

UNC MEJO 670 – DIGITAL ADVERTISING AND MARKETING

Professor JoAnn Sciarrino; **Fall 2017**, TuTh 1230pm – 145pm, CA#11

Office – 234; Office Hours – TuTh 930am – 1045am and 02/02 900am - 1000am; 03/02 900am – 1000am

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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 assignments and a progressive brand challenge project 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. Critically evaluate digital advertising and marketing strategies and plans for a brand or an organization.
2. Construct a successful digital advertising and marketing strategy and plan for a brand or organization including the use of search, display, social, content marketing, and eCRM in an omni-channel world.
3. 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 valuable, relevant experience planning a contemporary 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, University of Texas, University of Michigan, New York University and Columbia University. This course borrows elements from courses like introductory social media marketing, digital marketing, online 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 three modules: (1) Digital Advertising and Marketing Framework; (2) Digital Advertising and Marketing Strategies and Plans; and (3) Digital Advertising and Marketing Measurement.

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

Ideally, all students will have already completed an introductory marketing course as well as an introductory 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 "Digital Marketing Essentials" from Stukent. We will also use the MimicPro Simulation from Stukent. To access both the book and simulation online, ***you must purchase your unique course code from UNC Student Stores***. You will need the unique code to be able to run and submit the assignment from the simulation exercise, which is an individual assignment.

7. Software

We will be using a series of software tools as part of this course, such as Wishbone, SEMRush, LongTail Pro, Social Mention, Moat, Opensite Explorer, Microsoft Excel, Google Keyword Planner, Google Analytics, Microsoft PowerPoint, and Adobe, are either FREE online or up to each student to download as part of UNC University software program.

8. Cases

We may discuss various cases or real-world examples 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.

9. Required Resources

We will discuss a number of course resources, including 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.

Content is distributed in a variety of ways, such as in the syllabus, Sakai or in-class. Students **MUST** be prepared to discuss any course content assigned as “pre-work.” Even if pre-work course content is not specifically discussed in class, it is background context for the topics and cases discussed in class. Additional content may also be distributed at the professor’s discretion.

10. Marketplace Developments

As future managers, you must pay attention to emerging trends in the digital advertising and marketing marketplace. Students should follow or subscribe to relevant digital content from sources such as *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 via course hashtag #UNCDigitalMarketing and discuss these marketplace developments (i.e., news items) they have discovered and share perspectives on how the development impacts and/or may benefit from digital advertising and marketing. Credit will be awarded based on both the use of class hashtag and the quality of the submission and perspective.

11. Lecture Handouts

At minimum, the Professor will post selected lecture slide outlines on the course conference, 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 | 35 points |
| b. Simulation (Individual Assignment) | 25 points |
| c. Social Media Case (Individual Assignment) | 10 points |
| c. Quiz | 10 points |
| d. Class Participation | 20 points |

The final grade is calculated on the weighted value of all components (out of possible 100 points). There are several assignments that comprise the brand challenge group project, which will be conducted in groups. You will be randomly assigned a group, which you will keep for the entire semester.

Your group project 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 Brand Challenge Group Project 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 (e.g., a weighted overall score, based on your contribution). Peer evaluations enable the professor to fairly reward those students who do the most work on group projects, whilst penalizing those that have not contributed their fair share. Students in groups with underperforming members are encouraged to alert the professor as early in the semester as possible, so that positive action can be undertaken before final grades are calculated.

Grading Rubric

The final earned points for the course will be divided by the total possible number of points (100) in order to derive an overall percentage, which is then reported and posted with the following standard scale:

| Percent | Grade |
|----------------|--------------|
| >91% | A |
| 89% - 90% | A- |
| 85% - 88% | B+ |
| 81% - 84% | B |
| 78% - 80% | B- |
| 75% - 77% | C+ |
| 72% - 74% | C |
| 68% - 71% | C- |
| 65% - 67% | D+ |

Simulation Grading Rubric

The simulation individual assignment is a cumulative assignment with seven parts or “rounds” over approximately seven weeks. There are 25 total possible points for the simulation exercise. The points are awarded across five criteria: Revenue, Profit, Conversions, Reach and Profit Rank. The available points awarded for each of the five criteria are evaluated on the basis of “excellent”, “good”, “fair” and “poor” as follows:

| Weight | Metric | Excellent | Good | Fair | Poor |
|--------|--------------------|-----------|-----------|-----------|--------|
| 20% | Points Awarded | 5 | 4.75 | 4.5 | 4.25 |
| | Revenue | \$851,800 | \$696,485 | \$569,593 | < Fair |
| 20% | Points Awarded | 5 | 4.75 | 4.5 | 4.25 |
| | Profits | \$111,305 | \$89,694 | \$74,566 | < Fair |
| 20% | Points Awarded | 5 | 4.75 | 4.5 | 4.25 |
| | Conversions | 1389 | 1120 | 934 | < Fair |
| 20% | Points Awarded | 5 | 4.75 | 4.5 | 4.25 |
| | Reach | 38492 | 33276 | 27725 | < Fair |
| 20% | Points Awarded | 5 | 4.75 | 4.5 | 4.25 |
| | Profit Rank | 1-3 | 4-6 | 7-8 | 9-10 |

13. What is the Individual Case Assignment and how is it graded?

The Individual Case Assignment is designed to facilitate understanding of the course material. By working on this assignment, 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 situation.

The Format for Individual Assignments:

Individual Assignments are due prior to the beginning of class on the day it is due in hardcopy. The Simulation Assignment submission is online (through Stukent). Instruction for submission for each of the seven rounds can be found on Stukent MimicPro Simulation brief.

No late assignments will be accepted for ANY reason. Late assignments cannot be accepted because the assignments are discussed in class. Please anticipate schedule conflicts and submit papers early if necessary.

The format for submission of the Individual Assignment is a Word document. There is a 4 page, double-spaced (12 Calibri or Times New Roman font with standard margins) limit. You are also permitted to include up to 6 additional pages as Exhibits in the appendix to support your point of view, as needed. Assignments, including Appendix, should never exceed 10 pages. I will be grading your group project and group project assignments on the quality, comprehension and rigor of your thinking for the topic assigned, as well as your ability to communicate key concepts clearly.

Please put your name and PID on the back of the last sheet so that the professor will grade all assignments “blind.”

It bears repeating that student is expected to submit the assignment before the respective class date start time. Failure to submit individual assignment in person on the day it is due, prior to class start time, will receive a zero for that assignment.

Be concise. Above all, do not spend time rehashing or paraphrasing the details given in the case assignment. Concentrate on the insights that you have made from your review and analysis. Tie your exhibits to the text of the case or assignment. Do not simply add extra tables or graphs to “bulk up” the submission. 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.

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 key concepts, tools (e.g., Google Analytics, Google Keyword Planner, etc.) related material. The course teaching assistant (TA) will conduct the review sessions.

The exact schedule will be posted on the course conference 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 work 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 case/assignment.

Please use the review sessions wisely. Students benefit from these sessions if they have gone over the material 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. What is Class Participation and how is it graded?

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 resources.

Class participation is based on two dimensions: (a) the quality of your contributions in class, based on the course material; and (b) attendance. Each of these is described in detail, below, as well as a guide of how to best prepare for participation in advance of a case discussion. Note: there is no cybersurfing in class. Failure to comply will result in negative (subtracted) participation points.

(a) Quality of 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 thorough 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 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. As part of your preparation for class, I ask that you form discussion groups to prepare the assigned case studies. The purpose of these groups is to assist each participant in developing his or her understanding of the issues and topics raised in the cases. The discussion group is a useful and informal forum in which to test your ideas. Further, your discussion group should also be the same group you work with on the group written case assignments, thus allowing you to build your problems solving skills as a group as the term progresses.

This course emphasizes **active participation** through case discussions, class Twitter hashtag (#UNCDigitalMarketing), class exercises, lectures and panel discussions. Students are expected to contribute to discussions on the Twitter hashtag. 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 |
|---------------------|---|
| 1 | Precise, well-reasoned POV, with citation or reference to course material or relevant current events; Supports position or question with factual information from course material |
| 0.5 | Offers relevant and interesting response to a question posed by instructor or fellow student, with citation or reference to course material. |
| 0.5 | Offers relevant and interesting question, with citation or reference to course material. |
| 0 | Does not participate, does not actively engage. |

(b) Attendance: Each student will receive ½ participation point for each class that they attend in person.

(c) Preparing for Case and Class Discussions

In preparing for class discussion, please be sure you have reviewed the course pre-work material(s) well in advance. For more detailed readings/video, I recommend you review 2-3 times. Specifically:

1. The first reading should be a quick run-through. It should give you a feeling for what the reading is about and the key themes.

2. Your second reading should be in more depth. Many people like to underline or otherwise mark up the text to pick out important points that they know will be needed later. On your second reading, always be sure to carefully examine the tables, figures or exhibits. It is generally true that the writer has put the exhibits there for a purpose. They contain information that will be useful in analyzing the situation. Many of my questions in class will focus on interpreting the tables, figures or exhibits and assessing the implications of these observations.

3. On your third reading you should have a good idea of the fundamentals. Now you should be thinking about how this reading may inform or impact the brand challenge specific situation. You will want to put some thoughts together of how you may use the reading to advance your brand challenge group project.

Typical in-class directed questions from readings/videos could include:

a. Tom could you help interpret Exhibit 3 in the SEO MOZ reading? 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 results given from the Video on Keyword Research, the narrator claims “Blah blah blah ...”. How can we research if these keywords are not being used by one of the competitors? What tools may help us in this endeavor?

d. Arun do you agree with Ying’s recommendation for using keywords? If so, would you still go ahead use these keywords or would you suggest another course of action?

For each reading/video, examine the content thoroughly enough to be willing and able to answer questions and share your POV.

Bottom line: Come prepared. There is no excuse for a lack of preparedness. Not only will your class participation grade be hurt if you do not respond, but it will also increase the probability that the professor will cold call on those who were unprepared in future classes.

16. What is the Final Group Project and how is it graded?

The Format for the Final Group Project

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 the client and industry. The evaluation form for the Final Group Project Presentation may be found in Appendix D.

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

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 of tactics. The Final Group Project should also include at minimum 20 creative examples of tactics that support your recommended strategy and 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. The Online Plans Book and the Pitch Presentation will be weighted 20 points for plans book and 15 points for the pitch presentation (35 total possible points).

Note: Please include a brief limitations paragraph on one page or in the appendix of your online WIX submission 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 submission.

The Format for Group Project Assignments:

Group Project Assignments may occur during the semester, and are due prior to the beginning of class on the day it is due either in hardcopy or via email (by one group member to the TA, with a cc to Professor Sciarrino).

No late group project or group project assignments will be accepted for ANY reason.

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

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

Please put group member names on the last sheet (after the exhibits; name page does NOT count in the 20 page limit) of the group project assignments.

It bears repeating that each group are expected to submit your group project assignment before the respective class due date. If your entire group misses class on the group assignment due date, all members will receive a zero.

The format for the group project assignments should be written, UNLESS OTHERWISE SPECIFIED. The format for the group project brand challenge written portion is a digital plans book (website such as WIX).

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

Group project should provide 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.

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

Additional Guidelines for Preparing a successful Group Project and Group Assignments:

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

Tie your exhibits to the text of the project or assignment. Do not simply add extra tables or graphs to “bulk up” the submission. 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.

You will be assigned a group for the group project and group assignments. The domains you must cover in your group project pitch presentation are in **Appendix F**.

Peer Evaluation Forms (TO BE SUBMITTED FOR GROUP PROJECT AND GROUP ASSIGNMENTS)

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

For the group project and 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.

I will take the individual scores for each person in each group and average them to determine each individual member’s contribution to the group project or group assignments.

Peer evaluations are due at the time of turning in the group project 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 even distribution of points among all members (e.g., no weighting for individual contribution to the group project).

17. Instructor and TA Availability

Instructor’s office hours are listed at the top of the syllabus. Simply send an email, tweet or call my mobile (404.402.3384) if you ever have any questions or need assistance.

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.

If queries are received after this time, there is no guarantee that the instructor or TA will be available to provide an answer, although every effort will be made to do so.

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% 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.

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 nuanced case application and discussion, please do not engage in any “cybersurfing” (e.g., messaging, social media, eCommerce, email, etc.) during class from either your smartphone, tablet or laptop. Student “cybersurfing” during class lectures have been proven to decrease awareness, understanding and comprehension, especially in analytical and critical reasoning domains (Psychology Today, 2015). Moreover, there is a high correlation of cybersurfing and below average course grades (Flipd, 2014, 2015, 2016).

JOMC 670: Digital Advertising and Marketing

| Class | Date | Topic | Pre-Work | Cases, Exercises & Assignments |
|-------|-------|--|--|---|
| 1 | 01/11 | Introduction and Overview of Digital Advertising and Marketing | <p>Purchase and review Stukent's Digital Marketing Essentials and MimicPro Simulation from Student Stores for unique course code. Follow Instructions to gain access to our UNC course materials.</p> <p>Digital Marketing: Chapter 1 http://book.stukent.com/register</p> | |
| 2 | 01/16 | Web Design | <p>Digital Marketing: Chapter 2 http://book.stukent.com/register</p> | In-Class Best Web Design Pizza Sites |
| 3 | 01/18 | Web Design | <p>Web: Earned, Owned & Paid Media http://blog.hubspot.com/marketing/earned-owned-paid-media-lead-generation#sm.0000076217awrxdjurzx6of9k5fw</p> | In Class Jiti Web Audit |
| 4 | 01/23 | <p>Jiti Foundation Briefing (Rupe S. Gill, & Miriam Markfield)</p> <p>Search – Onsite SEO Keywords 101</p> | <p>Web: www.jitifoundation.org ; https://www.facebook.com/pg/miraclesinsight/posts/</p> <p>Digital Marketing: Chapter 4 http://book.stukent.com/register</p> | In-class Jiti Foundation Questions (Each group bring 3-4 per group) |
| 5 | 01/25 | Search – Onsite SEO Content Creation | <p>Digital Marketing: Chapter 4 http://book.stukent.com/register</p> <p>SEO Quake – Free PlugIn https://www.seoquake.com/index.html</p> <p>LongTail Pro – Register for Free Trial through Stukent</p> | |
| 6 | 01/30 | Search – Offsite SEO | <p>Digital Marketing: Chapter 5 http://book.stukent.com/register</p> <p>SEMRush – www.semrush.com</p> | In-Class Jiti Foundation Keywords |
| 7 | 02/01 | Search – Paid Search | <p>Video: Google AdWords https://www.youtube.com/watch?v=uFzoM59bIQ8</p> <p>Google AdWords –Free Account https://adwords.google.com/home/#?modal_active=none</p> <p>Google Keyword Planner –Free Account https://adwords.google.com/home/tools/keyword-planner/</p> | |

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| 8 | 02/06 | Search – Paid Search & Landing Pages | Digital Marketing: Chapter 6 http://book.stukent.com/register | |
| 9 | 02/08 | Search – Paid Search Marketing | Wishpond - https://www.wishpond.com/ | MimicPro Round #1 Due 1159pm 02/09 |
| 10 | 02/13 | Display Advertising – Targeting | Digital Marketing: Chapter 7 http://book.stukent.com/register Web: Google AdSense - https://www.google.com/adsense/start/#/?modal_active=none | MimicPro Round #2 Due 1159pm 02/14 |
| 11 | 02/15 | Display Advertising – Retargeting | Digital Marketing: Chapter 8 http://book.stukent.com/register Moat – https://moat.com/ | In-Class Jiti Foundation Display Advertising Audit |
| 12 | 02/20 | Email Marketing (eCRM) | | MimicPro Round #3 Due 1159pm 02/21 |
| 13 | 02/22 | Midterm Quiz | | |
| 14 | 02/27 | Social Media I | Digital Marketing: Chapter 9 http://book.stukent.com/register | |
| 15 | 03/01 | Social Media II | Digital Marketing: Chapter 10 http://book.stukent.com/register Review Jiti Foundation Social Channels: Facebook, Instagram, LinkedIn, SnapChat and Twitter | In-Class Jiti Foundation Social Audit |
| 16 | 03/06 | Social Strategies | | MimicPro Round #4 Due 1159pm 03/07 |
| 17 | 03/08 | Social Media Platforms | Ted Video: Jamie Heywood “Patients Like Me” https://www.ted.com/talks/jamie_heywood_the_big_idea_my_brother_inspired?language=en Read: Patients Like Me Questions (Appendix A) | Individual Assignment: Patients Like Me Case Study |
| | | NO CLASS 03/13 – 03/15 | SPRING BREAK | |
| 18 | 03/20 | Content Marketing | Digital Marketing: Review Chapter 5 section 4 only http://book.stukent.com/register | MimicPro Round #5 Due 1159pm 03/21 |
| 19 | 03/22 | Content Marketing | Content Marketing Institute: http://contentmarketinginstitute.com/what-is-content-marketing/ | In-Class Jiti Foundation Content Marketing Audit |
| 20 | 03/27 | Customer Journey Mapping | | MimicPro Round #6 & #7 Due 1159pm 03/28 |

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|----|-------|---|--|---|
| 21 | 03/29 | Customer Journey Mapping | <p>Web (Google Think): https://think.storage.googleapis.com/images/micromoments-guide-to-winning-shift-to-mobile-download.pdf</p> <p>Read: Surgeon Customer Journey Brief & Questions (Appendix A)</p> | In-Class Surgeon Journey Mapping |
| 22 | 04/03 | Measurement – 50 Common Digital Metrics | <p>Digital Marketing: Chapter 3 http://book.stukent.com/register</p> | |
| 23 | 04/05 | Measurement – Monitoring and Modeling | <p>Digital Marketing: Chapter 11 http://book.stukent.com/register</p> | |
| 24 | 04/10 | Measurement – Google Analytics | <p>Video: Google Analytics https://www.youtube.com/watch?v=H1Opn4DS88k</p> | In-Class Google Analytics Exercise |
| 25 | 04/12 | Final Project Review | | In-Class Jiti Foundation |
| 26 | 04/17 | Pitching DAM Strategies & Plans | <p>Video: Power of Storytelling https://www.youtube.com/watch?v=6Bo3dpVb5jw</p> <p>Ted Video: Secret Structure of Greatest Communicators https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks</p> | |
| 27 | 04/19 | Finalizing DAM Strategies & Plans | | <p>Jiti Foundation Plans Book Due (Websites)</p> <p>In-Class Workshop</p> |
| 28 | 04/24 | Finalizing DAM Strategies & Plans | | In-Class Workshop |
| 29 | 04/26 | Final Exam | | Jiti Foundation Pitch Presentations |

APPENDIX A - Case Preparation Questions

Patients Like Me

Watch the video link provided in the syllabus. After watching the video three times (see previous instructions for “Preparing for Case and Class Discussions” of this syllabus to learn how to conduct a thorough analysis) please answer the following questions.

Preparation questions:

1. What is PLM? Why do patients join PLM?
2. Does the platform work for any disease?
3. What are reactions of patients versus physicians to PLM?
4. What disease for patients did PLM first begin to serve? Why does it work?
5. What is the “Value for the Patients”? Focus on ALS as was depicted in the video: What value did ALS patients get from the PLM that they couldn’t get elsewhere?
6. What are the social/emotional benefits of ALS area on PLM platform to patients ? What informational/medical benefits?
7. If PLM were to adopt a more “general” platform (not specialized by terminal diseases like ALS) would it be successful? Why/why not?
8. Now consider a more general disease like Type II Diabetes. Should PLM expand to offer this as an expanded disease area on it’s platform? What value will TIID patients get from PLM? How can diseases be classified so that PLM can decide where the most “Value to the Patients” can be provided?
9. What is the current “Value for the Brand (PLM)”? What is the business model? What impact will adding additional diseases have on the business model (and therefore future revenue streams) for PLM?

Surgeon Customer Journey – DePuy Synthes Medical Device Company

The DePuy Synthes Company, owned by Johnson & Johnson, delivers innovative medical devices and solutions in orthopaedics, spinal care and neuroscience that help patients live full lives. DePuy Synthes offers the world’s most comprehensive portfolio of orthopaedic and neuro products and services for joint reconstruction, trauma, spine, sports medicine, neuro, cranio-maxillofacial, power tools and biomaterials. Customers of DePuy Synthes are health care professionals, including surgeons, hospital purchasing directors, etc. DePuy Synthes are interested in understanding how they may best serve orthopaedic surgeons by delivering the right information at the right time, in the right format on their new Attune™ Knee System. To that end, they have conducted a series of Depth Interviews with key surgeons like Melissa. The results of Melissa’s depth interview has been compiled into a DRAFT “surgeon journey” and is provided in a separate slide deck. The slide deck reveals Melissa’s behaviors, attitudes and emotions, and poses questions to help you finish her Surgeon Journey, so that a potential

digital marketing solution may be designed. Additional details on the exercise will be provided in class by the professor.

Questions to be answered in the “Surgeon Journey” exercise:

1. What are the digital and non-digital behaviors of Melissa’s journey as uncovered during the depth interview? (4 points)
2. What are the top 3 direct people and things that Melissa came into direct contact with her journey? (2 points)
3. What are the top 3 INDIRECT, supporting people and things that Melissa didn’t directly interact, but are related to or germane to the customer journey? (2 points)
4. What are the emotions (positive or negative) of the attitudes and emotions related to the given behaviors of moments for Melissa (given on slide 15 as: #1, #5, #7, #20, #26 and #29)? (1 point)
5. Create an ‘arc of the story’ plot to map the attitude and emotion moments for Melissa’s journey and identify the two highest “opportunities” and the two lowest “issues” of Melissa’s customer journey. (1 point)
6. Identify at least ONE financial metric that could positively influence DePuy Synthes if the “issue” moment was solved for Melissa. (extra credit – 1 point)
7. Identify the functional need for the journey; emotional need for the journey; moment need at presentation day and emotional need for the moment need. (extra credit – 1 point)

APPENDIX B - Individual Assignment Requirements

Written cases and assignments should be submitted in hard copy to the Teaching Assistant or instructor on the start of class that the written assignments are due. Preparation questions may be provided 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**. Assignments will be evaluated and graded for accuracy/correctness, cohesion, comprehension and clarity.

As benchmark, a typical, successful and well-written Assignment (e.g., an “A” paper) by serious students will have taken between 6-8 hours to complete.

Case Assignments may not exceed four pages double-spaced, 12 point Calibri or Times New Roman font 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?