



University of Maryland School of Public Health

HLTH 264 – Tweets & Likes: Digital Health & Social Media

Semester: Spring 2020
Section: 0101
Classroom and Time: TYD 2108 Tuesday/Thursday, 2:00PM – 3:15PM
Course webpage: elms.umd.edu
Instructor: Olivia Kachingwe and Amara Channell Doig **Office Hours:** By appointment
Office: SPH 1224
Email: okaching@umd.edu and acdoig@umd.edu

Course Description: More people search for health information than any other search topic. It has been said that “We are witnessing the emergence of a new phenomenon in health care: self-organizing, online communities of patients, caregivers, clinicians, researchers, academics, and industry, all focused on a particular disease.” There is no doubt that the increasing use of social media and digital health tools do have an impact on the health of populations, but does it result in a positive or negative impact on the health of populations? This course examines the current and potential nature of this use on the public’s health and provides an overview of the knowledge, skills, and terminology necessary to optimize the effectiveness of these technologies to contribute to the enhancement of individual and community health. Students will be expected to not only participate in the use of social media and digital health tools, but also to examine and test how they can have a positive impact.

Course Pre- and Co-requisites: None.

Course Learning Objectives:

Upon completing this course, the student will be able to:

1. Describe how digital health technologies and social media are used globally, particularly in relationship to public health and health promotion.
2. Explain which digital health and social media tools have been used in the context of public health and health promotion.
3. Evaluate the potential effectiveness of these technologies for public health and health promotion.
4. Apply digital literacies to protect themselves and others online.
5. Provide examples of how individuals and organizations use social media and digital technologies to manage and improve population health and to promote individual health.
6. Translate knowledge to effectively manage personal health.

Program Competencies Addressed in this Course:

The following competencies for the Department of Behavioral and Community Health are addressed in this course:

1. Communicate and disseminate the results of community health program evaluations.
2. Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.
3. Apply findings from peer-reviewed journal articles to the creation of social media content and public dissemination of research findings.

Skills Learned or Reinforced in this Course: In addition to the learning objectives and program competencies addressed in this course, students will become proficient in the use of Adobe Spark, Twuffer, and Feedly. Further, students will develop a professional LinkedIn profile and will learn how best to use this platform to identify jobs and internship opportunities.

Required Texts and Other Readings: Book title: *500 Social Media Marketing Tips: Essential Advice, Hints and Strategy for Business: Facebook, Twitter, Pinterest, Google+, YouTube, Instagram, LinkedIn, and more!*

Author & published date: Andrew Macarthy, 2018 ISBN #: 978-1983805912

Required Technology and Other Materials: None.

Course Communication: Contact the course instructor for any problems or issues you run into with these assignments and/or whether you need any additional resources or assistance with an assignment. We will post announcements via Elms for class-wide matters such as class cancelations, instructions regarding graded assignments, and general reminders. We will strive to respond to emails through Canvas within 48 hours. However, we regret that we cannot guarantee an answer to email after 5:00 p.m. or on weekends. We will do the same with you – we will expect answers to email inquiries within 48 hours and not after hours or on weekends. Please plan accordingly. From time to time we may need to get in touch with you. **We'll expect you to check the email account and Announcements through Canvas several times per week.**

Course Requirements and Expectations: This course incorporates social media activity, online videos, interactive assignments, required readings, entries on discussion boards, peer review, and group and individual activities and assignments to promote learning. We expect that before each class you will complete the required readings and/or view the required videos. We will spend class time doing hands on activities that build on those readings and videos. Over the semester you will be expected to complete the modules as you will see in the full content outline below in this syllabus. All of these materials will be organized on the HLTH 264 course site in Canvas (<https://elms.umd.edu/>). Due to the frequent hands-on activities in-class, students are expected to attend class regularly as class participation will assist with mastering the course content.

Major Graded Assignments:

Requirement	Points
Midterm and Final Exams (100 points each)	200
Homework Assignments (7 graded assignments)	75
Final Group Project	175
Class Participation	50
Total Points Available For Final Grades	500

Homework: There will be 7 graded homework assignments throughout the semester in addition to assigned readings and videos:

Homework	Point Value	Due Date
Group Introduction Infographic	10	1/30
Social Media Audit of a Public Health Campaign	10	2/4

Adobe Spark Summary of Hope Report Section	10	2/11
Peer Critique of LinkedIn Profile	10	2/18
Public Health Research @ Maryland Scavenger Hunt	10	4/8
Three Biggest Take-aways	10	5/12
Inspiring Social Media	15	Individualized
Total Homework Points	75	

Final Group Project: Running a 2-week health promotion campaign

For your project, you will run a social media campaign using any platform that is designed to encourage a group of people to take some action to improve a health behavior. The campaign will run for 14 days. You will capture whatever data you can on how the campaign worked and analyze your success. Then you will create a 5-minute video introducing your social media campaign, its successes and challenges, and your 'lessons learned' from the campaign. The videos will be shared in class at the end of the semester.

The project will be completed in stages with a variety of deliverables throughout the semester. You will be guided through each of the stages and you will receive feedback on each of the steps. You will be expected to modify as needed based on the feedback. To ensure that you put thought into responding to feedback and make modifications where necessary, we will require a group response (1 paragraph long) replying to feedback that you get on parts 2,3 and 4.

Groups will spend time in the beginning of the semester discussing group process and strategies for successful group work. You will individually complete a progress report where you can identify any group issues and a final evaluation of your group's process.

Final Project Component	Point Value	Due Date
Part 1 - Project Proposal: Includes the health behavior, your target population, your social media channel, and a project plan that includes timelines/milestones/assignments, and group process contract.	10	2/13/20
Part 2 – Big Picture Planning: Project Vision, Mission, Key Messages, Target Audience, Logo	10	2/21/20
Part 3 - Social Media Goals, Objectives, and Metrics: Goals, SMART Objectives, Strategies, and KPIs	20	2/28/20
Part 4 – Build a following: You will create 4 messages to generate anticipatory awareness of your campaign and build your following.	10	3/6/20
Set Up Your Profile and Run Your Pre-Campaign: Build a following by posting the <u>revised</u> content from part 4.	-	3/23-4/5/20
Part 5 - Social Media Audit: Conduct a social media audit	10	3/10/20
Part 6 - Group Process Progress Report – Each team member will <u>individually</u> submit a paragraph describing how their team is functioning and if any assistance is needed.	5	3/10/20

Part 7 - Social Media Content Calendar –You will create 14 original posts or messages for your campaign and a schedule for when they will be posted. The last message should close out your campaign.	25	3/27/20
Launch and Run Your Campaign: Submit the name of your account so we can follow you.	-	4/7-4/20/20
Part 8 - Campaign Analysis Summary	30	4/28/20
Part 9 - Post your VLOG on Canvas.	40	5/5/20
Part 10 - Final Group Process Evaluation	15	5/7/20
Total Final Project Points	175	

Exams: You will have a midterm exam and a final exam. The final exam is scheduled by the University and will take place during finals week. Often, final exams do not occur during typical class days/times so **DO NOT MAKE TRAVEL ARRANGEMENTS UNTIL AFTER THE FINAL EXAM SCHEDULE IS POSTED.** Students are expected to attend the final exam as scheduled. The schedule will be provided to students as soon as possible. Each exam is worth 100 points.
Total points available – 200.

Use of Course Assistance Websites and Online Group Forums: Course assistance websites, such as CourseHero and others, are not permitted resources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally stifle the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME, WeChat, etc.). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments other than the group assignments for the health promotion campaign is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in **University Course Related Policies**, below.

University Course Related Policies:

All University of Maryland-approved course policies are provided at the following website:
<http://www.ugst.umd.edu/courserelatedpolicies.html>

Policy descriptions, resources, and links to official policy documents are provided for:

Academic Integrity: What is cheating? What is plagiarism? What is the Honor Pledge?

Code of Student Conduct: What behavior is prohibited?

Sexual Misconduct: What to do in case of sexual harassment or sexual assault.

Non-Discrimination: Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.

Accessibility: Information about disability support services (DSS) and accommodations.

Attendance, Absences, or Missed Assignments: The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

Student Rights Regarding Undergraduate Courses: What should I find in the course syllabus? Am I allowed to see my exams after they are graded?

Official UMD Communication: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

Mid-Term Grades: Provided for 100 and 200 level courses, and all student athletes.

Complaints About Course Final Grades: Questions about course grades should first be addressed to the course instructor.

Copyright and Intellectual Property: Who owns the work that I produce in class?

Final Exams: Final exams are scheduled by the University.

Course Evaluations: The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.

Campus Resources: ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

Course Procedures and Policies:

Class Participation: The University policy on attendance is available on <http://www.testudo.umd.edu/soc/atedasse.html> and in the Undergraduate Catalog. This policy includes information about overall class participation including: religious holidays, inclement weather, excused absences, makeup exam.

Absence Policy: It is the policy of the university to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of university authorities; and compelling circumstance beyond the students control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes. This documentary support must be provided within one week of the class day missed. If more than one week passes, the instructor will not review the documentation and will not deem the absence excusable.

In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the instructor in advance.

Major Scheduled Grading Events and Prolonged Absences. Students who miss a Major Scheduled Grading Event due any University excused absence must provide appropriate documentation. Students who miss Major Scheduled Grading Event due to illness or who have a prolonged absence due to illness (multiple consecutive absences due to the same illness) *shall be required to provide his or her instructor with written documentation of the illness from the University Health Center or from his or her own health care provider.* The University Health Center or health care provider shall verify dates of treatment and indicate the dates the student was unable to meet academic responsibilities. If the midterm or final exam are missed due to an excused absence, the student must schedule a make-up exam within one week of their return. If the student fails to schedule a make-up exam within one week, they will receive a zero.

For complete information on the university's absence policy see <http://www.president.umd.edu/policies/v100g.html>

and the Undergraduate Catalog at <http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>

Copyright Notice: Class lectures and other materials are copyrighted by the course instructors. This includes all tangible course materials, including but not limited to written or recorded lecture, PowerPoint presentations, handouts, tests, and other assignments. These materials **may not** be reproduced (e.g. students may not copy and distribute these materials) for anything other than personal use without my explicit written permission.

Inclement Weather / University Closings / Emergency Procedures:

In the event that the University has a delayed opening or is closed for an emergency or extended period of time, the instructor will communicate to students via an announcement on Elms regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. In most cases, students will be expected to continue their work even during campus closings. Individuals with specific circumstances that will prevent their participation during campus closures must notify the instructor.

Available Support Services:

- Office hours by appointment
- Campus Resources – <https://education.umd.edu/student-resources/student-campus-resources>

Grading Procedures: Grading is based on the quality of your work. Remember, the course has a specific end date, and all work must be completed by the end of the semester. Final grades are based upon number of points accumulated during the course. There is a total of 500 points that can be earned in this course.

Late submissions: If you miss a Homework Assignment or Final Project deadlines, your grade will be reduced by 10% for each day. **If it is not turned in after two days have passed, you will be assigned a grade of zero (0) points.**

Calculation of Final Grades:

A+	97%	485 points	B	83%	415 points	C-	70%	350 points
A	93%	465 points	B-	80%	400 points	D+	67%	335 points
A-	90%	450 points	C+	77%	385 points	D	63%	315 points
B+	87%	435 points	C	73%	365 points	F	<60%	<300 points

NOTE: There is no grade negotiation or extra credit offered.

Course Outline / Course Calendar:

Course Schedule Summary			
Module	Date	Topic	Assignments
# 1	1/28 & 1/30	Overview and Introduction to Public Health	Homework 1
# 2	2/4 & 2/6	Introduction to Social Media and Content Curation	Homework 2
# 3	2/11 & 2/13	Your Digital Footprint and Personal Brand	Homework 3 Final Project Part 1
# 4	2/18 & 2/20	Social Media Marketing Strategy	Homework 4 Final Project Part 2
# 5	2/25 & 2/27	Social Listening and Monitoring and Content Creation	Final Project Part 3
# 6	3/3 & 3/5	Content Creation	Final Project Part 4
# 7	3/10 & 3/12	Professional Use of Facebook	Final Project Part 5&6 Midterm Exam
	3/17 & 3/19	Spring Break	
# 8	3/24 & 3/26	Professional Use of Twitter, Instagram, and other platforms	Final Project Part 7
# 9	3/31 & 4/2	Social Listening and Monitoring & Professional Use of YouTube and other platforms	
# 10	4/7 & 4/9	Social Media Ethics and Laws	Homework 5
# 11	4/14 & 4/16	Social Media Policy & Introduction to Digital Health Tools for Behavior Change	
# 12	4/21 & 4/23	Introduction to Digital Health & M-Health	
# 13	4/28 & 4/30	Analyzing your Campaign's Success & Gamification	Final Project Part 8
#14	5/5 & 5/7	Paid Advertising and Internet of Things	Final Project Part 9&10
#15	5/12	Class Wrap-Up	Homework 6
FE	TBA	Final Examination – schedule (day/time) to be announced.	

Additional Literature, Websites and Other Resources: Michele Charello. Essentials of Social Media Marketing.

Basic Needs Security: If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit <http://go.umd.edu/basic-needs> for information about resources the campus offers you and let me know if I can help in any way.

Student Name Change in ELMS-Canvas: https://go.umd.edu/change_name_in_ELMS_Canvas

Campus Building Amenities: <https://maps.umd.edu/map/> (follow the prompts below and amenities will populate on the interactive campus map)

All Gender Restrooms: Click: Layers, Building Amenities; Select All Gender or Gender Inclusive Restrooms

Family Restrooms: Click: Layers, Building Amenities; Select All Gender or Gender Inclusive Restrooms

Lactation/Feeding Room Locations: Click: Layers, Building Amenities; Select Lactation/Feeding Rooms



University of Maryland School of Public Health

SESSION OUTLINE:

Module Overview		
Module 0: Getting Started – You must complete this module before accessing other modules		
Module Topic	Before Class Readings and Videos	Activities
Getting Started	<ul style="list-style-type: none"> • Watch Student orientation to ELMS (6:24) • Review the syllabus • A Discussion of Academic Dishonesty • A Broader Definition of Plagiarism from Plagiarism.org: http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/ • University Honor Code / Pledge • University Social Media Policy 	<ul style="list-style-type: none"> • Indicate understanding and agreement With University Policies • Complete anonymous survey on Social Media Use and Experiences
Module 1: Overview and Introduction to Public Health		
Module Topic	Before Class Readings and Videos	Activities
1/28 - Course Introduction	<ul style="list-style-type: none"> • Module 0 	<ul style="list-style-type: none"> • Module 0 activities
1/30 - Introduction to Public Health	<ul style="list-style-type: none"> • What Is Public Health? • Watch: https://www.youtube.com/watch?v=t_eWESXTnic 	<ul style="list-style-type: none"> • <u>DUE: Homework 1</u> Group Introduction infographic
Module 2: Introduction to Social Media and Content Curation		
Module Topic	Before Class Readings and Videos	Activities
2/4 - Intro to Social Media Introduction to Content Curation	<ul style="list-style-type: none"> • 500 Social Media Marketing Tips- “Before you Begin: Key Considerations For all Social Media Marketing” (p. 5) 	<ul style="list-style-type: none"> • Create a Feedly account and add feeds • <u>DUE: Homework 2</u> Social media audit of a PH Campaign
2/6 Social Media Issues	<ul style="list-style-type: none"> • Read Hope Lab report - https://www.hopelab.org/report/a-national-survey-by-hopelab-and-well-being-trust-2018/social-media-use-mental-well-being/ • Read - The Homework Gap: The ‘Cruellest Part of the Digital Divide’ 	<ul style="list-style-type: none"> • AdobeSpark summary of a section of the report
Module 3: Your digital footprint and personal brand		
Module Topic	Before Class Readings and Videos	Activities
2/11 - Your Digital Footprint and Personal Audit	<ul style="list-style-type: none"> • Watch Four Reasons to Care about Your Digital Footprint 	<ul style="list-style-type: none"> • Digital Footprint Worksheet • <u>DUE: Homework 3</u> AdobeSpark Summary of Hope Lab Report Section
2/13 - Your Personal Brand		<ul style="list-style-type: none"> • Create/Update/Share LinkedIn profile

		• DUE: Final Project Part 1
Module 4: Social Media Marketing Strategy		
Module Topic	Before Class Readings and Videos	Activities
2/18 - Introduction to Social Media Marketing Strategy		<ul style="list-style-type: none"> • Messages activity – creative with prompts – message development (for part 2) • <u>DUE Homework 4</u> Peer Critique of Linked in Profile
2/20 - Understanding your Target Audience		<ul style="list-style-type: none"> • Answer the Public • Twuffer • <u>DUE: (2/21)</u> Final Project Part 2 • Formative research activity
Module 5: Social Listening and Monitoring and Content Creation		
Module Topic	Before Class Readings and Videos	Activities
2/25 - Planning your social media strategy Distinguishing between a social media strategy and a campaign Measuring campaign effectiveness		<ul style="list-style-type: none"> • Setting Goals, Objectives, & KPIs
2/27 – Creating Content Part 1	<ul style="list-style-type: none"> • Social and Behavioral Theories – Chapter 4 http://www.esourceresearch.org/eSourceBook/SocialandBehavioralTheories/4ImportantTheoriesandTheirKeyConstructs/tabid/730/Default.aspx 	<ul style="list-style-type: none"> • Taking and editing video • <u>DUE: (2/28)</u> Final Project Part 3 • Round robin activity with Goals, Objectives, & KPIs
Module 6: Content Creation		
Module Topic	Before Class Readings and Videos	Activities
3/3 – Creating Content Part 2	<ul style="list-style-type: none"> • Read 500 Social Media Marketing Tips: “Explained: The Best Types of Content to Post on Social Media” • 27 Most Successful Social Media Campaign Ideas: https://www.impactbnd.com/blog/social-media-campaign-ideas 	<ul style="list-style-type: none"> • Post to class Twitter using Feedly
3/5 – Creating Content Work session	<ul style="list-style-type: none"> • Freeman B, Potente S, Rock V, McIver J. Social media campaigns that make a difference: what can public health learn from the corporate sector and other social change marketers? Public Health Res Pract. 2015;25(2):e2521517 	<ul style="list-style-type: none"> • Develop messages to build a following • <u>DUE: (3/6)</u> Final Project Part 4
Module 7: Professional Use of Facebook		
Module Topic	Before Class Readings and Videos	Activities

3/10 – Professional use of Facebook	<ul style="list-style-type: none"> • Read 500 Social Media Marketing Tips: “Facebook Tips: Marketing Strategy You’ll Like and Share” (p.41- 74) • Watch Facebook Algorithm Changes 2018 	<ul style="list-style-type: none"> • Develop messages to build a following • Midterm review • <u>Due: Final Project Part 5 & 6</u>
3/12 - MIDTERM		
3/17 & 3/19 Spring Break!		
Module 8: Professional Use of Twitter, Instagram, and other platforms		
Module Topic	Before Class Readings and Videos	Activities
3/24 – Professional use of Twitter	<ul style="list-style-type: none"> • Read 500 Social Media Marketing Tips: “Twitter Tips: Tweet your way to the Top” (p.85-104) • Watch https://www.youtube.com/watch?v=s52virn-07E 	<ul style="list-style-type: none"> • Using Twuffer
		Pre-campaign runs (3/23-4/5)
3/26 – Professional use of Instagram, Snapchat, and Pinterest	<ul style="list-style-type: none"> • Read 500 Social Media Marketing Tips: “Instagram Tips: Snap-happy Marketing Strategy,” “Pinterest Tips: Pin Your Way to Marketing Perfection” and “Snap-Chat Tips: Self-Destructing Social Media” 	<ul style="list-style-type: none"> • Create a message based on HBM • <u>Due: (3/27) Final Project Part 7</u>
		Pre-campaign runs (3/23-4/5)
Module 9: Social Listening and Monitoring & Professional Use of YouTube and other platforms		
Module Topic	Before Class Readings and Videos	Activities
3/31 – Social Listening and Monitoring	<ul style="list-style-type: none"> • 0 Key questions answered by performing a social media audit http://suvonni.com/social-media-audit-questions/ 	<ul style="list-style-type: none"> • Create a story related to your topic
		Pre-campaign runs (3/23-4/5)
4/2 –YouTube/Blog/Vlogs /Podcasts/Webinars	<ul style="list-style-type: none"> • Read 500 Social Media Marketing Tips: “YouTube Tips: Video Made the Marketing Start” and “Blogging Tips: Captivate With the Written Word” 	Pre-campaign runs (3/23-4/5)
Module 10: Social Media Ethics and Laws		
Module Topic	Before Class Readings and Videos	Activities
4/7 – PH @ Maryland PH Research Day	<ul style="list-style-type: none"> • NO CLASS 	<ul style="list-style-type: none"> • <u>DUE: (4/8) Homework 5</u> Three biggest take-aways
		Campaign runs (4/7-4/20)
4/9 – Social Media Ethics and Law	<ul style="list-style-type: none"> • Is your brand breaking the law on social media: https://contentmarketinginstitute.com/2018/10/law-social-media/ 	Campaign runs (4/7-4/20)
Module 11: Social Media Policy & Introduction to Digital Health Tools for Behavior Change		
Module Topic	Before Class Readings and Videos	Activities

4/14 – Social Media Policy and Crisis Management	<ul style="list-style-type: none"> How to write a social media policy for your company: https://blog.hootsuite.com/social-media-policy-for-employees/ 	<ul style="list-style-type: none"> Campaign runs (4/7-4/20)
4/16 – Tools for Behavior Change	<ul style="list-style-type: none"> Who uses mobile phone health apps and does use matter? https://www.jmir.org/2017/4/e125/ 	<ul style="list-style-type: none"> Behavior Change App Exploration Campaign runs (4/7-4/20)
Module 12: Introduction to Digital Health & M-Health		
Module Topic	Before Class Readings and Videos	Activities
4/21 – Digital Health Overview (including M-Health and Texting for Health)	<ul style="list-style-type: none"> Watch: Van Driel, L. mHealth: A healthcare solution for the developing world? Available at: https://www.youtube.com/watch?v=FeHar6-3ngc. Watch: Dr. Eric Topol https://www.youtube.com/watch?v=0B-jUOOrtk 	<ul style="list-style-type: none">
4/23 – Online Communities	<ul style="list-style-type: none"> Watch: The Story of <i>Patients Like Me</i> https://www.youtube.com/watch?v=n3NVG-pVDIs 	<ul style="list-style-type: none"> Online Community Exploration
Module 13: Analyzing your Campaign’s Success & Gamification		
Module Topic	Before Class Readings and Videos	Activities
4/28 – Analyzing your campaign’s success	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Campaign Analysis <u>DUE: Final project part 8</u>
4/30 – Gamification	<ul style="list-style-type: none"> Read: Althoff-Influence of PokemonGo on Physical Activity 	
Module 14: Paid Advertising and Internet of Things		
Module Topic	Before Class Readings and Videos	Activities
5/5- Paid Advertising	<ul style="list-style-type: none"> Review the advertising section of the Facebook, Twitter, and Instagram sections of 500 Social Media Marketing Tips 	<ul style="list-style-type: none"> <u>DUE: Final project part 9</u>
5/7 – Internet of Things and Final Review	<ul style="list-style-type: none"> Read: Morgan, J. A simple explanation of “the Internet of Things”. Forbes Magazine. (2014). Available at: https://www.forbes.com/sites/jacobmorgan/2014/05/13/simple-explanation-internet-things-that-anyone-can-understand/#1844f8351d09 	<ul style="list-style-type: none"> VLOG <u>DUE: Final project part 10</u> (individual assignment)
Module 15: Class Wrap-Up		
Module Topic	Before Class Readings and Videos	Activities
		<ul style="list-style-type: none"> <u>DUE: Homework 6</u> Three biggest take-aways Peer Review – Shorty Awards
5/12 – Sharing VLOGS & Shorty Awards (last day of class)		
FINAL EXAM – DATE TO BE ANNOUNCED		

