

**JOUR615: SOCIAL MEDIA IN STRATEGIC COMMUNICATION**

Spring 2018

Tuesday, 2:30-3:45 p.m. (Lecture, ST-F 202) & 3:45-5:00 p.m. (Lab, ST-F 107)

**Hyunjin Seo, Ph.D.**

Associate Professor & Docking Faculty Scholar

Office: Stauffer-Flint Hall, Room 207A

E-mail: hseo@ku.edu; Phone: 785-864-7612 (Office)

Office Hours: Tuesday, 1:15-2:15 p.m.; Wednesday, 10:30-11:30 a.m.; and by appointment

*(Document as of January 16, 2018)*

---

**COURSE OVERVIEW**

Developments in information technology and online social networking have posed opportunities and challenges for those who practice and research strategic communication. What are the implications of new digital communication technologies, in particular social media, for organizations' building and managing relationships with their target audiences? How can organizations – corporate, governmental, and nonprofit – use social media to improve their image and brand?

This course explores possible answers to these and other questions related to advertising, marketing, and public relations in the networked age. In doing so, we will examine significant changes in strategic communication approaches brought about by the networked information society. We will also study effective ways for organizations to identify social technographics of key audiences, create and share social media content, and evaluate social media-based strategic communication initiatives.

This course combines theoretical and hands-on approaches to issues. Students are expected to critically assess scholarly papers and develop informed perspectives on central issues. In conjunction with theoretical understandings of social media, students will study and use different social and emerging media applications throughout the semester. Students will work in groups to analyze, evaluate, and develop social media strategies for the organization chosen for their case study research.

## **COURSE OBJECTIVES**

- To develop an understanding of implications of the networked information society for strategic communication
- To learn uses of social media for strategic communication by different actors in different countries
- To learn ways to identify and measure social technographics of an organization's key audiences
- To learn how organizations can effectively craft and deliver their messages via social media
- To learn research approaches that can be applied in implementing and evaluating social media-based strategic communication
- To learn about how to build and maintain personal brand online
- To learn about ethical issues related to social media-based strategic communication
- To learn about diversity issues related to strategic communication
- To improve skills for communicating research results in written and oral reports

## **LEARNING OBJECTIVES**

After successful completion of this course, students are expected to be able to:

- Understand changes in strategic communication brought about by new digital technologies
- Understand the role of computer networking and social media in strategic communication
- Critically analyze academic and policy papers on contemporary issues concerning strategic communication
- Use research tools to identify and measure social technographics of an organization's key audiences
- Understand ways to effectively craft and deliver an organization's messages to its key audiences
- Understand how to build and maintain personal brand online
- Understand ethical issues related to social media-based strategic communication
- Understand diversity issues related to strategic communication
- Effectively communicate research results in written and oral reports

## READINGS

All the course readings are available electronically, either on the web or on the course Blackboard site. Download and read the documents specified in the course schedule. Some of the readings come from the following books:

- Kelly, D. (2016). *Social Media: Strategies to mastering your brand—Facebook, Instagram, Twitter and Snapchat*.
- Gains, M. & Kohirkar (2016). *Social media analytics: Techniques and insights for extracting business value out of social media*. IBM Press.
- Tuten, T. L., & Solomon, M. R. (2015). *Social media marketing* (2nd ed.). Sage.
- Kerns, C. (2014). *Trendology: Building an advantage through data-driven real-time marketing*. Palgrave Macmillan.
- Pulizzi, J. (2014). *Epic content marketing: How to tell a different story, break through the clutter, and win more customers by marketing less*. New York: McGraw Hill Education.
- Hemann, C. & Burbary, C. (2013). *Digital marketing analytics: Making sense of consumer data in a digital world*. Que Publishing.

## COMMUNICATIONS

The University of Kansas email account (@ku.edu) will be used as a primary vehicle for official communications including announcements of any changes in the course schedule or assignments. Thus, it is your responsibility to regularly monitor your KU email account. I will use the class Blackboard space to post class materials. Email is the best way to reach me out of scheduled office hours. It is recommended that you use your KU email account when corresponding with me, since messages sent from other servers can be interpreted as junk or spam and thus not received.

## COURSE REQUIREMENTS

*The following are graded individually:*

### **Class attendance and participation (15%)**

Your attendance and active class participation is expected. This means that you should complete assigned readings prior to class and be prepared to engage in discussion about them (i.e., answering a discussion question, asking a question, and making an informed comment). High quality and regular class participation will be worth 15% of your course grade.

**Contribution to class blog site (15%)**

You are required to contribute three blog posts reflecting on class readings and discussion during the course period. You can identify issues or problems you have with the week’s readings, raise original thoughts, or pose questions you would like to discuss with the class. Your contribution should be between 400-600 words.

Blog	Topic	Deadline
Blog post 1	Week 3: Real-Time Marketing. Reading: Kerns, C. (2014). <i>Trendology</i> . Chapters 1-4.	January 30, 2:15 p.m.
Blog post 2	Week 4: Content Marketing Reading: Pulizzi, J. (2014). <i>Epic content marketing</i> . Chapters 1, 3 & 8	February 6, 2:15 p.m.
Blog post 3	Week 5: Social Media Metrics Reading: Tuten & Solomon (2015). <i>Social media marketing</i> . Chapters 9 & 10	February 13, 2:15 p.m.

**Reflective essay on personal branding (5%)**

In this class we will discuss ways of improving your personal brand online and you are expected to work on your online profile across different social media platforms. Each of you will submit a short reflective essay (no more than 3 pages, double-spaced) that discusses what you have done to improve your profile online together with your brief reflections on the process. The issues you should discuss in the essays include, but are not limited to:

- How do you define your personal brand?
- What are the main issues and platforms you have focused on in building and maintaining your brand online? Why did you choose them?
- What are the major challenges you encountered in building and maintaining your brand online?
- How has your Klout score changed over the past several weeks and why?
- What kinds of measures have you tried or are planning to try to address those challenges?
- What do you plan to do to further improve your brand online?

**Twitter assignment (5%)**

You are required to tweet useful information or news related to social media at least once a week during the semester (Week 2 — Week 14). When you tweet, you should use the class hashtag, #SEOCialKU.

**Social media analytics assignment (5%)**

The purpose of this assignment is to help students become more familiar with social media monitoring and analytics and big data analysis. You will write a short analytics report using methods and tools that we will discuss in class. Detailed guidelines will be posted to the course Blackboard site.

**Peer evaluation (5%)**

Following each major group assignment, your group members will evaluate one another on the categories specified below. Your grade for this category will be determined by the median of the evaluation scores your group members assigned to you.

- Relevant task knowledge
- Contribution of quality ideas
- Participation in team meetings
- Dependability / follow-through
- Cooperation / relationship / attitude
- Taking initiative
- Facilitating communication

*The following are graded by group:*

**Social media case study presentation (5%)**

Once during the semester, small groups of students (same as the client project groups) will make a presentation on good and bad practices of social media campaigns in different areas. Each group should identify at least one good practice and one bad practice in the given area. The group should prepare a PowerPoint, Keynote, or Prezi presentation (i) summarizing their chosen social media campaigns, (ii) analyzing why and how they were successful or not successful, and (iii) discussing how they could be improved. In addition, the group should, at the start of the class, submit to the instructor a short document (no more than 3 pages, double-spaced) summarizing the examples (one good practice and one bad practice). Your presentation should be no more than 20 minutes plus 10 minutes for class discussion.

### **Client project (45%)**

In order to allow us to link an abstract understanding of strategic communication to the a working organization's communications needs, students will work in small groups to develop social media strategies for an organization of their choosing. You should describe, analyze, and evaluate the organization's current use of social media for its strategic communication and then offer specific recommendations (theoretical and practical) for improving its social media-based strategic communication. Detailed guidelines and examples are posted to the course Blackboard site.

### **\*Note**

There is no mid-term or final exam in this class. I reserve, however, the right to have additional quizzes if it becomes apparent that readings are not being completed in a timely manner.

## **GRADING**

### **Guidelines for submitting written assignments**

All written assignments must be double-spaced, 12 point font, with 1-1.15 inch margin on all sides. For in-text citation and bibliography, refer to the guidelines of the American Psychological Association – commonly referred to as the APA style (6<sup>th</sup> edition of *Concise Rules of APA Style*). You should email me your assignments before class begins on the date scheduled. Assignments are graded on grammar, spelling, and punctuation as well as on their content.

### **Policy on late assignments**

Papers and assignments are due when indicated on the syllabus. Late assignments are penalized one letter grade. Only under extreme circumstances (e.g., documented family or medical emergencies) will I agree to a delay in the submission of assigned material. Late assignments must be completed and turned in by the last day of the class.

**Summary of assignments and evaluation**

<b>Assignments</b>	<b>Deadlines</b>	<b>Points</b>	<b>Percent</b>
<b>INDIVIDUAL</b>			
Class participation		60	15%
Contribution to class blog site		60	15%
Blog post 1 (400-600 words)	January 30, 2:15 pm		
Blog post 2 (400-600 words)	February 6, 2:15 pm		
Blog post 3 (400-600 words)	February 13, 2:15 pm		
Twitter assignment	Week 2 – Week 14	20	5%
Social media analytics assignment	February 20, 2:15 pm	20	5%
Reflective essay on personal branding	March 27, 2:15 pm	20	5%
Peer evaluations	TBA	20	5%
<b>GROUP</b>			
Main client project		180	45%
Situation Analysis section due (5%)	March 6, 2:15 pm		
Planning one-pager due (3%)	April 3, 2:15 pm		
Planning section due (5%)	April 10, 2:15 pm		
Draft final paper due (7%)	April 17, 2:15 pm		
Draft final presentation slides (3%)	April 24, 2:15 pm		
Final presentation (7%)	May 1		
Final paper due (15%)	May 4, 2:15 p.m.		
Case study presentation	Course Schedule	20	5%
<i>Total</i>		<i>400</i>	<i>100%</i>

The final grading is based on the accumulated number of points. The following scale will be used:

370-400 = A	308-319 = C+
360-369 = A-	290-307 = C
348-359 = B+	280-289 = C-
330-347 = B	270-279 = D
320-329 = B-	0-269 = F

## ACADEMIC INTEGRITY

In this class, and in all journalism classes, honesty and integrity are critical. Any work you do must be original and reflect your own ideas, thoughts, and research. In a work setting, if you choose to violate professional standards, you will be fired. In this class, if you choose to violate the standards for academic integrity, you'll fail the course, and you may be expelled from or denied admission to the School of Journalism.

Here is the journalism school's official policy statement:

"The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

"In this course, the penalty for plagiarism, fabrication or falsification is a failing grade for the semester. Additional penalties can include expulsion from the School of Journalism. If you have questions about what constitutes plagiarism, fabrication or falsification, please consult the professor of this course."

The KU University Senate defines plagiarism as "knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge." The University defines fabrication and falsification as "unauthorized alteration or invention of any information or citation in an academic exercise."

Here's some clarification:

- If you use or attempt to use any unauthorized materials during a test, or if you give any unauthorized materials to someone else during a test, this is cheating. Unauthorized materials include written materials, such as notes. Unauthorized materials include any forms of nonverbal communication (one cough, the answer is A; two coughs, the answer is B, etc.).
- Plagiarism is stealing. You take someone else's ideas, thoughts, or words, and you present them as your own original work. This includes taking ideas from written sources, such as books, as well as materials on the Internet. Cutting and pasting materials from the Internet and presenting that work as if it was your own is plagiarism. There may be times when you want to incorporate another person's ideas, opinions, and words into the papers you write, to make a point or to provide



background. If you do, it is essential that you attribute that information—that you explain where the information came from and give credit where credit is due.

- Fabrication and falsification mean that you made it up. This can include making up an entire interview or embellishing a fact, quote, or statistic to make it sound better. Don't do it.

## **STUDENTS WITH DISABILITIES**

The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. The office is located in 22 Strong Hall; the phone number is 785-864-2620 (V/TTY).

Information about services can be found at <http://disability.ku.edu>. Please also contact me privately in regard to your needs in this course.

## **INCLEMENT WEATHER AND SPECIAL NEEDS**

In the event of inclement weather, the decision to cancel classes is made by KU officials. To determine whether snow or icy conditions have canceled classes, call 864-7669 (864-SNOW). The Office of Disability Resources (DR), 22 Strong Hall, 785-864-2620 (v/tty), coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted DR, please do so as soon as possible. Please also contact me privately in regard to this course.

## **JOURNALISM SCHOOL POLICY ON CLASS ATTENDANCE:**

"No student may add a journalism class after the 20th day of a semester.

"Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.

"The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting."

"The KU Office of Student Financial Aid is required by federal law to determine

whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.

"Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid."

### **COPYING OR RECORDING OF CLASSROOM LECTURES**

Course materials prepared by the instructor, as well as content of all lectures presented by the instructor, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor usually will permit students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

### **CONCEALED CARRY POLICY**

Individuals who choose to carry concealed handguns are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#). Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position.
- Must have the safety on, and have no round in the chamber.

## COURSE SCHEDULE

*\*Course schedule subject to change. Any changes to due dates will be announced by email.*

### **Week 1—January 16: Introduction**

---

#### Introduction to the Course

- Structure of the class & administrative matters
  - Review syllabus
  - Discuss assignments and expectations

#### Context: Understanding the Social Customer in the Networked Information Age

- Recommended reading
  - Tuten & Solomon (2015). *Social media marketing*. Chapter 1 (The horizontal revolution) & Chapter 3 (Social consumers)

#### *Social Media Lab: Twitter & social media dashboard*

### **Week 2—January 23: Personal Branding Online/Privacy**

---

#### Developing and Managing Personal Brand Online

- Required reading
  - Kumar, B. (2017). How to build a personal brand that stands out (without selling out). Shopify. [goo.gl/YQ3g1c](http://goo.gl/YQ3g1c)
  - Deckers, E. & Lacy, K. (2013). *Branding yourself: How to use social media to invent or reinvent yourself*. Chapter 4 (LinkedIn: Networking on steroids) & Chapter 5 (Twitter: Sharing in the conversation).
- Recommended reading
  - Dishman, L (2013, December 13). The surprising ways social media posts bias hiring managers. *Fast Company*. <http://goo.gl/BH1BXm>

#### *Social Media Lab: LinkedIn, social media resume & website builders*

**Visit by Chad Martin, Director of Social and Emerging Media at VML**

**\*Twitter Assignment Begins (Week 2 — Week 14).**

### **Week 3—January 30: Real-Time Marketing (RTM); Facebook for Business**

#### Real-time Marketing (RTM)

- Required reading
  - Kerns, C. (2014). *Trendology: Building an advantage through data-driven real-time marketing*. Chapters 1 (Relevance is trending up), Chapter 2 (Understanding brands on Twitter), Chapter 3 (RTM performance for big, known events) & Chapter 4 (RTM performance for unknown events and daily trends)

#### Facebook for Business

- Recommended reading
  - Hubspot. Facebook marketing. <https://www.hubspot.com/facebook-marketing>
  - Social Media Examiner (2017). *The Facebook algorithm demystified: How to optimize for news feed exposure*. <https://www.socialmediaexaminer.com/facebook-algorithm-demystified-how-to-optimize-for-news-feed-exposure/>

#### *Social Media Lab: Facebook for business*

#### **\*Case Study Presentation 1: Sports/Entertainment**

#### **\*Blog Post 1 Due (2:15 p.m.)**

### **Week 4—February 6: Content Marketing; Instagram For Business**

#### Content Marketing

- Required reading
  - Pulizzi, J. (2014). *Epic content marketing*. Chapter 1 (What is content marketing?), Chapter 3 (Why content marketing?) & Chapter 8 (What is epic content marketing?).
  - Brito, M. (2013). *Your brand, The next media company*. Chapter 6 (Understanding the challenges of content marketing).

#### Instagram for Business

- Recommended reading
  - Hubspot. *How to use Instagram for business*.

#### *Social Media Lab: Instagram for business*

#### **\*Case Study Presentation 2: Fashion**

#### **\*Blog Post 2 Due (2:15 p.m.)**

## **Week 5—February 13: Social Media Metrics & Analytics**

---

### Social Media Metrics & Analytics

- Required reading
  - Tuten & Solomon. (2015). *Social media marketing*. Chapter 9 (Social media for consumer insight) & Chapter 10 (Social media metrics)
  - Kerns, C. (2014). *Trendology: Building an advantage through data-driven real-time marketing*. Chapter 5 (Laying a data-driven foundation for real-time), Chapter 6 (Aiming for real-time success) & Chapter 7 (The data-driven RTM process).
- Recommended reading
  - Quevedo, E., Besquin, D., & Read, M. (2015). *Digital metrics playbook*.

*Social Media Lab: Google Analytics (Demo Account); Social media analytics platforms (NUVI, Salesforce, Crimson Hexagon, etc.)*

**\*Blog Post 3 Due (2:15 p.m.)**

**\*Case Study Presentation 3: Food/Health**

## **Week 6—February 20: Social Media Planning & Content Calendar**

---

### Social Media Planning

- Required reading
  - Hubspot (2017). *Digital marketing for beginners: Guide for small businesses getting started with digital strategy*.
  - Sysomos. (2017). *Social marketing playbook: Planning & measuring campaigns*.
  - Tuten & Solomon. (2015). *Social media marketing*. Chapter 2 (Strategic planning with social media).
  - Pulizzi, J. (2014). *Epic content marketing*. Chapter 14 (Building your editorial calendar)
  - HubSpot. (2014, October 17). The social media manager's guide to staying organized. <http://goo.gl/ybq6rb>
- Recommended reading
  - Griffiths, J. (2013). How to build a content calendar. <http://goo.gl/WGjb6i>
  - Mallon, S. (2013, October 27). Build your content calendar: 3 easy steps. <http://goo.gl/0Qqiox>

*Social Media Lab: Content calendar*

**\*Social Media Analytics Assignment Due (2:15 p.m.)**

**\*Case Study Presentation 4: Government/Nonprofit**

## **Week 7—February 27: Digital Marketing Ecosystem**

---

Class Visit to VML in Kansas City (3-4:30 p.m.)

- Tour of VML in Kansas City
- Meetings with VML representatives
  - How to work with clients in developing social media strategies
  - How to pick and choose evaluation metrics
  - How different teams in the agency collaborate to develop campaigns
  - What are new and emerging technologies used at the agency
  - Internship/job opportunities

## **Week 8—March 6: Influencer Marketing; Twitter/LinkedIn for Business**

---

Identifying Influencers

- Required reading
  - Pulizzi, J. (2014). *Epic content marketing*. Chapter 23 (Leveraging a social influencer model for content marketing).
  - Tuten & Solomon. (2015). *Social media marketing*. Chapter 4 (Digital communities).

Twitter/LinkedIn for Business

- Recommended reading
  - Hubspot. *How to use Twitter for business*.
  - Hubspot. *How to run successful LinkedIn ads*.

***Social Media Lab: Influencer marketing platforms; Twitter/LinkedIn for business***

**\*Client Assignment Due: Situation Analysis Section (2:15 p.m.)**

## **Week 9—March 13: Social Advertising & Budgeting; Snapchat for Business**

---

Social Advertising

- Required reading
  - Hubspot. (2015). *The essential guide to social media advertising*.
  - Tuten & Solomon. (2015). *Social media marketing*. Chapter 8 (Social commerce).
  - Advertising Age. (2015). There is no more social media—Just advertising. <http://goo.gl/WRsF9B>

### Snapchat Marketing

- Recommended reading
  - Snapchat (2017). The ultimate guide to Snapchat marketing. [goo.gl/oo66hH](https://goo.gl/oo66hH)
  - Hubspot. *How to use Snapchat for business*. [goo.gl/f4q6Wa](https://goo.gl/f4q6Wa)

### *Social Media Lab: Social advertising tools*

### **Week 10—March 20: Spring Break**

---

No Class

### **Week 11—March 27: Social Media in Crisis Communication; YouTube**

---

#### Social Media in Crisis Communication

- Required reading
  - Cision. (2017). Crisis communications planning in the social media age. [goo.gl/e6JiMS](https://goo.gl/e6JiMS)
  - HubSpot. (2015). The social media crisis management plan.
  - Affect. (2015). Crisis management in the social media age: A guide to integrating social media in your crisis communication strategy.

#### Ethics in Social Media Marketing

- Required reading
  - NPR Ethics Handbook. <http://ethics.npr.org/tag/social-media/>
  - Lauby, S. (2012, March 17). Ethics and social media: Where should you draw the line? *Mashable*. <http://goo.gl/4L3uM>
  - American Bar Association. (2014). 10 tips for avoiding ethical lapses when using social media. <http://goo.gl/JZ4IK9>

### *Social Media Lab: YouTube for business*

**\*Reflective Essay on Personal Branding Due (2:15 p.m.)**

## **Week 12—April 3: Social Media in Global Marketing; Search Engine Optimization**

---

### Social Media in Global Marketing

- Required reading
  - Urban. D. *The complete guide to global social media marketing*. HubSpot.
  - Weller, R. (2013, March 25). International social media marketing - Different places, different habits. *SocialMediaToday*. <http://goo.gl/B2pkU>
  - Fitzpatrick, A. (2012, January 14). How nations can be united with social media. *Mashable*. Retrieved from <http://goo.gl/cVbqD>

### Search Engine Optimization

- Required reading
  - Moz. *The beginner's guide to SEO*. <https://moz.com/beginners-guide-to-seo>

### *Social Media Lab: Search Engine Optimization*

**\*Client Assignment Due: Social Media Planning One-Pager (2:15 p.m.)**

## **Week 13—April 10: Social Media Marketing with AR/VR**

---

### Social Media Marketing with AR/VR

- Required reading
  - AdAge (2017). Augmented reality: Marketing's trillion-dollar opportunity. [goo.gl/SyfpFM](http://goo.gl/SyfpFM)
  - Forbes (2017). 11 creative uses of augmented reality in marketing and advertising. [goo.gl/tMnXzA](http://goo.gl/tMnXzA)

### *Social Media Lab: Augmented reality/virtual reality applications*

**\*Client Assignment Due: Social Media Planning Section (2:15 p.m.)**



## **Week 14—April 17: Visuals in Social Media**

---

### Visuals in Social Media

- Required reading
  - Stelzner, M. (2014, January 31, 2014). Visual social media: How images improve your social media marketing. <http://goo.gl/5iQFL3>
  - Khanea, S. (2016, July 13). The psychology of visual marketing on social media. <http://goo.gl/frESmo>
  - HubSpot. (2015). 11 of the best infographic designs of 2015. <http://goo.gl/kZzPlj>

### *Social Media Lab: Infographics & developing mobile apps*

Instructor-project group meeting on the final project

**\*Client Assignment Due: Draft Final Paper (2:15 p.m.)**

## **Week 15—April 24: Looking Forward/Group Consultations**

---

### Looking Forward: The Future of Social Media and Digital Technologies

- Required reading
  - Andrews, M. (2017). The future of social media is here: There are the trends you need to know. *Hubspot*. [goo.gl/eKSQPR](http://goo.gl/eKSQPR)
  - Kulkarni, C. (2017). 11 ways social media will evolve in the future. *Entrepreneur*. [goo.gl/ix2S4t](http://goo.gl/ix2S4t)
  - The Global and Mail (2017). 8 ways the Internet of things will change the way we live and work. [goo.gl/ZUrHTN](http://goo.gl/ZUrHTN)

Instructor-project group meeting on the final project; presentation rehearsal

**\*Client Assignment Due: Draft Presentation Slides Due (2:15 p.m.)**

## **Week 16—May 1: Client Project Presentations**

---

Client project presentations

**\*May 1: Client Project Final Presentations**

**\*May 4: Client Assignment—Final Paper Due (2:15 p.m.)**