ET5122 E-STARTUPS AND SOCIAL MEDIA STRATEGIES COURSE OUTLINE

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

Course Aims

This module seeks to impart foundational knowledge pertaining to Social Media Marketing, with a particular emphasis on its application in E-Startups. To facilitate this, a range of social media strategies suitable for E-Startups will be taught. In addition, the principles and deployment of e-commerce will be discussed in depth. The curriculum will further encompass other digital marketing techniques, including Search Engine Marketing, the Google Display Network, and Search Engine Optimisation. Armed with the aforementioned competencies, you will be equipped to conceptualise and implement a robust digital marketing strategy for their E-Startups.

Intended Learning Outcomes (ILO)

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

1. Apply Social Media Marketing techniques optimised for E-Startups.

2. Establish and operationalise an e-commerce website.

3. Execute other digital marketing strategies, encompassing Search Engine Marketing, the Google Display Network, and Search Engine Optimisation.

4. Collaborate proficiently within a team setting, focusing on digital marketing initiatives.

Course Content

The course covers the following key topics:

1. Overview of social media for E-Startups
2. Overview of social media metrics for E-Startups
3. Strategic planning with social media for E-Startups
4. Exploration of emerging social media trends/tools/techniques for E-Startups
5. Exploration of e-commerce websites for E-Startups
6. Exploration of other digital marketing trends/tools/techniques for E-Startups
7. Overview of digital marketing metrics for E-Startups

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weight	Team/ Individual	Assessment Rubrics
1. Class Participation	1,2,3	20%	Individual	Appendix 1
2. Individual Assignment	1,2,3	30%	Individual	Appendix 1
3. Group Assignment	1,2,3,4	50%	Team	Appendix 1
Total		100%		

Class Participation

- Classroom discussion is vital to the learning process in this course. Each student is expected to contribute to class discussions and appropriate marks will be awarded continuously throughout the course on the basis of the quality of one's contribution. Assessment criteria will include demonstration of analytical capability, integrative thinking, and interpersonal and communication skills. Merely showing up for class does not constitute a contribution.

Individual Assignment

- Each student is required to choose from a list of pre-determined topics (related to Digital Marketing) and research on the chosen topic. Assessment criteria will include the student's ability to demonstrate domain knowledge, deals with counterarguments deftly, coherent and critical analysis of issues, exhibits originality and insight, apply and use examples and illustrations to good effect.

Group Assignment

- Students needs to work in teams to identify a business opportunity, and operationalise an e-commerce website. Students are required to conceptualise and implement a robust digital marketing strategy for their E-Startups, based on the Social Media Marketing techniques and other digital marketing strategies taught in the class.

- At the end of the course, each team will submit a deck of PowerPoint slides for the final project presentation (maximum presentation time of 20 minutes and 10 minutes of Question-and-Answer).

- Each team also needs to submit a written report not exceeding 8 pages (Times New Roman 12-font size, excluding cover page, tables, figures, charts, references and appendices). In this report, the student shall further elaborate the digital marketing strategy for their E-Startups

Formative Feedback

You will receive both written and verbal feedback from the lecturer and through in-class discussion regarding your learning and presentations. Class discussion and presentations will be central to your learning process. You will receive formative and verbal in-class feedback to enhance your understanding and application of the topics assessed. Responses and feedback from your peers will also be essential to gaining new perspectives.

Learning and Teaching Approach

Approach	How does this approach support students in achieving the learning outcomes?
Workshop / Seminar-based	All lessons are conducted on a workshop-based approach with a blended style of mini-lectures, tutorials, discussions, presentations, individual activities and group research & discussion questions. The lecturer imparts and facilitate the learning experience and students are expected to learn, share and teach one another. The group discussions not only help to build the technical competencies required for this course, but also help to develop the individual's learning abilities and attitudes toward active learning. Consultations sessions out of class time are open to students who require assistance with their learning.
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)
Project Discovery	"Project Discovery" approach is adopted to inculcate a culture of proactive individual and collaborative learning. The instructor facilitates discussion and guides you to acquire fundamental concepts and theories. You are expected to adopt, adapt and synthesise the acquired concepts and theories into practice.
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.
Blended learning with active use of multi-media resources (TEL)	Multi-media resources are actively used in the class to allow flexibility of access to learning materials, activities, and assessments. This helps you develop independent learning and critical thinking skills.

Reading and References
Tracy L.Tuten & Michale R. Solomon (2021) Social Media Marketing 4th Edition, International Edition, Pearson. Additional readings, cases, and videos may be provided in the class.

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 you 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, in addition to submitting your Medical Certificate (or other relevant document) to your school, you must submit a copy to your instructor and NTUpreneur administration to support your absence. As far as possible, make-up CA will be conducted. Otherwise, the missed assessment component will not be counted towards the final grade and the total course marks will be rescaled to a base of 100%. The original contribution of the CAs and the final examination towards the total course mark will remain changed. **(4) Submission Deadline** Assignments, projects, class exercises and any other assessable components must be submitted punctually. Marks will be deducted for late submission. Grades will be deducted accordingly (refer to below table) for assignments that are submitted after the stipulated deadline.

Timeframe:	Grading:
1st Day*	Mark down by one grade ('A-' → 'B+')
2nd Day	Mark down by two grades ('A-' → 'B')
3rd Day and part-thereof	Submitted assignment will not be accepted

After the stipulated submission deadline, it will be considered the next day.

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 recognise 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.

In view of the nature and objectives of the required assignments/CA of this course, the use of generative AI like ChatGPT is not authorised. If relevant instruments adopted by the university suggest a substantial use of generative AI in a student's assignments/CA, the course instructor will investigate the incident in collaboration with CITS (if necessary), to verify whether there has been unauthorised use of GAI that can potentially amount to plagiarism.

If you are uncertain of the definitions of any of these terms, you should go to the https://entuedu.sharepoint.com/sites/Student/dept/ctlp/SitePages/Academic-Integrity.aspx 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
Lesson 1 and 2	Introduction to Social Media trends • Insights into user demographics, behaviours of these platforms • Distinctive features and commonalities between platforms • How to select the "ideal" platform(s) to market product/services Introduction to the 5th "P" (Participation) and 6 factors to drive higher participation for E-Startups • Social Proof • Affinity • Authority • Scarcity • Reciprocity • Consistency Development of Social Media Strategy for E-Startups • Selection of social media platform(s) • Building a strong foundation • Know the rules and regulations governing digital campaigns. • Expand/Extend presence to other social media platform(s) Landing Page for E-Startups • Factors to drive higher conversion Execution of Social Media Marketing Campaign for E-Startups • Introduction to Ads Manager • Setting the Campaign Objectives • Selection of Attributes • The importance A/B testing	ILO 1, 2, 3 and 4	**TEXTBOOK** Tracy L.Tuten & Michale R. Solomon (2021) Social Media Marketing 4th Edition, International Edition, Pearson. **READINGS** 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.).
Lesson 3 E-learning	Exploration of emerging social media trends/tools/techniques for E-Startups	ILO 1, 2 and 3	

Lesson 4 E-learning	Exploration of emerging social media trends/tools/techniques for E-Startups	ILO 1, 2 and 3	
Lesson 5 and 6	Execution of Social Media Marketing Campaign for E-Startups • Conversion tracking (digital metrics and terminology) • Remarketing and how it contributes to the success of the consumer journey • Advanced targeting options via Custom Audience • Insights into other emerging social media platforms	ILO 1 and 2	
Lesson 7 and 8	Presentation 1 (Individual Assignment) Insights into other emerging social media trends/tools/techniques for E-Startups	ILO 1, 2 and 3	
Lesson 9 and 10	Planning and Execution of Search Engine Marketing Campaign for E-Startups • Paid Search (Keyword Selection, Campaign setting, Ad Group Settings and Ads Setting) • Google Display Network (Campaign setting, Ad Group Settings and Ads Setting) • Search Engine Optimisation (On-page Optimisation, Off-page Optimisation)	ILO 2, 3 and 4	
Lesson 11 and 12	Presentation 2 (Group Assignment)	ILO 1, 2, 3 and 4	
Lesson 13 E-learning	Self -Reflection Review of social media trends/tools/techniques for E-Startups	ILO 1, 2, 3 and 4	

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 10 marks.

- If your average score is above 25%, but below 50%, your score for the group assignment will be your team score less 20 marks.

- If your average score is 25% and below, your score for the group assignment will be your team score less 30 marks.