

UNC JOMC – DIGITAL ADVERTISING AND MARKETING

Professor JoAnn Sciarrino, **Fall 2015**, TuTh 11:00am –12:15pm, Halls of Fame

Office – 234; Office Hours – Tuesday and Thursday 1000am to 1100am (Aug 24-Nov 19)

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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) Creating Digital Advertising and Marketing Strategies and Plans; (2) Diagnosing and Formulating Digital Advertising and Marketing Strategies and Plans; (3) Measuring Digital Advertising and Marketing Strategies and Plans; and (4) Pitching Digital Advertising and Marketing Strategies and Plans.

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

The text book for this class is called "Internet Marketing" and is accessed online from Stukent. All students must purchase the online text book "Internet Marketing" for this course. Use course code: P6H2N2.

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, Compete.com, Google Keyword Planner, Microsoft PowerPoint, Microsoft Word and Adobe, are either FREE online or up to each student to download as part of UNC University software program.

8. Course Pack: Cases

We will discuss a several cases during the course, the purpose of which is to understand the use of digital advertising and marketing in actual business situations. Cases are a critical part of your learning because it is how you will be presented problems/situations to solve in your professional careers (i.e., your boss isn't going to bring you a multiple choice question and ask you which is the correct answer! LOL). 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, slideshare, book chapters, 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. Even if content is not specifically discussed in class, it is background context for the topics and cases discussed in class.

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)*, *Ad Age (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 selected lecture slide OUTLINES (not full slides) on the course Web site, in most cases within 48 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. Brand Challenge Group Project	40 points
b. Five Strategies Group Case Assignment	10 points
<i>(EACH group will be assigned; maintain same group for semester)</i>	
c. 2 Individual Case Assignments (pick 2 of 3)	20 points
d. Mid-Term Quiz	10 points
e. Class Participation and In-Class Assignments	20 points

The final grade is calculated on the weighted value of all components (out of possible 100 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 **real-world cases and final 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.

- **Any review sessions are NOT mandatory but are 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%) 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 expected 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 20 participation points for the semester. Below please find the rubric of how I grade participation:

Points Awarded/Week	Standard Demonstrated
3	Precise, well-reasoned <i>originating</i> POV, with citation or reference to course material or relevant current events; supports position with factual information from course material.
2	Answers a classmates question by offering a relevant and interesting <i>originating</i> POV or question, with citation or reference to course material
1	Offers relevant and interesting <i>originating</i> POV or question, with citation or reference to course material; or answers classmate query with supported POV
0.5	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 WIX (or similar structured, online) site with all five portions of the DAM Strategy Framework and Deliverables provided in a graphical and easy to navigate format; and (2) a pitch presentation not to exceed 10 minutes (with an additional 5 minutes of

questions given) to a panel of expert judges from industry and the academy. 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, strategy recommendation and comprehensive marketing plan. 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 online WIX submission needs to address key caveats and how arguments contrary to your recommendation can be addressed. Additional supporting exhibits, charts or information not specifically required should be provided (as needed) to support your assignment in your WIX submission.

The Format for Group Case Presentation Assignment:

1. Group Presentation Assignment (written portion) is due prior to the beginning of class on the day it is due via email by one group member to the TA, with a cc to Professor Sciarrino. Your group will present off this slide deck on the day it is due, for a total of 12 minutes (10 minutes presentation followed by 2 minutes of question and answer).

2. No late group presentation assignment will be accepted for ANY reason.

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

4. All group presentation assignments should be in a PPT or slide format. There is 12-page limit on the main presentation and up to 8 pages of exhibits, for a total of 20 pages.

5. Put group member names on the last sheet (after the exhibits; name page does NOT count in the 20 page limit) of the group assignment.

6. You are expected to submit your assignment 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 PPT or slide format, following the structure provided in the appendix and in class UNLESS OTHERWISE SPECIFIED.

8. I will be grading your group presentation assignment on the quality, comprehension and rigor of your thinking for the topic assigned, as well as your ability to communicate key concepts clearly.

9. Group presentation assignment should a meaningful point of view from secondary research facts, creative, content, data and other sources showing how it leads to or supports your conclusions, commensurate with the concepts learned in the course. Where appropriate, draw on relevant material from the course.

10. Again, use Exhibits in the appendix (as needed) to support your group assignment.

Additional Guidelines for Preparing a successful Group Presentation Assignment:

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. 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.

3. You will be assigned a group and then randomly given a topic for which you will prepare your presentation. The domains you must cover in your presentation are in **Appendix F**.

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 or group assignment, and can't be turned in later. Peer evaluations should be delivered directly to the TA prior to class start that the assignment is due, appropriately labeled. 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 listed at the top of page 15. Simply send an email, tweet or call my mobile (404.402.3384) if you ever have any questions.
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.

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean Charlie Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

19. Seeking Help

If you need individual assistance, it's your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

20. Diversity

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2011-2012 Undergraduate Bulletin <http://www.unc.edu/ugradbulletin/>. UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

21. Special Accommodations

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the Department of Disability Services website at <http://disabilityservices.unc.edu/>

22. Accreditation

The School of Journalism and Mass Communication's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address a number of the values and competencies, with special emphasis on the last six bullet dots under "Professional values and competencies" in the link above.

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.

JOMC 470: Digital Advertising and Marketing

Module 1: Creating Digital Advertising and Marketing (DAM) Strategies and Plans

Module 1 Learning Objectives:

1. Understand scope and function of digital advertising and marketing and why it is important for the future of communications (brand building 2.0)
2. Introduction to digital advertising and marketing strategic planning framework
3. Identify and explain the five basic types of digital advertising and marketing strategies

Class Lectures:

Class	Date	Topic	Pre-Work	Cases, Exercises & Assignments
1	08/18	Intro to creating DAM strategies and plans	Purchase and review course pack and Internet Marketing Digital Text from Student Stores	In-Class exercise: Creating DAM strategy and plan
2	08/20	Brand Building 2.0: People In Control	<p>Sign up for Stukent using course code P6H2N2. Follow the instructions in your course pack and on Sakai.</p> <p>Internet Marketing Text: Chapters 1 http://book.stukent.com/register</p> <p>HBR Case: United Breaks Guitars Web: http://www.youtube.com/watch?v=5YGc4zOqozo</p> <p>Web: Amy's Bakery Cafe http://www.buzzfeed.com/ryanhatesthis/this-is-the-most-epic-brand-meltdown-on-facebook-ever</p> <p>Web: Abercrombie & Fitch https://twitter.com/search?q=%23boycottabercrombie</p>	In-Class Discussion: United Breaks Guitars
3	08/25	DAM Strategy Framework	<p>Book Chapter: Introduction to "Contagious: Why Things Catch On" (pages 1-27)</p> <p>Video: Seth Godin "Remarkable Ideas Spread" https://www.youtube.com/watch?v=xBIVIM435Zg&index=1&list=PL87ED196AEF6DE75C</p>	<p>Guest Lecture: Heidi Harkins - Brand Challenge Client Briefing</p> <p>In-Class Case: PCPVW</p>
4	08/27	Five Strategies to Leverage DAM	Book: Groundswell "Listening," "Talking," "Energizing," "Helping" and "Embracing" Chapters	
END MODULE 1 (4 sessions)				

Module 2: Diagnosing and Formulating Digital Advertising and Marketing Strategies and Plans

Module 2 Learning Objectives:

1. Apply DAM Framework to properly solve a brand challenge (e.g., work through category and brand landscape, brand challenge, value for people/value for brand and recommendation and insight)
2. Conduct, synthesize and interpret secondary and primary research, as well as create target audience empathy maps, to correctly reveal a compelling insight
3. Understand, apply and use digital tools such as Google Analytics, Social Radar, Google Keyword Planner, Google AdWords, Google AdSense, SEO and SEM
4. Describe and understand the digital advertising and marketing customer journey

Class Lectures:

Class	Date	Topic	Pre-Work	Cases, Exercises & Assignments
5	09/01	DAM Framework: Tools & Techniques for Understanding Category Landscape (Secondary & Syndicated Reports)	Park Library Links: MRI, Forrester, eMarketer, Trendwatching.com, Industry Reports Internet Marketing Text: Chapters 2 & 4 http://book.stukent.com/register	Guest Lecture: Stephanie Brown In-Class Exercise: Interpreting Syndicated Research Five Strategies to Leverage DAM Group Case Due
6	09/03	DAM Framework: Tools & Techniques for Understanding Category Landscape (SEO, SEM and Display)	Internet Marketing Text: Chapters 5 & 6 http://book.stukent.com/register	Guest Lecture: Jonathan Unger & David August, RKG In-Class Exercise: SEO
7	09/08	DAM Framework: Tools & Techniques for Understanding Category Landscape (Google Keyword Planner, Google AdWords, Google Insights)	Video: Google AdWords https://www.youtube.com/watch?v=uFzoM59bIQ8	Guest Lecture: John Prudente In-Class Exercise: Google Keyword Planner
8	09/10	DAM Framework: Tools & Techniques for Defining Brand Situation (Social Media, Social Radar, Content Marketing)	Internet Marketing Text: Chapters 10 & 11 http://book.stukent.com/register	Guest Lecture: John Prudente In-Class Exercise: Social Radar
9	09/15	DAM Framework: Tools & Techniques for Defining Brand Situation (SEO on-site & Landing Page Optimization)	Internet Marketing Text: Chapter 3 & 7 http://book.stukent.com/register Web: "SCAN" Beginners guide to SEO (Chapters 1-6) https://moz.com/beginners-guide-to-seo	

10	09/17	DAM Framework: Tools & Techniques for Defining Brand Situation (Google Analytics & Compete.com)	Video: Google Analytics https://www.youtube.com/watch?v=H1Opn4DS88k	Guest Lecture: John Prudente In-Class Exercise: Google Analytics
11	09/22	DAM Framework: Tools & Techniques for Defining Brand Situation (Customer Journey)	Web: Branding In The Digital Age https://hbr.org/2010/12/branding-in-the-digital-age-youre-spending-your-money-in-all-the-wrong-places	In-Class Exercise: Mapping Customer Journey
12	09/24	DAM Framework: Tools & Techniques for Defining Brand Situation (Communications Audit)	Book: Chapter 1 -Paid, Earned and Owned Ted Video: Dan Cobley “What Physics Can Teach Us About Marketing” http://www.youtube.com/watch?v=8cwW_S29faQ	Guest Lecture: Alexia Victor In-Class Exercise: Sugarland Communications Audit
13	09/29	DAM Framework: Tools & Techniques for Determining VFP/VFB (Segmentation, Targeting and Positioning)	Book: Chapter 1, “Blue Ocean Strategy: How to Create Uncontested Market Space and Render Competition Irrelevant”	Brand Challenge Parts I & II Due
14	10/01	DAM Framework: Tools & Techniques for Determining VFP/VFB (Empathy Maps & Personas)	Ted Video: Seth Godin “The Tribes We Lead” http://www.youtube.com/watch?v=589tH-wtCak Ted Video: Jamie Heywood “Patients Like Me” http://www.youtube.com/watch?v=WQ2PFoHptK8	In-Class Exercise: Creating an Empathy Map and a Target Persona
15	10/06	DAM Framework: Tools & Techniques for Determining VFP/VFB (APPs & Mobile Web)	Ted Video: Joseph Pine "What Consumers Want" http://www.youtube.com/watch?v=2RD00ZCyJck Ted Video: Malcom Gladwell “Choice, Happiness and Spaghetti Sauce” http://www.youtube.com/watch?v=iliAAhUeR6Y	Guest Lecture: Alexia Victor Mid-term Quiz
16	10/08	DAM Framework: Tools & Techniques for Determining VFP/VFB (Re-Marketing)		In-Class Brand Challenge Workshop
17	10/13	DAM Framework: Tools & Techniques for Determining VFP/VFB	HBR Case: Ford Fiesta	Individual Written Case Due: Ford Fiesta
	10/15	NO CLASS: Fall Break		
END MODULE 2 (13 Sessions)				

Module 3: Measuring Digital Advertising and Marketing Strategies and Plans

Module 3 Learning Objectives:

1. Recognize the importance of insight to digital advertising and marketing strategies, and distinguish between a fact and an insight.
2. Describe and understand budgeting methods and allocation guidelines in digital advertising and marketing.
3. Understand the difference between an insight and a big idea.
4. Learn principles of creating a campaign big idea for DAM strategy and plans.

Class Lectures:

Class	Date	Topic	Pre-Work	Cases, Exercises & Assignments
18	10/20	DAM Framework: Deriving Insights, Creating Big Ideas & Allocating Budgets (Facts versus Insights)	Video: Simon Sinek “How Great Leaders Inspire Action” http://www.youtube.com/watch?v=qp0HIF3Sfl4	Guest Lecture: Ari Gross - Getting to the Insight
19	10/22	DAM Framework: Deriving Insights, Creating Big Ideas & Allocating Budgets (Big Ideas & Recommendations)		Guest Lecture: Alexia Victor & Caroline Zapatero, Lenovo In-Class Brand Challenge Insight & Big Idea Workshop
20	10/27	DAM Framework: Deriving Insights, Creating Big Ideas & Allocating Budgets	HBR Case: Sephora Direct	Individual Written Case Due: Sephora Direct
21	10/29	DAM Framework: Deriving Insights, Creating Big Ideas & Allocating Budgets (Aligning Budgets to Strategy)		Brand Challenge Part III Due; In-Class Brand Challenge Check-In with Professor
END MODULE 3 (4 Sessions)				

Module 4: Evaluation and Effectiveness of Digital Advertising and Marketing Strategies and Plans

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. Create measurement construct to evaluate digital advertising strategies and plans

Class Lectures:

Class	Date	Topic	Pre-Work	Cases, Exercises & Assignments
22	11/03	DAM Framework: Measuring DAM Strategies & Plans (Basic Metrics)	Coursepack Book: Chapter 9, Web Analytics	
23	11/05	DAM Framework: Measuring DAM Strategies & Plans (Putting Together a DAM Evaluation & Effectiveness Plan)	Coursepack HBR: Advertising Analytics	In-Class M&Ms, REI and VWPCP Measurement Cases Individual Written Case Due: Online Marketing at Thunderbird
24	11/10	DAM Framework: Measuring DAM Strategies & Plans (Beyond Basic Metrics: Attribution and Marketing Mix Modeling)	Slideshare: Alex Porter's Attribution Modeling Basics	Guest Lecture: Drew Ford, Rocket Interactive In-Class Case: Rocket Interactive Brand Challenge Part IV Due
END MODULE 4 (3 Sessions)				

Module 5: Pitching Digital Advertising and Marketing Strategies & Plans

Module 5 Learning Objectives:

1. Learn fundamentals of in-person digital advertising and marketing presentation pitches
2. Understand and describe an effective digital advertising and marketing pitch structure
3. Create an engaging, compelling and successful digital advertising and marketing pitch presentation and plans book for a real-world client brand challenge

Class Lectures:

Class	Date	Topic	Pre-Work	Cases, Exercises & Assignments
25	11/12	Pitching DAM Strategies & Plans (Fundamentals of Pitching)	Video: Power of Storytelling http://www.youtube.com/watch?v=FvgdKfWnYCg	Guest Lecture: Emery Rogers, LLNS In-Class Case: LLNS
26	11/17	Pitching DAM Strategies & Plans (Structure of Effective Pitch Presentations)	Ted Video: Secret Structure of Greatest Communicators http://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks	Guest Lecture: Havercamp In-Class Brand Challenge Workshop
27	11/19	Pitching DAM Strategies & Plans (Dress Rehearsal)	Groups each have 10 mins to pitch with Professor	In-Class Brand Challenge Workshop
28	11/24	Pitching DAM Strategies & Plans		In-Class Brand Challenge Workshop Brand Challenge - Plans Microsite (e.g., Written Brand Challenge) Due Brand Challenge - Pitch Video Due
29	12/01	Pitching DAM Strategies & Plans (Pitch Presentations)	Groups each have 15 mins to present topline recommendations	Brand Challenge Pitch Presentation
END MODULE 5 (5 Sessions)				

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?

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?

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?

Thunderbird

The Digital Advertising and Marketing Framework includes guidance for monitoring, measuring and modeling the recommended marketing strategy and plan. Your written recommendation for Santina should include recommendation to improve the online performance of Thunderbird Marketing and Communications, substantiated by data. Your recommendation should also include forward looking evaluation of the conversion rates for Thunderbird.

Preparation questions:

1. Identify Thunderbird key metrics and define the KPIs.
2. Generate tables and graphs, and provide a summary of the main observations, inferences, and potential extrapolations offered by the data.
3. Conduct an evaluation of the whole group of KPIs and then group according to each marketing goal. Identify gaps and opportunities based on the KPI grouping exercise.
4. Provide recommendations for Santina to improve the online performance of Thunderbird Marketing and Communications. Please substantiate your recommendations with data.
5. What impact should these recommendations have on the conversion rates for Thunderbird Marketing and Communications?

APPENDIX B - Individual Case Assignment Requirements

The course requires each student completes two written case assignments, out of three options provided. Of the three cases, please note that Thunderbird case is highly quantitative.

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 8-10 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 <u>marketing challenge</u>	5	4	3	2	1
2. Defines and substantiates <u>target market</u>	5	4	3	2	1
3. Identifies a meaningful <u>consumer insight</u>	5	4	3	2	1
4. Recommends an inspirational <u>Big Idea</u>	5	4	3	2	1
5. Demonstrates any <u>recommended strategies</u>	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.

APPENDIX F: Group Assignment Presentation Criteria

Each group will be randomly assigned one of five DAM Strategy Types. Groups will submit slide format presentation to the TA, and cc Professor Sciarrino, prior to class start on the day it is due. The criteria (mandatory elements that must be included) for the group assignment presentation will encompass 30 minutes of presentation material followed by 5 minutes of question and answer are as follows:

- Overview of assigned DAM Strategy Type (5 mins)
- How DAM Strategy Type differs from other strategy types (5 mins)
- Identify a recent campaign for a brand (you and your team select the brand; this is your 'case study') that illustrates the assigned DAM Strategy Type and do a deep dive into that brand's campaign (15 mins)
 - Infer the marketing challenge, main idea, and target audience of the campaign
 - Derive the campaign insight and big idea (as appropriate)
 - Show examples of the creative executions
 - Substantiate why the campaign illustrates the given strategy
- Conclusions and lessons learned about the DAM Strategy Type (5 mins)
 - What conclusions can you and your team make from the case study of the assigned DAM Strategy Type?
 - What can marketers learn from the case above that will help them create successful campaigns?
 - Under what conditions would a marketer NOT use the assigned strategy type?