



School of Humanities Arts and Design
Department of Communication

COM 360 - Social Media Marketing

Online Asynchronous | Credits: 3 | Section: 1 | Term: Fall 2026

Instructor Information

Instructor	Pam Estell
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Office Hours	TTH 8:15 AM-10:00; 11:20 AM - 1:00 PM by appointment
Virtual Office Hours	By appointment

Communication

Email is the primary communication method that will be used in this course. Please refer to the following on email etiquette as well as email response times.

Email Etiquette

- I strive to know all of my students by name as it makes our classroom environment much warmer and more welcoming. Having said that, I have many classes with many students. Please ensure when you email me that you include your 1) full name, 2) your class title, and 3) your section number (if applicable). This helps me expedite response times and cut down on unnecessary email exchanges.
- Please be specific in your emails. I can't stress this enough. If you are asking a question about an assignment, please state the assignment you have a question about, and be as detailed as possible in the way you phrase your question(s). For example, something like, "I'm working on the research paper assignment in BUS 123. The instructions state that I need to include 3 credible resources. I found a source from Vox.com (attached below) and wanted to find out if it is appropriate for this assignment. Would you please review it and verify that it is acceptable?" is far more detailed and easier to answer right away than, "I'm working on the research paper but I don't know what a credible source is."
 - Note: If you are asking multiple questions in one email, please use a numbered or bulleted list so I can respond to each question directly.
- Please be sure to read the *entire* syllabus, relevant supporting documentation in Canvas, and the *entire* assignment instructions (including supporting materials that have been provided with the assignment) BEFORE sending an email. Often the answers to your questions have already been addressed, you just didn't realize it. If you read through everything and still have questions, I'm happy to help!
- Sending email appropriately is professional preparation. Email is a primary method of communication in the workplace, so it is important to practice acceptable email skills now. All emails should exercise professional language and use correct spelling and grammar.

Taking care in the way we email can save all of us time and energy, which is critical in such a busy time.

Response Times to Email

As many of you are aware, the nature of the Internet and email, specifically, creates an “always on” culture that blurs the boundaries of work life and home life. In an effort to protect this sensitive balance, I check my emails once daily (usually in the morning). If you send me an email message, you can expect a response by the next school day. Students should take care to plan ahead when sending emails. If an email is received on a Friday, the next school day is Monday. If a holiday interrupts our regular school schedule, emails will be returned the next day classes resume.

School & Department

School	School of Humanities, Art, and Design
Location	Henry Hall Room 206
Phone	(808) 739-4633
Questions?	Contact your instructor or the School of Humanities, Art, and Design

Course Description & Materials

Catalog Description

This applied course examines how organizations use social media to build relationships, engage audiences, strengthen brands, and achieve marketing objectives. Students develop practical skills in social media strategy, content planning, social media auditing, analytics, social listening, and performance evaluation. Through hands-on projects and real-world applications, students will create a comprehensive social media marketing plan, conduct a social media audit, analyze and interpret social media analytics, and use social listening insights to inform marketing decisions. Emphasis is placed on translating social media data and audience insights into actionable strategies that improve engagement, reach, brand performance, and overall marketing effectiveness.

Course Snapshot

Modality	Online Asynchronous
Time Commitment	This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 10 hours on class work, 60 hours researching and writing the social media marketing plan, 30 hours researching and writing the Social Media Audit project, and 11 hours studying for and taking both the midterm and final exams. There will be an additional 24 hours of work required beyond what is listed here (including but not limited to course readings, chapter quizzes, writing practice, and reflection), averaging 2 hours each week.

Required Materials	Essentials of Social Media Marketing/Mimic Social Bundle ISBN: 978-0-9996302-4-2 Publisher: Stukent This is a web-based textbook focusing on social media marketing and management. Please follow the instructions in our Canvas site to obtain a digital copy of the textbook and “Mimic Social Simulation.” Please note, the fee includes access to the textbook AND the simulation.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Assignments should be turned in exclusively to Canvas by the posted deadline. Course materials, announcements, and grades are posted to Canvas regularly. Canvas will be the primary method for course information, communication, assignments, rubrics, and all other course related material.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of a degree in Communication Studies, students will be able to:

1. Communicate effectively, persuasively and ethically using oral, written, and technological platforms in interpersonal, small group, public, intercultural, and technological settings.
2. Apply the principles and laws of freedom of speech and press, including the right to monitor and criticize power, in order to promote service, justice and peace.
3. Actualize professional ethical principles in the pursuit of truth, accuracy, and diversity.
4. Locate, evaluate, incorporate, and properly cite multiple resources in visual and oral performances, papers, and communication campaigns.

Course Learning Outcomes (CLOs)

Upon completion of this course students should be able to:

1. Identify social media as a disruptor of traditional marketing.
2. Apply principles of effective and ethical social media writing.
3. Create, manage, and curate branded content on behalf of a business, with the intent to increase influence, audience engagement, and brand value.
4. Develop and implement a social media marketing plan.
5. Summarize the role of social media data analytics in helping organizations achieve their goals and understand their publics

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

This course connects to our Marianist values by providing an integral quality education—connecting coursework and learning activities to real-world experiences and fundamental skills students will need upon graduation. Further, this course supports education for service, justice, and peace and integrity of creation by connecting marketing decisions to actions that uphold the value and dignity of human nature by honoring those around us in making ethical choices.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo No'eau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Na'auao):** Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit ('Ohana):** 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina):** 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	5	2	2, 5	2, 5	2, 5
PLOs	1, 2	1, 2	3	4	4
Native Hawaiian Values	5	2	2, 5	2, 5	2, 5

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.

- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by next school day (see Communication policy above)
 - Weekly graded work (discussions, assignments): within 5 school days of the due date
 - Major assessments/projects: within 10 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.
 - Regular online office hours for students who need one-on-one help with any course assignments.

Course Policies

Late Work	No late work is accepted in this course.
Extra Credit	Extra credit opportunities (should they arise) will be posted to Canvas. To earn extra credit, students must have completed all required assignments by their scheduled due date. If a student has missed previous assignments, extra credit is not awarded.
Incomplete Grade	Grades of incomplete are only assigned in grievous circumstances, which must be well documented.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Grading & Assignments

Class sessions are designed to promote student participation through the discussion of current events in the business world as they relate to the use of quantitative analysis for managerial decision-making processes.

Grading Distribution

Exam #1 (Midterm Exam) = 100 points

Exam #2 (Final Exam) = 100 points

Quizzes = 180 points

Mimic Social Simulation = 120 points

SMART Goals/Objectives = 20 points

Audience Segmentation & Analysis = 80 points

SWOT Analysis = 20 points

Social Media Audit = 100 points

Roles & Responsibilities = 20 points

Social Media Content = 60 points

Create a Meme = 50 points

Social Media Marketing Plan = 150 points

Total = 1,000 points

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

COM 360 Policy on the use of Generative AI (ChatGPT, Bing! Copilot, and all others)

The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style

While use of generative AI is permitted for the above activities, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic (producing hallucinations). Beware that use of such programs may also stifle your own independent thinking and creativity.

The use of generative AI is **NOT** permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat
- Completing any type of group work that your group has assigned to you
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

You are responsible for the information you submit. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Citations of all AI generated content should be in APA 7th edition format.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for

Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability.

Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up

Resource	Description	Contact / Website
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Weekly Course Schedule

Please see the “modules” section of Canvas for our detailed course schedule.