (A-F).

III. Curriculum Justification(s)

The proliferation of digital media has generated a variety of online data including texts, images, videos, and other metadata. Analysis of customer opinions expressed across digital media outlets increasingly plays an essential role in marketing decisions. In particular, the exponential growth and availability of customer and marketing data on social media has spawned many challenges that include analysis, data management, visualization, and information privacy. The skillsets required to analyze digital/social media data go beyond the traditional statistical technique. After completing this course, students will have a better understanding of the different types of digital/social media data and be equipped with the necessary skill sets to analyze them.

IV. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

- **Digital/social media data analysis:** Students will learn and implement the various steps needed to obtain insights from digital/social media data analysis. These steps include defining research questions, collecting and manipulating relevant customer data, conducting appropriate analyses, and interpreting analytic results.

- **Theories on statistical analysis of unstructured customer data:** Students will learn the underlying statistical and customer theories to apply a proper analysis method to given research questions and types of customer data.
- **Critical thinking:** Student will develop the ability to critically evaluate business situations, to tackle the research problem, and to determine the most appropriate analytical method.
- **Strategic thinking:** Students will demonstrate how to gain insight from the analysis of digital/social media data and to recommend a proper business strategy based on empirical evidence.

V. Outline of Subject Matter

The topics listed below should be included in the course. Due to the dynamic nature of the topic area, this list may be updated occasionally to include new and emerging topics and to delete ones rendered unimportant.

1. Listening to customers' voice: Text analytics
 - Collecting unstructured customer opinions
 - Analyzing customer sentiment
 - Visualizing customer opinions
 - Classifying customer opinion (Topic modeling or related techniques)
2. Analyzing customer networks
 - Social network analysis: Network centrality and other network measures
 - Customer network structures
 - Visualization of customer network
3. Privacy and ethical issues in how digital/social media data is used

Other topics can be added into the course based on the instructor's preferences, such as:

- Influence marketing
- Effectiveness of social media advertising
- Mining images on digital/social media
- Online reviews, E-commerce, and 2-sided platforms
- Online display advertising
- Web analytics and Google analytics

VI. Methods of Instruction

A. Instruction Mode

- Traditional
- Hybrid
- Local Online
- Distance Education

B. Classroom Activities

- In-class data analysis exercises
- Case analysis assignments with real world data: Case writing to recommend a proper course of action based on analytic results
- Course group project: Define business problem, collect and clean data, conduct a statistical analysis, and recommend a course of action. Data analysis project with a client can be accommodated as this group project.
- Examinations: Formats should require students to demonstrate critical thinking and application/problem solving skills. Multiple choice exams are not allowed.

C. Extent and Nature of Technology Use:

Careful and ethical use of computing resources is the responsibility of every user. As a user of these resources, you agree to be subject to the guidelines of the “[Policy Governing Access to and Use of CSULB Computing Resources](#)”. These guidelines apply to all computing resources provided by the University; some guidelines are more directly related to time sharing systems, some to microcomputers and local area networks, and some to all systems.

VII. Information about Textbooks/Readings

There is no standardized textbook. The following materials can be recommended as a reference:

- [Social Media Mining: An Introduction](#), Reza Zafarani, Mohammad Ali Abbasi, and Huan Liu.
- [Mining the Social Web](#), 2e, Matthew Russell, O'Reilly Media.
- [An Introduction to Network Analysis with R and statnet](#), Ryan Acton and Lorien Jasny
- [Social Network Analysis: A Handbook](#), John Scott
- [Introduction to social network methods](#) by Robert Hanneman and Mark Riddle.

The following sources provide many useful analytics cases with business data:

- [Darden Business Publishing, University of Virginia](#)
- [Harvard Business School Publishing](#)
- [Ross School of Business, Global Lens, University of Michigan](#)
- [INSEAD Case Publishing](#)
- [Ivey Cases, Western University](#)
- [Kellogg Case Publishing, Northwestern University](#)
- [Stanford Graduate School of Business](#)

VIII. Instructional Policies Requirements

A. Grading Policy:

- Final course grades shall be based on at least three (3), and preferably four (4) or more, demonstrations of competence by the student. In no case shall the grade on any single demonstration of competence count for more than one-third of the final course grade.
- Examinations preferably use short answer questions, essays, and must require some form of application, critical thinking, and / or integrations of concepts. Multiple-choice questions should be less than 50% of the total exam points. If multiple-choice questions are used, they should predominantly focus on concept and technique application, not simple recall or recognition.
- See [Academic Senate Policy Statement 12-03: Final Course Grades, Grading Procedures, and Final Assessments](#).

B. Policy on Classroom Behavior:

- All cell phones & other electronic devices (e.g., pagers, iPads, iPods, PDAs) must be put on vibrate or turned off and not on your desk during class.
- Students are responsible for what transpired if they miss a class. It is the student's responsibility to contact the instructor or a classmate to determine what was missed. See "Policy on Make-up Exam and Assignments" below.
- Talking and other disruptive behavior are not permitted while classes are in session.
- Students are expected and must do ORIGINAL work for all assignments, including exams. See "Academic Integrity" policy below. It is the student's responsibility to notify the professor in advance of a need for accommodation of a disability that has been verified by the University.
- See also [Department of Marketing Classroom and Online Conduct Policies](#).

C. Policies on Withdrawal, Late Withdrawals, and Incompletes:

The University policy on dropping and withdrawal from classes is set forth in the schedule of classes. Students are obligated to officially withdraw from their courses even though they may not have attended. Withdrawals require the signature of the instructor, the chairperson, and the Dean of the COB.

D. Academic Integrity:

- Students are expected to do original work for all assignments, including exams.
- Students are responsible for their own conduct and all cases of dishonesty (e.g., plagiarism, cheating) will be reported to the proper university officials.

- Students are expected to adhere to the [College of Business policy on academic integrity](#) and the University's [Academic Senate Policy Statement 08-02: Cheating and Plagiarism](#). Please avoid an embarrassing or unfortunate situation.

IX. Disabilities:

The [Bob Murphy Access Center](#) (BMAC) provides certification for students with disabilities and helps arrange relevant accommodations. Any student requesting academic accommodations based on a disability is strongly encouraged to register with Disabled Student Services (BMAC) each semester. A letter of verification for approved accommodations can be obtained from BMAC. Please be sure to provide your instructor with BMAC verification of accommodations as early in the semester as possible. The phone number for BMAC is (562) 985 5401. The email address is: bmac@csulb.edu.

X. Assistive Technology

In compliance with [Accessibility and Faculty Responsibility for the Selection of Instructional Materials \(PS 08-11\)](#), instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

XI. Consistency of SCO Standards across Sections

All future syllabi will conform to the SCO. The course coordinator should review the SCO and offer advice and/or materials to faculty member new to teaching the course. The course coordinator may offer or require regular review of instructors' course materials as well as anonymous samples of student work.

XII. Additional Resources for Development of Syllabi

- [Academic Senate Policy 11-07: Course Syllabi and Standard Course Outlines](#)
- College of Business [Accessible Syllabus Template](#)
- Faculty Center [Course and Syllabus Design](#)