

## **TEACHING GUIDE**

# **WEB AND SOCIAL NETWORKS: DESIGN, MANAGEMENT AND OPTIMISATION**

## **GRADO EN PROTOCOLO, ORGANIZACIÓN DE EVENTOS Y COMUNICACIÓN CORPORATIVA (INGLÉS)**

**ACADEMIC YEAR 2024-25**

Date: 01-07-2024

 **Q2803011B UNIVERSIDAD REY JUAN CARLOS**  
Fecha firma: 18/04/2025 05:10 | Hash: 4aec03f33e4e93282d9da112a34e86c5.

I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	3 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation
<p>The theoretical and practical aspects that compose this subject prepare students to the dynamics of professional communication that are carried out on-line. For this, it will be given special attention to the properties related with the hipertextualidad, the media and the interactiveness, that are being contemplated in the contemporary communicative strategies to the development of the Technologies of the Information and the Communication (TIC). The contents are frame in a context of profesional training to plan, manage and evaluate, in a critical and interpretative way, the communication in on-line field, using the acquired knowledge to the institutional communication and integral organization of events.</p> <p>The global approach of the subject takes into account the tendencies in communication and marketing in digital environment, specially, the importance of media and social networks in the frame of online institutional communication and in the infrastructure knowledge :</p> <ul style="list-style-type: none"> <li>- Technological infrastructure of the Network: Internet, Web, social networks and computer applications</li> <li>- Protocols of security in telematic networks</li> <li>- Communication 2.0 - 4.0</li> <li>- On-line marketing</li> <li>- Image management on the Internet</li> <li>- Crisis management in the on-line communication</li> <li>- Usability</li> <li>- Positioning and on-line visibility</li> </ul>

III.-Competences
<p><b>Generic competences</b></p> <p>CG2. Ability to apply knowledge to practice            CG3. Ability to analyse, gather and summarise information and data            CG5. Development of autonomous learning in the field of study            CG6. Planning and organisation skills            CG8. Knowledge of information technology relevant to the field of study            CG9. Ability to gather, evaluate and interpret information from different sources            CG10. Decision-making and problem-solving skills            CG14. Critical-thinking and self-criticism skills            CG18. Excellent oral and written communications skills for professional practice</p>
<p><b>Specific competences</b></p>



CE7. Gain specific knowledge in the field of communications and on how the media operates in relation to institutions and businesses, as the fundamental principle to position a message

CE13. Ability to communicate different messages to all types of audiences, differentiating the information with accuracy

CE14. Knowledge of the basic principles of corporate communication, and of the way the media operates in relation to institutions and/or businesses

CE15. Knowledge of online media and use of corporate communication and marketing tools

CE16. Knowledge and implementation of the processes for identity development and brand image of an institution or entity

CE17. Ability to identify, value and manage the intangible assets of a company regarding communication

CE18. Comprehensive image and corporate reputation management

CE19. Communication skills and institutional relations: ability to defend and present different projects related to a brand, events or corporate communication

CE26. Ability to organise a communication department. Corporate communication management with the different forms of media, adapting the message to various communication contexts, models and formats

CE29. Image management skills. Ability to structure a message according to its support system and the type of media used



## IV.-Contents

### IV.A.-Syllabus

#### **Introduction: Evolution of digital communication in the Internet era**

- History
- Key Concepts
- Internet as a way of communication and advertising
- Evolution of advertising investment on the internet

#### **Lesson 1: Internet Branding**

- Brand building and goals
- Add value with the brand
- Internet branding trends
- Strengths and risks

#### **Lesson 2: Web transformation**

- Concepts and keys
- Main tools and applications
- Digital Companies: success stories
- Risks of digital era

#### **Lesson 3: The Institutional web**

- Types of institutions
- How to create an institutional website: mission, vision and values
- Structure and key elements
- Management of institutional information on the internet
- Main differences between commercial and institutional website

#### **Lesson 4: Social Media**

- Introduction and key concepts
- Types of social networks
- Principal elements
- Content creation

#### **Lesson 5: Marketing digital strategies and trends**

- Digital Marketing
- Campaigns design
- Personalization through internet
- Viral Marketing
- Ads in Social Media

#### **Lesson 6: Institutional use of social media**

- Types of institutional accounts
- Official information treatment in social media
- User interaction
- Crisis Communication

#### **Lesson 7: Digital tools for event management**

- Management process optimization
- Exponential increase in content dissemination
- Sponsorship and collaboration management between brands and organizations

#### **Lesson 8: How to create the website for managing an event**

- The web as a reference point for the event
- Key elements
- Resource management systems

#### **Lesson 9: The role of social media in events**

- Social networks used as an official information channel
- Digital strategy to promote events
- Using influential profiles as a dissemination tool

#### **Lesson 10: Audiences analysis and measurement**



- Need for online measurement standards
  - Measurement tools:
  - Main indicators of webtraffic
- Lesson 11: Impact measurement in social media**
- The importance of hashtag
  - Types of measurement: quantitative and qualitative
  - Analysis of the content: Fake news
  - User participation
  - Trends
- Lesson 12: Optimisation: resources and tools**
- SEO and SEM
  - Algorithms in social networks

**IV.B.-Training activities**

Type	Title
Reading	Readings and audiovisual material to comment in the classroom
Theoretical-practical questions about the main points of the subject. Some will be done in the classroom and others outside the classroom.	Case of study



<b>V.-Student workload</b>		
Lecture classes	36	
Practical classes/resolution of exercises, case studies, etc.	20	
Practical sessions in technological laboratories, hospitals, etc.	0	
Tests	4	
Academic tutorials	14	
Related activities: conferences, seminars, etc.	4	
Preparation of lecture classes	30	
Preparation of practices, exercises, cases studies work	50	
Test preparation	22	
Total student workload	180	
<b>VI.-Methodology and academic programme</b>		
Type	Period	Content
Seminars	Week 2 to Week 14	Cases analysis, discussions and presentations
Reading	Week 2 to Week 14	Readings and audiovisual content analysis
Master classes	Week 1 to Week 14	Content explanation, coments and works about them. In class and online.
Academic Tutorials	Week 1 to Week 14	Wednesday and friday. Appointment will be necessary
Tests	Week 1 to Week 14	Exam in the official date and works
Work placements	Week 2 to Week 14	Individual and team works



**VII.-Assessment methods**

**VII.A.-Assessment weighting**

**Continuous ordinary assessment:**

The distribution and characteristics of the assessment tests are those described below. Only in exceptional case and for special reasons may the teacher add changes to the Guide. These changes will require the prior consultation with the Subject Head and the prior and explicit authorisation of the Degree Programme Coordinator, who will notify the Vice-Rector's office in charge of Academic Affairs of the modifications made. In any case, the changes proposed must take into account the stipulations of the verified report. In order for these changes to take effect, they must be duly communicated at the start of the course to the students using Aula Virtual.

The combination of activities that are not re-assessable cannot exceed 50% of the subject grade and, in general, cannot have a minimum grade (except for the case of laboratory or clinical work placements, where duly justified), and tests which exceed 60% of the subject weighting cannot be added.

**Extraordinary assessment:** Students who do not manage to pass the ordinary assessment, or who did not attend, will be subject to completion of an extraordinary assessment to verify their acquisition of the skills established in the guide, only for activities that are re-assessable.

**Description of the tests for assessment and their weights.**

**Theoretical part - 45%**

-> CLASS PRACTICES – (20%) Not re-evaluables. Individual or team activities about concepts previously worked in class. They must be presented in the time and form indicated by the teacher. It necessary get 5/10 to make the average with the rest of the notes.

-> FINAL EXAM. (25%) Exam in the official date. It necessary get 5/10 to make the average with the rest of the notes. **Only if you do not present and pass the practices.**

**Practical part - 45%**

-> FINAL WORK. The directions and work guide will be explained in class. In case of approving the work but not the complete subject, the note will be saved. It necessary get 5/10 to make the average with the rest of the notes. And if the work is suspended, you can present it again in June.

-> **10% Attendance and active participation** in class and online activities. Not re-evaluable. It is necessary to attend at least 80% of classes to get the final note of this part. The participation will be evaluated too.

The not re-evaluables parts will be saved for the final notes in June ONLY if are approved.

**Contingency plan**

In the event that the situation could be worsened by COVID-19 and the establishment of stricter measures of social confinement, teaching and evaluation will be provided online.

**VII.B. Assessment of students with an academic exemption**

Student who wish to opt for this assessment will have to get an academic exemption for the subject, which they will have to request from the Dean or Director of the Centre which teaches their course. An academic exemption may be granted where the subjects own characteristics allow for it.

Subject with the possibility of an exemption: Yes

**VII.C. Review of assessment tests**

In accordance with the exam appeal regulations of the Universidad Rey Juan Carlos.

Q2803011B UNIVERSIDAD REY JUAN CARLOS  
 Fecha firma: 18/04/2025 05:10 | Hash: 4aec03f33e4e93282d9da112a34e86c5.





#### **VII.D.-Students with a disability or special educational needs**

Curricular adaptations for students with a disability or special educational needs will be determined by the Disabled Students Support Department, in accordance with the regulations governing the Disabled Students Support service, approved by the Universidad Rey Juan Carlos Council, in order to guarantee equal opportunities, inclusive treatment, universal accessibility and a greater guarantee of academic success.

For this purpose, this Department will have to issue a curricular adaptation report, therefore students with disabilities or special educational needs must contact the Department to analyse the different alternatives together.

#### **VII.E.-Academic behaviour, academic integrity and honesty**

The Universidad Rey Juan Carlos is completely committed to the highest standards of academic integrity and honesty. Therefore, studying at the URJC means you accept and agree to the academic integrity and honesty values described in the University's Code of Ethics. In order to monitor this procedure, the University has Regulations on academic behaviour at the Universidad Rey Juan Carlos and uses different tools (anti-plagiarism, supervision?) which provides a collective assurance that these essential values are completely developed



**VII.-Bibliography**

**Referecence Generic**

Aaker, Jennifer Lynn; Adler, Carlye; Smith, Andy. (2010) "*The dragonfly effect quick, effective, and powerful ways to use social media to drive social change*".

Aravind, Shenoy; Prabhu, Anirudh. (2016). "*Introducing SEO: Your quick-start guide to effective SEO practices*". Berkeley, CA.

Akhgar, Babak. (2017). "Application of Social Media in Crisis Management Advanced Sciences and Technologies for Security Applications"

Blanchard, O. (2011) "*Social Media ROI*", Pearson Education, Boston

Blossom J. (2011) "*Content nation: Surviving and thriving as social media changes our work, our lives, and our future*", Wiley Publishing, Indianapolis.

Collier, Marsha. (2013) "*Social media commerce for dummies*". Indianapolis.

Castelló, A. (2010). Estrategias Empresariales en la web 2.0. Las redes sociales online. Editorial club universitario.

Celaya, J. (2008). La empresa en la Web 2.0: el impacto de las redes sociales y las nuevas formas de comunicación online en la estrategia empresarial. Gestión 2000.

Cayuela, María José; García, Yolanda. (2007) "Comunicación empresarial 2.0 : la función de las nuevas tecnologías sociales en la estrategia de comunicación empresarial". Grupo BPMO.

Cervi, L. (2021). Tik Tok and generation Z. *Theatre, dance and performance training*, 12(2), 198-204.

Colomé, X. (2018). IEDGE –Sistemas de medición de audiencias: Paneles vs Censales. IEDGE Business School.

Divol R., Edelman D., Sarrazin H. (2012) "Demystifying social media" McKinsey Quaterly. The online Journal of McKinsey &Company.

Fouts Janet (2009) Social Media Success!, Silicon Valley

Gratton S..J., Gratton D.A. (2012), "Zero to 100.000", Pearson Education, Boston

Harriger, J. A., Thompson, J. K., &Tiggemann, M. (2023). TikTok, TikTok, the time is now: Future directions in social media and body image. *Body Image*, 44, 222-226.

Herlisya, D., &Wiratno, P. (2022). Having Good Speaking English through Tik Tok Application. *Journal Corner of Education, Linguistics, and Literature*, 1(3), 191-198.

Hofacker, C. F., &Belanche, D. (2016). Eight social media challenges for marketing managers. *Spanish Journal of Marketing-ESIC*, 20(2), 73-80.

Kawasaki, G., Fitzpatrick, P. (2015) "The Art Of Social Media".

Kingsnorth, S. (2022). *Digital marketing strategy: an integrated approach to online marketing*. Kogan Page Publishers.

Luengo, C. (2018). "Engagement y Redes Sociales: qué es y cómo medirlo". Marketing Digital, *Social Media*. Cool Tabs Blog. Madrid.

Madden, M., &Smith, A. (2010). Reputation management and social media.

Prieto, J. J. (2011). "Herramientas para el análisis y monitoreo en Redes Sociales" IRIE. International Review of Information Ethics; International Center for Information Ethics (ICIE).

Rodríguez-Ibáñez, M., Casáñez-Ventura, A., Castejón-Mateos, F., &Cuenca-Jiménez, P. M. (2023). A review on sentiment analysis from social media platforms. *Expert Systems with Applications*, 119862.

Vaynerchuk, G. "How to Tell Your Story in a Noisy Social World" (2013). Jab Jab Jab, Right Hook.

**Reference literature**

**IX.-Lecturers/Teachers/Professors**

<b>Lecturer/teacher/professor´s name</b>	LEYRE DE CEPEDA APARICIO
<b>E-mail address</b>	leyre.cepeda@urjc.es
<b>Department/field</b>	Artes y Humanidades
<b>Category</b>	Profesor/a Asociado/a



<b>Academic qualifications</b>	Doctor
<b>Subject Coordinator</b>	Yes
<b>Academic tutorial timetable</b>	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
<b>Nº of Quinquenios</b>	0
<b>Nº of Sexenio</b>	0
<b>Nº period for technology transfer</b>	0
<b>Stretch Doctentia</b>	1

