# JOMC 491: Digital Advertising and Marketing

## Module 1: Understanding Digital Advertising and Marketing

Module 1 Learning Objectives:
1. Understand scope and function of digital advertising and marketing and why it is important for the future of communications
2. Describe and understand digital advertising and marketing industry
3. Identify and explain the major components of digital advertising
4. Recognize role and evolution of social media as a logical evolution to improve the efficiency of human communications
5. Understand digital advertising and marketing strategic planning framework

Class Lectures:

| Class | Date | Topic | Pre-Work | Cases, Exercises & Assignments |
|-------|------|-------|----------|-------------------------------|
| 1 | 08/19 | Introduction –Brand Building 2.0 as context | Purchase and review 491 course pack from Student Stores | |
| 2 | 08/21 | People in Control | **HBR Case:** United Breaks Guitars <br> **Web:** <br> **http://www.youtube.com/watch?v=5YGc4zOqozo** <br><br> **Article**: Nine worst social media fails of 2012 <br> **Article:** Viral Marketing for the real world(HBR) <br><br> **Web**: Amy's Bakery Cafe <br> http://www.buzzfeed.com/ryanhatesthis/this-is-the-most-epic-brand-meltdown-on-facebook-ever <br><br> **Web: Abercrombie & Fitch** <br> https://twitter.com/search?q=%23boycottabercrombie | Case Discussion: United Breaks Guitars <br><br> Guest Lecture: Pam Fulk, Carolina Tiger Rescue |
| 3 | 08/26 | Understanding Context, Channels and Structure: Paid, Earned and Own | **Article**: Facebook: Social Networking Success <br> **Article**: How to get your messages retweeted <br> **Article**: Gaining an Edge through digital marketing, Mckinsey Quarterly | Guest Lecture: Tanner Frevert |
| 4 | 08/28 | Leveraging Earned Media to Build Brand Value | **HBR Case: Dove: Evolution of a Brand** | Individual Assignment: Dove |
| 5 | 09/02 | Delivering Brand Value: Full-service or Niche | **HBR Case**: Mekanism | Group 1 Assignment: Mekanism |
| 6 | 09/04 | Creating Brand Value: A Strategic DAM Framework | **Book Chapter:** Introduction to "Contagious: Why Things Catch On" (pages 1-27) | In Class: VWPCP Case |
| **MODULE 1 (6 sessions)** | | | | |

**Module 2:  Learning Digital Advertising and Marketing Strategic Framework and Strategies**

Module 2 Learning Objectives:
1.  Understand DAM Framework to assess Brand Situation (e.g., category and brand landscape, brand challenge and people)
2.  Understand, explain and apply the five strategies to leverage digital advertising and marketing
3.  Determine best digital advertising strategy for a given brand challenge

Class Lectures:

| Class | Date | Topic | Pre-Work | Cases, Exercises & Assignments |
|---|---|---|---|---|
| 7 | 09/09 | Assessing DAM Brand Situation(1) | **Book Chapter**: The Dragonfly Effect, Ch 1,2 | In-Class: REI Case Group Project Brand Situation In-Class Discussion Guest Lecture: Tanner Frevert |
| 8 | 09/11 | Assessing DAM Brand Situation (2) | **Ted Video:**  Dan Cobley "What Physics Can Teach Us About Marketing" http://www.youtube.com/watch?v=8cwW_S29faQ | Guest Lecture: Tanner Frevert & Brand Challenge Group Project Plan In-Class Work |
| 9 | 09/16 | Five Strategies to Leverage DAM | **Article:**  Social Media can change the corporate culture from six pixels of separation blog | In-Class Cases |
| 10 | 09/18 | Strategy 1& 2: "Listening"& "Talking" | **Article:** "Listening" and "Talking" from Groundswell | Group Project Plan Part I, II & III Due |
| 11 | 09/23 | "Listening" Case | **HBR Case**: Communispace | Group 2 Assignment Due: Communispace |
| 12 | 09/25 | "Talking" Case | **Article:** Meet The Fastest Growing Company Ever | Group Project In-Class Work Time |
| 13 | 09/30 | Strategy 3: "Energizing" | **Article**: "Energizing" from Groundswell **Ted Video:** Seth Godin "The Tribes We Lead" http://www.youtube.com/watch?v=589tH-wtCak | In-Class: Starbucks Case |
| 14 | 10/02 | "Energizing" Case | **HBR Case**:  **Ford Fiesta** | Group 3 Assignment Due:  Ford Fiesta |
| 15 | 10/07 | Strategy 4&5: "Helping" & "Embracing" | **Article**: "Helping" and "Embracing" from Groundswell **HBR Case**:  Patients Like Me **Ted Video**:  Jamie Heywood "Patients Like Me" http://www.youtube.com/watch?v=WQ2PFoHptK8 | Individual Assignment Due: Patients Like Me |
| 16 | 10/09 | "Embracing" Case | **Article**: The Dragonfly Effect, Ch 3 **HBR Case**:  Local Motors | Group 4 Assignment Due:  Local Motors DAM Mid-Term Quiz |
| **MODULE 2 (10 Sessions)** | | | | |

## Module 3:  Identifying Digital Advertising and Marketing Insights

Module 3 Learning Objectives:
1.  Understand difference between a fact and an insight
2.  Explain the characteristics of a successful digital advertising and marketing strategy
3.  Evaluate the effectiveness of digital advertising strategies and tactics

Class Lectures:

| Class | Date | Topic | Pre-Work | Cases, Exercises & Assignments |
|---|---|---|---|---|
| 17 | 10/14 | Facts versus Insights | **Ted Video**: Simon Sinek " How Great Leaders Inspire Action" http://www.youtube.com/watch?v=qp0HIF 3SfI4 <br><br> **HBR Case**:  Decathlon China | Group 5 Assignment Due:  Decathlon |
| 18 | 10/21 | Segmentation, Targeting and Positioning in DAM | **Book Chapter:  "**Blue Ocean Strategy: How to Create Uncontested Market Space and Render Competition Irrelevant", Ch 1 (Creating Blue Oceans) <br><br> **Ted Video**:  Seth Godin "Remarkable Ideas Spread" http://www.youtube.com/watch?v=xBIVlM 435Zg | In-Class: REI Case <br><br> Final Group Project Brand Situation (Parts I, II and III) Due |
| 19 | 10/23 | Uncovering DAM Insights <br><br> Insight Tools: Google AdSense, Google AdWords, Google Keyword & Planning Tool | **Ted Video:**  Malcom Gladwell "Choice, Happiness and Spaghetti Sauce" http://www.youtube.com/watch?v=iIiAAhU eR6Y <br><br> **Ted Video**: Joseph Pine "What Consumers Want" http://www.youtube.com/watch?v=2RD0O ZCyJCk | In-Class: REI Case <br><br> Guest Lecture: Tanner Frevert |
| 20 | 10/28 | DAM Insights and the Power of Storytelling | **HBR Case**: **Sephora Direct** (HBR) <br><br> **Video:**  Review and Study Power of Storytelling: http://www.youtube.com/watch?v=FvgdKf WnYCg | Individual Assignment Due: Sephora Direct |
| 21 | 10/30 | Group Projects Check-In | Group Project Brand DAM Framework #4 DRAFT Review | In-Class Professor Meet w/ Groups Individually |
| **Module 3 (5 Sessions)** | | | | |

**Module 4:  Measure and Evaluate Effectiveness of Digital Advertising and Marketing Strategies**

Module 4 Learning Objectives:
1. Explain and understand role of measurement in digital advertising and marketing
2. Describe and understand common digital advertising measurement tools and metrics
3. Understand and learn how to create digital and social media dashboards with Google Analytics and Social Radar
4. Recommend digital advertising and marketing plan to improve brand engagement and firm financial performance for an existing brand

Class Lectures:

| Class | Date | Topic | Pre-Work | Cases, Exercises & Assignments |
|---|---|---|---|---|
| 22 | 11/04 | Tools:  Google Analytics & Social Radar | **Article**:  Google Analytics Guide | Guest Speaker: Tanner Frevert |
| 23 | 11/06 | Tools:  SEO, SEM& Attribution Modeling | **Web**:  Beginners Guide to SEO (Chapters 1-6) http://www.seomoz.org/beginners-guide-to-seo <br> **Graphic**: Fascinating World of SEO <br> **Slideshare**:  Alex Porter's "Attribution Modeling Basics" <br> **HBR**: Search Engine Optimization | Guest Lecture: David August, RKG |
| 24 | 11/11 | DAM Evaluation & Effectiveness | **Article**:  Can Social Media Measure Satisfaction? <br> **Article**: Web Analytics Chapter 9 <br> **HBR**: Advertising Analytics | |
| 25 | 11/13 | Putting Together a DAM Evaluation & Effectiveness Plan | **Article**:  Socialnomics Ch8 | In-Class: REI Case |
| 26 | 11/18 | Group Project Evaluation & Effectiveness Plan | | In-Class: Group Project Work |
| 27 | 11/20 | Group Project Dress Rehearsal | | All Group Present |
| 28 | 11/25 | DAM Evaluation & Effectiveness | **HBR Case**:  Meteor Solutions | Case Discussion: Meteor |
| 29 | 12/02 | Group Project Presentations | Groups each have 15 mins to present topline recommendations | All Groups Present; Written Due |
| **MODULE 4 (8 Sessions)** | | | | |

**UNC JOMC – DIGITAL ADVERTISING AND MARKETING**

Professor JoAnn Sciarrino,  **Fall 2014**, TTh 200p –315p

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**1. Who will benefit from taking this course?**

Contemporary Digital Advertising and Marketing comprises owned, paid promoted and earned media, with the growth in earned media representing the most significant change in consumer media behavior in history.  These seismic shifts have created new opportunities for marketers to communicate with and engage consumers.  This course provides the practical knowledge and insights required to establish digital advertising and marketing objectives and strategies, properly select the earned and paid media platforms, and monitor and measure the results of those efforts.

While the course provides a framework of how to evaluate and construct digital advertising marketing strategies and plans, its focus is on applying critical reasoning skills through case studies for future advertising and communications managers who will be the ultimate directors of digital advertising and marketing strategies and plans. Possessing the skills to evaluate and create digital advertising is valuable for students planning careers in communications, branding, marketing, or consulting, and is a fundamental function across all industries and organizations.

The course has three major themes:

**Understand "digital"**:  Taking general business problems and structuring them in terms of specific digital advertising and marketing strategies and plans.

**Create successful digital strategies and plans**:  Understanding the framework and tools to evaluate and create successful digital advertising and marketing strategies and plans.

**Critically measure and evaluate digital campaign success**:  Becoming familiar with specific digital advertising and marketing measurement tools and metrics.

Specifically, the course will help you:

1. Delineate the difference between paid and earned media, describe the impact of earned media on traditional marketing strategy, and integrate earned and paid media into effective advertising campaigns.
2. Critically evaluate digital advertising and marketing strategies and plans for a brand or an organization.
3. Construct a successful digital advertising and marketing plans for a brand or organization (that will solve a given marketing challenge).
4. Measure, monitor and calibrate digital advertising strategies for a brand or organization.

The course will also provide a basis from which you may pursue additional study in marketing and advertising. By the end of the course, you will have some experience planning a digital advertising and marketing campaign.

## 2. Will this course help me get a job?

No individual course can guarantee you a job. However, in today's digitally-driven marketplace, many agencies and firms are scouting for graduates with some proficiency in digital advertising and marketing.

## 3. Do other communications or business schools offer a similar course?

The course content is benchmarked with similar courses offered at other leading schools including UCLA, USC, New York University and Columbia University. This course borrows elements from courses like introductory social media marketing, data-driven marketing, Social Media Marketing, etc. A course like this is often a required course for marketing and brand management at top-tier business programs.

## 4. How is the course material organized?

The course is broadly structured in the following four modules: (1) Understanding Digital Advertising and Marketing; (2) Learning Digital Advertising and Marketing Strategic Framework and Strategies; (3) Identifying Digital Advertising and Marketing Insights; and (4) Measure and Evaluate Effectiveness of Digital Advertising and Marketing Strategies.

## 5. Are there any required or highly recommend pre-requisites for this course?

All students will have already completed an introductory marketing course as well as completed an advertising and PR research course or marketing research course. Proficiency with Microsoft Excel and Microsoft PowerPoint is also highly recommended.

## 6. Text Book

There is no text book for this class as the knowledge is cumulated from many different sources, which are provided in the syllabus and course pack. All students must purchase a course pack for this class.

### 7. Software

You will be provided userid and login for Google Analytics and SocialRadar as part of this class. All other software needed to complete assignments for the course, such as Microsoft Excel, Microsoft PowerPoint, Microsoft Word and Adobe, are up to each student to procure.

### 8. Course Pack: Cases

We will discuss a number of cases during the course, the purpose of which is to understand the use of digital advertising and marketing in actual business situations. You will be expected to individually and adequately prepare for case discussions in advance of class (please refer to detailed questions in Appendix A).

### 9. Required Readings

We will discuss a number of articles, Ted Videos and other required content during the course, the purpose of which is to understand the use of digital advertising and marketing in practice, specifically the application of strategies introduced in this course.

Students **MUST** be prepared to discuss this content.

Students must pay special attention to a) key insights; b) recommendations; and c) strengths and weakness of the digital strategies discussed in each of these required readings.

Additional content may be distributed in class and/or through the course conference.

### 10. Marketplace Developments

As future managers, you must pay attention to emerging trends in the digital advertising and marketing marketplace. Students should subscribe to RSS feeds of the *Mashable*, *Techcrunch, AdAge (Digital), Fast Company* and *Wall Street Journal*.

On alternating class meetings, at the beginning of each class, students are STRONGLY encouraged to introduce and discuss news items they have read and share their perspectives on how the development affects and/or may benefit from digital advertising and marketing.

Some news articles may be distributed in class and/or through the course conference.

## 11. Lecture Handouts

I will post the lecture slide OUTLINES (not full slides) on the course Web site, in most cases within 24 hours post lecture. NO PRINT OUTS will be provided.

## 12. What is the grading policy?

The grades for the course will be computed from the following components:

|   |   |   |
|---|---|---|
| a. | Final Group Project | 40 points |
| b. | 1 Group Case Assignment | 10 points |

*(EACH group will be assigned; maintain same group for semester)*

|   |   |
|---|---|
| c. 3 Individual Case Assignments | 30 points |
| (Sephora Direct, Patients Like Me and Dove) | |
| d. Mid-Term Quiz | 15 points |
| d. Class Participation | 25 points |

The final grade is calculated on the weighted value of all components (out of possible 120 points).

Your group project and case assignment scores will be adjusted by your CONTRIBUTION INDEX as reported by your group members in their peer-evaluation forms. Your contribution index is the average of your contribution scores across all peer reports.

*Example:* If YOUR average peer-evaluation score on Group Case Assignment is 5/10 and your group has earned a score of 9/10 on the assignment, YOUR grade on Group Case Assignment is 4.5/10.

## 13. What do the assignments cover?

All assignments are designed to facilitate understanding of the course material. By working on these assignments, students will not only be equipped with the skills to understand good digital and advertising strategies, but also will get opportunity to apply skills to a **real-world** project.

## 14. Will there be any review sessions to go over the assignment/analysis demoed in class?

As needed, there may be assignment review sessions for students interested in reviewing case or assignment (e.g., Google Analytics, SocialRadar, etc.) related material. The TA will conduct the review sessions.

The exact schedule will be posted on the course Web site and will be announced in class.

- **The review sessions are NOT mandatory but are HIGHLY recommended.**
- The TA will go over the material illustrated in class but UNDER NO CIRCUMSTANCES will do ANY part of the case or assignment for you.
- The TA has the authority to not answer questions from the audience that would in any way reveal the solution or part of the solution for the assignment.

Please use the review sessions wisely. Students benefit from these sessions if they have gone over the assignment and attempted some of the questions before coming to the session. That way one can use the session to ask useful clarification questions and benefit from the TA going over the analysis discussed in class earlier in the week.  Lack of student questions will result in immediate termination of the review session by the TA.

## 15. Class Participation

**Participation is a major component (20.8%) of students' final grades because it represents a real-world skill necessary to compete and succeed in digital advertising and marketing.  Successful students prepare for EACH class by completing all the pre-work, including the Case Assignment review and questions.**

**a) Preparation for Class Participation**

Grading class participation is necessarily subjective. Some of the criteria for evaluating effective class participation include:

1. Is the participant prepared?

2. Do comments show evidence of analysis of the article or the case?

3. Do comments add to our understanding of the situation?

4. Does the participant go beyond simple repetition of the article or the case facts?

5. Do comments show an understanding of theories, concept, and analytical devices presented in class lectures or reading materials?

6. Is the participant a good listener?

7. Are the points made relevant to the discussion? Are they linked to the comments of others? Is the participant willing to interact with other class members?

8. Is the participant an effective communicator? Are concepts presented in a concise and convincing fashion?

Keep in mind that your grade for class participation is about recognizing above average and distinctive thinking and not a function of the amount of "**air time**" you take up. I will evaluate you on how well you respond to my questions and how effectively you take into account the comments and analyses of your classmates. I will also evaluate the quality of your participation such as your interpretation, POV and applicability to class lessons because simply regurgitating facts alone is not sufficient to earn positive participation points. Similarly, you may earn positive participation points based on posting or introducing original content (via tweets) germane to Digital Advertising and Marketing topics to the class hashtag. Merely "favoriting" or retweeting on the class hashtag without adding a POV or enriching the discussion will not be sufficient to earn positive participation points.

This course emphasizes ***active, high quality participation*** through case discussions, hands-on exercises, Twitter, lectures, etc. Students are <u>expected</u> to contribute to discussions each week, whether in class or on Twitter. Active participation is a vital component of this course. This is your opportunity to articulate your thoughts and demonstrate competency. I will award a maximum of 25 participation points for the semester. Below please find the rubric of how I grade participation:

| Points Awarded/Week | Standard Demonstrated |
|---|---|
| 3 | Precise, well-reasoned *originating* POV, with citation or reference to course material or relevant current events; supports position with factual information from course material. |
| 2 | Offers relevant and interesting *originating* POV or question, with citation or reference to course material; or answers classmate query with supported POV |
| 1 | Participates by offering reference to current events, and/or answers questions correctly, actively engages and listens but does not meet additional (above) criteria |
| 0 | Does not participate, does not actively engage. |

**b) Preparing for all Case Discussions**

In preparing for case discussions, I recommend that you read the case three times.

1. The first reading should be a quick run-through of the text in the case. It should give you a feeling for what the case is about and the types of data contained in the case.

2. Your second reading should be in more depth. Many people like to underline or otherwise mark up their cases to pick out important points that they know will be needed later. For example, analyze the case with respect to customer behavior and trends, competitor's behavior and trends, and the firm's strengths and weaknesses. On your second reading, carefully examine the exhibits in the case. It is generally true that the case writer has put the exhibits there for a purpose. They contain information that will be useful in analyzing the situation. You will often find that you will need to apply some analytical technique to the exhibit in order to benefit from the information in the raw data. Many of my questions will focus on interpreting the exhibits in the case and assessing the implications of these findings.

3. On your third reading you should have a good idea of the fundamentals of the case. Now you will be searching to understand the specific situation. You will want to get at the root causes of problems and gather data from the case that will allow you to make specific action recommendations. Before the third reading you may want to review the discussion questions in the outline of class assignments. It is during and after the third reading that you should be able to prepare your answers to the discussion questions. As is often the situation in actual practice, cases may not have all the data you would like. Nevertheless, it is critical that you develop a reasoned plan of attack on the basis of data available. Moreover, you should not attempt to find out what happened to the company or business as a basis for making your decision. At no time should papers or notes from previous or concurrent marketing courses be used. These criteria apply to both in-class preparation and written case analysis.

Typical directed questions could include:

*a. Tom could you help interpret Exhibit 3? In particular what does column C capture?*

*b. Michelle do you see a particular pattern in column C? Is this managerially useful? If so, what actions could you take in light of this new insight?*

*c. Ying, using the results in Exhibit 4, the case claims "Blah blah blah …". In your opinion is this justified? If not why not? What would you have claimed instead?*

*d. Arun do you agree with Ying's claim that the managerial claim is not justified? If so, would you still go ahead with the strategy pursued in the case or would you suggest another course of action?*

For each case study, examine the case (both text and exhibits) thoroughly enough to be willing and able to tell the class what specific actions you would recommend that the company take, and why.

Come prepared. **There is no excuse for a lack of preparedness**.  Not only will your class participation grade be hurt, but it will also increase the probability that I will cold call on you more than others in future classes.  Furthermore, as a benchmark, successful students contribute AT LEAST one valuable and insightful comment for each of the case discussions.  Failure to do so will result in a full grade demotion on your final course grade.  The best hedge against being negatively impacted by lack of preparedness is to be prepared and contribute effectively. Contributing meaningful insights in group discussions is a large part of how you will be evaluated in your future careers so learn how to practice effective participation.

**16. Final Group Project and Group Case Assignments**

**The Format for the Final Group Project**

1. The format for the Final Group Project is twofold:  (1) a slide *.ppt presentation (not to exceed 15 slides of presented content and 5 slides of appendix for the 10 minute presentation to the class) UNLESS OTHERWISE SPECIFIED; and (2) a written submission in any format you desire (e.g., PPT, Word, *.pdf,

etc) not to exceed 40 total pages.  The evaluation form for the Final Group Project Presentation may be found in Appendix D.

2. I will be grading your Final Group Project on the quality and rigor of your thinking, cohesion, comprehension and clarity.

3. The Final Group Project should follow the Digital Advertising and Marketing Planning Framework, which will include implications from facts, data and critical thinking showing how it leads to or supports your suggested big idea and strategy recommendation. The final presentation must be for an executive audience and thus needs to be comprehensive, in-depth and should directly support your point of view.

4. A brief limitations paragraph in the appendix of your presentation and written submission needs to address key caveats and how arguments contrary to your recommendation can be addressed. Additional exhibits should be provided in the appendix (as needed) to support your assignment.


**The Format for Group Case Assignments**

1. Group Case Assignments (written portion) are due at the beginning of class on the day they are due.

2. **No late group case assignments will be accepted for ANY reason.**

3. Late papers cannot be accepted because the assignments are discussed in class. Please anticipate schedule conflicts and submit papers early if necessary.

4. All group case assignments should be typewritten and double-spaced (please use 12 point or more). There is 3-page limit on the main text and up to 5 pages of exhibits, for a total of 8 pages.

5. **Put group member names on the last sheet (after the exhibits) of the group assignment.**

6. You are expected to submit your assignment write-up **before midnight** the day before the respective case class.  If your entire group misses class on your assigned day, all members will receive a zero.

7. The format for the written assignment should be in a Q&A format UNLESS OTHERWISE SPECIFIED.

8. I will be grading your write-ups on the quality and rigor of your answers to the questions provided by me.

9. Analysis of case/assignment drawing implications from facts, data and exhibits showing how it leads to or supports your suggested recommendations, commensurate with the concepts learned in the course. Where appropriate, draw on relevant material from the course.

10. A brief limitations paragraph in the end needs to address key caveats and how arguments contrary to your recommendation can be addressed. Exhibits should be provided in the appendix (as needed) to support your assignment.

**Additional Guidelines for Preparing a successful Group Case Assignment are**

1. Be concise. Above all, do not spend time rehashing or paraphrasing the details given in the assignment/case. Concentrate on the insights that you have made from your review and analysis.

2. Recommendations should be appropriate to the problem, timing and budget at hand.

3. Tie your exhibits to the text of the report. Do not simply add extra tables or graphs to "bulk up" the paper. Each exhibit should be sufficiently described in the body of your text so that the reader can easily link its information to your analysis and conclusions.  Assignments, including Appendix, should never exceed 8 pages, double-spaced.

**Peer Evaluation Forms (TO BE SUBMITTED FOR FINAL GROUP PROJECT AND GROUP CASE ASSIGNMENT)**

1. Peer evaluations are evaluations that the group will make about each individual member's contribution to the case or group assignment.  Any assignment that is not an individual assignment requires a peer evaluation.

2. For each group assignment, please fill out a group form with the names of your group members and the number of points that you feel should be assigned to each group member commensurate with their contribution. See Group Form for additional instructions.

3. I will take all of the individual scores for each person in each group and average them to determine each individual member's contribution to the case or group assignment.

4. Peer evaluations are due at the time of turning in the case and can't be turned in later.  I will not remind you to turn in your peer evaluations, so failure to do so will result in an automatic 5 point penalty on your group's project or assignment.

**17. Instructor and TA Availability**

1. Instructor's office hours are by appointment only.  Simply send an email, tweet or call my mobile (404.402.3384) and your individual time will be scheduled.

2. For questions regarding assignments/cases/projects, students should contact the instructor AND teaching assistants **AT LEAST 72 hours** before assignment/case deadlines to ensure time to respond.

3. If queries are received after this time, there is no guarantee that the instructor or TA will be available.

## 18. Code of Conduct

1. Please arrive on time so that we may start promptly.

2. Attendance is expected at every class but not sufficient condition for a good participation grade.

3. Since each class builds on the previous class, there are very high expectations in this course about attendance and preparation.

4. I will generally assign seats based on your group.  Sit in your assigned seat for each class as it helps me track attendance and participation and also helps you complete in-class group assignments.

5. If for some reason you must be absent, please send an email to the TA and Instructor 24 hours in advance, so that your absence will not be recorded as unexplained.

6. In order to accommodate life's inevitable emergencies, you may miss no more than ONE CLASS. Absence in more than ONE CLASS will result in a 5% penalty on class participation per class missed. **However, excessive absences (>2 sessions) will result in zero Class Participation (Note: This is 20.8% of your grade)**.

7. Please try to come to class on time and **do not** leave early. Otherwise, your class participation grade will be negatively affected. If for some reason you do have to come late and/or leave early, please let me know in advance and try to minimize the disruption to your classmates.

8.  The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years.  The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility.  If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance.  This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system.  Your full participation and observance of the honor code is expected.

Sanctions for Academic Misconduct:  The "usual" sanction for instances of academic dishonesty is an "F" in the course (or assignment) and suspension for one full academic semester.  Please note that for international students, this may result in the loss of your student visa status, requiring you to leave the USA until your suspension is over.

For your information, several important provisions of the Honor Code are highlighted:  Academic Dishonesty.  It shall be the responsibility of EVERY student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

1.   Plagiarism in the form of deliberate or reckless representation of another's words, thoughts or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.

2. Falsification, fabrication or misrepresentation of data, other information, or citations in connection with an academic assignment whether graded or otherwise.
3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether or not for a grade.
4. Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following:
    a. Using unauthorized materials and methods
    b. Violating or subverting requirements governing administration of examinations or other electronic assignments.
    c. Compromising the security of examinations or academic assignments.
    d. Representing another's work as one's own; or,
    e. Engaging in other actions that compromise the integrity of the grading or evaluation process.
    f. Assisting or aiding another to engage in acts of academic dishonesty is prohibited.

If you have questions about the honor code at UNC, I encourage you to contact the Office of the Dean of Students at 919.966.4042.  You are encouraged to ask questions regarding your responsibility under the Honor Code.  To eliminate any possible confusion, Instructor expects you to do your own work on individual assignments.  Failure to adhere to the honor code will result in immediate due process.

**Finally, due to the nature of the course content, which is primarily gleaned through case application and discussion, please only use Twitter on the course discussion hashtag (#UNCDigitalMarketing) during class.  Any other unrelated Cybersurfing such as Facebook, Instagram, etc., will result in negative participation for that class session.**

*APPENDIX A - Case Preparation Questions*

**United Breaks Guitars**

**Preparation questions:**

1.  Evaluate United's response to Dave Carroll's video.  Did the airline handle it well?  Why or why not?  Cite 3-5 examples.

2. Why was the video seen by so many, so quickly?

3. In general, how should brands/corporations prepare for the challenge posed by user-generated video and other material disseminated on social media?

4.  If you were Rob Bradford, what would you have done differently, if at all?  What was the economic impact of Dave Carroll's video on United?

**Dove:  Evolution of a Brand**

**Preparation Questions**:

1.  What is a brand?  Why does Unilever want fewer brands?

2.  What was Dove's market positioning in the 1950s?  What is its positioning in 2007?

3.  How did Unilever organize to do product category management and brand management in Unilever before 2000?  What was the corresponding structure after 2000?

4.  What was TCFRP 'Value for the People'?  What was the 'Value for the Brand'?

5.  How was brand meaning controlled before 2000 and how is it controlled at the time of the case?

6.  What were the advantages and disadvantages of TCFRB?  If you were Dove brand manager, would you recommend going forward or ending TCFRB?  Why?

**Mekanism**

**Preparation questions:**

1. At the time of the case, how was the advertising landscape changing?

2. What role can viral marketing play for advertisers?

3. What types of brands stand to gain from viral advertising?  Which brands do not?  What industries are most likely to benefit from viral advertising?  Which industries are not likely to benefit?

4. What is Mekanism's secret sauce for "engineering virally"?  How can this be leveraged for growth?

5. Should Mekanism keep focusing on producing viral marketing only, or diversify into producing and distributing other ad content, thereby becoming a full-service agency?


**Communispace**

**Preparation questions:**

1. As a brand manager would you use Communispace's service?  When would you use it?  When wouldn't you use it?  What are the advantages and disadvantages of this market research tool compared with alternative methods?

2. What is Communispace's competitive advantage?  How is the company creating value?

3. What do you think of Communispace's business model?  How is it different from that of traditional market research companies?

4. If you were Diane Hessan, would you launch a WOM project?  What impact does this launch have on the company brand?  Why?


**Ford Fiesta**

**Preparation questions:**

1.  Appraise Ford's marketing strategy for the Fiesta in the U.S. against the challenges it seeks to overcome.

2. How is the Fiesta Movement performing by the metrics reported in the case?  Should other metrics have been used?

3. Is the campaign under control?  What are the controls?

4. Are you satisfied with the reach of the campaign?

5. What is your advice to Chantal Lenard? Stay the course or make material changes?

## Patients Like Me

**Preparation questions:**

1. What is PLM? Why do patients join PLM? Does the platform work for any disease? What are reactions of physicians to PLM and other similar sites?

2. Evaluate the GP: YES,how does it ensure that it is as successful? Evaluate the GP: NO, how will PLM grow? Should PLM launch GP?

3. What is the "Value to the Patients"? Look at Multiple Sclerosis (MS): What value did MS patients get from the PLM original site that they couldn't get elsewhere? What social/emotional benefits? What informational/medical benefits? Now consider Type II Diabetes. What value will TIID get from GP? How can diseases be classified so that PLM can decide where the most "Value to the People" can be provided?

4. What is the current "Value to Brand (PLM)"? What is the business model? What impact will the GP have on future revenue stream?

5. What is a "platform"? If PLM is going to enter the Patient Management business, does engagement and number of members matter? Market research business? Medical research business? Why/Why not?

## Local Motors

**Preparation questions:**

1. What is the context under which Local Motors is contemplating involving consumers and communities in the design of its products? Describe the Local Motors typical customer.

2. What are the pros and cons of Local Motors involving consumers and communities in the design of its products?

3. What are the pros and cons of Local Motors extending the impact of involving customers in the manufacture of it's products?

4. Compare and contrast Local Motors Embracing strategy with that of Threadless.com.

5. If you were Jay Rogers, what would you do and why?

**Decathlon China**

**Preparation Questions**:

1. What is social media marketing (SMM)?

2. What is the major difference between Chinese social media and their equivalents in Western countries such as United States and Canada?

3. Do you think Decathlon China had a clear SMM strategy? If not, what should be its SMM strategy?.

4. How effective were the social media platforms that Decathlon used in terms of promoting brand awareness and increasing short-term sales?

5. Given Decathlon's SMM strategy, what metrics should decathlon use to evaluate its performance on Taobao Bangpai, 8264.com Sina Weibo (Micro-blog), Renren or Kaixin001? How can these matrices be linked to its sales revenue?

6. Search for one example for each social media platform (FB, Twitter, YouTube) of a company that creatively uses social media to promote its online store or brand awareness successfully. Can Decathlon do the same with Chinese social media? Why or why not?

**Meteor Solutions**

**Preparation Questions**:

1. What was the logic behind Capcom USA online WOM campaign for RE5? Why did Mike Webster and Steve Fowler believe that WOM could be leveraged and measured now? What was different today versus the past?

2. What was the return on investment for the RE5 campaign and the implications for future campaigns?

3. Had the Meteor tools provided comprehensive and actionable information, or was more work needed before these solutions could be widely used in advertising?

4. If you were Steve Fowler, what additional elements would comprise your final report on the RE5 campaign effectiveness and recommendations for future campaigns?

**Sephora**

**Preparation questions:**

1.  Assuming she receives the additional funding, how should Bornstein allocate her budget across the various digital categories?  Given that the additional funding requested must be shifted from Sephora's other marketing spending, where would you propose to cut?  Why?

2. What do you make of Sephora's digital and social media efforts as of the fall of 2010?  Was it wise in your opinion to create Beauty Talk as a separate social platform to Facebook?

3. As Sephora increasingly dabbles with digital marketing and social media, which competitors should the company be most worried about?

4.  What metrics do you propose Sephora Direct use to measure the success of its digital efforts going forward?

5.  What should be the strategic goal of Sephora's digital and social marketing programs?  How can Bornstein satisfy the CEO's desire to "win" in the digital space?

*APPENDIX B - Individual Case Assignment Requirements*

The course requires each student completes three written case assignments.

Written cases should be submitted in hard copy to the Teaching Assistant or instructor on the start of class that the written case will be discussed.  Preparation questions are delineated in the Class Overview Expectations Document and Q&A response is the proper format for submission, although extreme care should be given to providing answers that are geared for an **executive audience**.  Case Assignments will be evaluated and graded for accuracy/correctness, cohesion, comprehension and clarity.

As benchmark, a typical, successful and well-written Case Assignment (e.g., an "A" paper) by serious students will have taken between 10-12 hours to complete.

Case Assignments may not exceed four pages double-spaced, 12 point in the main body, with not more than six additional pages of supporting appendix as needed.  If Case Assignment exceeds (e.g., >10 pages) or does not fulfill these requirements, zero points will be given.

**NOTE:  Additional Case Assignment questions, problem considerations and mandatories may be distributed in class at instructor's discretion.**

*APPENDIX C - Peer Evaluation Form & Student Profile Form*

*Need to accompany EACH group assignment.  Failure to submit will result in 5 point penalty from final assignment content grade.* **Due: IN CLASS with each case write-up and assignment**

Team Members _____

Your Name _____

**Part I.** Below lists *your* responsibilities, i.e. what parts of the case write-up/assignment you were responsible for. Report all tasks, e.g. what environments you analyzed, what parts of the research analysis did you developed, suggestions you made, copy editing, typing, etc.

_____

_____

_____

Number of group meetings you missed. _____

Number of group meetings you attended, but for which you were "unprepared." _____

**Part II.** UNC prides itself in having future leaders*,* which among many other things requires that you provide honest and critical feedback; hold yourself and your team-members to the highest level of integrity and accountability. In the section below, please evaluate the total contribution of the other members of your team as follows.

In giving them a score, assume that there are 10 points available for each member of the team (other than you). Thus, if the team size is four (including you), there are 30 points available to distribute among your three teammates. Allocate them in a manner which you believe properly reflects each person's relative contribution to the combined deliverable. If all were judged equal, then each would receive 10 points. ***Note: You are not to evaluate yourself - only your teammates.*** Since this will be a factor in their evaluation, please give this careful thought. **Your evaluations are confidential.**

| Team Members | Points | Indicate (Y/N) if team member was present and PREPARED at an "acceptable" number of meetings |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

*Note: **You should make this evaluation by yourself, not jointly with your colleagues**. Any additional comments you have can be listed on the back of this form.*

**Student Profile**

**Name:**

**Major:**

**Marketing and Statistics Courses Taken So Far:**

a. What do you like most about marketing? What appeals to you the most about it?

b. What do you think you will benefit from the most in this course?

c. Are there any special topics you would especially like to have covered in this class?

d. What aspect of the course concerns you most?

e. Do you have any questions or issues about the course that need further clarification?

f. Please describe any experience you have had where you commissioned, conducted, evaluated or participated in digital advertising and marketing.

g. Tell me something interesting about yourself or something you think I should know.

*APPENDIX D – Final Group Project Presentation Evaluation Criteria*

Team: _____

Members: _____

Scale: 5 = Excellent, 4=Good, 3=Satisfactory, 2=Needs Improvement, 1=Poor

| Presentation Skills: | | | | | |
|---|---|---|---|---|---|
| 1. Immediately grabs attention and builds interest | 5 | 4 | 3 | 2 | 1 |
| 2. Presentation radiates---doesn't drain | 5 | 4 | 3 | 2 | 1 |
| 3. All group members meaningfully contribute | 5 | 4 | 3 | 2 | 1 |
| 4. Remains focused on topic | 5 | 4 | 3 | 2 | 1 |
| 5. Displays enthusiasm and passion for brand | 5 | 4 | 3 | 2 | 1 |
| Content: | | | | | |
| 1. Clearly identifies marketing challenge | 5 | 4 | 3 | 2 | 1 |
| 2. Defines and substantiates target market | 5 | 4 | 3 | 2 | 1 |
| 3. Identifies a meaningful consumer insight | 5 | 4 | 3 | 2 | 1 |
| 4. Recommends an inspirational Big Idea | 5 | 4 | 3 | 2 | 1 |
| 5. Demonstrates any recommended strategies | 5 | 4 | 3 | 2 | 1 |
| Overall Impression | 5 | 4 | 3 | 2 | 1 |

## What 2-3 things did you like BEST about the presentation?
1.

2.

3.


## What 2-3 things did you like LEAST about the presentation?
1.

2.

3.


## Additional Comments:

*APPENDIX E:  AEJMC Core Values*

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies.  Therefore, Digital Advertising and Marketing provides lectures, cases, discussions and assignments that reaffirm the following AEJMC core values:

- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.