

<b>Subject Code</b>	ENGL3011
<b>Subject Title</b>	Content Design for Social Media
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	None
<b>Objectives</b>	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> <li>1. Understand the emerging role of Social Media as an important vehicle for promoting a culture of participation, interaction, persuasion and influence where social networks, news, photos, blogs and videos are used to harness collective intelligence and encourage active communication among users.</li> <li>2. Learn the analysis and content design relating to social media that are essential to promote the notion of influence and the gathering of valuable information pertaining to products, services, and brands in the increasingly competitive market.</li> <li>3. Identify, plan and align business objectives that leverage on specific elements of social media programs to strategically reach target audience.</li> </ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><i>Professional/academic knowledge and skills</i></p> <ol style="list-style-type: none"> <li>(a) define social media and understand the evolving needs and strategies to integrate elements of social media ;</li> <li>(b) identify different types of social media and their social feedback cycles and how direct communications among consumers may provide opportunities and threats;</li> <li>(c) investigate and critically review the pros and cons of various social media channels and their effectiveness in creating different and multiple levels of influence and to promote a participatory culture;</li> <li>(d) systematically analyze various social media options and align these options with marketing objectives.</li> </ol> <p><i>Attributes for all-roundedness</i></p> <ol style="list-style-type: none"> <li>(e) communicate effectively in project presentation and document design/ reports;</li> <li>(f) learn independently for identifying and solving problems;</li> <li>(g) collaborate with other team members for project design and development, while exhibiting leadership in a project team whenever designated or necessary;</li> <li>(h) think and reason in a critical and creative mind, especially in applying different social media technologies to extend the network value and its reach to consumers.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Introduction to social media and how it compares to traditional media; from centralized push marketing to</li> </ol>

	<p>participatory marketing; social media opportunities and threats; elements of social media;</p> <p>2. The power of collective intelligence; social network value laws; practical engagement with social media; social media in marketing; various phases and cycles in social feedback;</p> <p>3. Analyzing and planning social media platform; social media content design; blogging, corporate blogging, micro blogging, photo and video sharing.</p> <p>4. Introduction to the latest and future social media; recent advancement of Web technologies, Web 2.0 and Web 3.0, and their impact on social media</p>																																																			
<p><b>Teaching/Learning Methodology</b></p>	<p>This subject emphasizes the design and analysis aspects of social media content and platform development. It is intended to equip the student with knowledge and practical experience on how to leverage social media as an important platform to promote many-to-many collaborative networking.</p> <p>The lectures will be used to deliver course material that will be practiced/reinforced during the labs and tutorials.</p>																																																			
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="563 1025 1364 1469"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="8">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> </tr> </thead> <tbody> <tr> <td>Worksheets and short papers (6 in total)</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Project</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="8"></td> </tr> </tbody> </table> <p>The assessment methods are appropriate for evaluating students' understanding of the concepts and principles taught in the class, as well as equipping them with practical problem solving skills and critical thinking.</p> <p>Individual assignments are on a regular basis to enable students to think and work independently. Group assignments in the form of projects will assess students' ability to work collaboratively in team and to solve real-world problems. Students will also give presentations to show their ability to effectively communicate their design and ideas to the class. Short papers and worksheets will assess students' overall understanding of the concepts and principles learned in the subject.</p>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								a	b	c	d	e	f	g	h	Worksheets and short papers (6 in total)	60%	✓	✓	✓	✓	✓	✓	✓	✓	Project	40%	✓	✓	✓	✓	✓	✓	✓	✓	Total	100 %								
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<b>Student study effort expected</b>	<b>Class Contact:</b>	
	Lecture	39 hours
	Tutorial/Lab	0 hours
	<b>Other student study effort:</b>	
	Worksheets, short papers, project	63 hours
	<b>Total student study effort</b>	<b>102 hours</b>
<b>Reading list and references</b>	<ol style="list-style-type: none"> <li>1. Gavin Bell, Building Social Web Applications: Establishing Community at the Heart of Your Site, O'Reilly, 2009.</li> <li>2. Joshua Porter, Designing for the Social Web, New Riders Press, 2008.</li> <li>3. Dave Evans, Social Media Marketing, Sybex, 2008.</li> </ol>	

Revised as of August 2017