BUAD-477

DIGITAL MARKETING

FALL 2015

Tuesdays/Thursdays 2pm-3:15pm (010); 3:30pm-4:45pm (011)
Willard Hall 006 (010); Lerner Hall 125 (011)

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CLASS MATERIALS

REQUIRED TEXTBOOKS


RECOMMENDED TEXTBOOK


1 The first two required materials will be delivered to you electronically as a license key for Stukent.com. You will receive a charge in the amount of $133.30 on your University account from the UD Bookstore to cover the cost of these materials.
COURSE OBJECTIVES

The goal of this course is to help you design, build, and promote, as well as evaluate customer-centric, value-driven digital marketing strategies and tactics for any organization and from a variety of perspectives — as analysts, consumers, entrepreneurs, and investors – and to be able to build your own Digitally Integrated Organization (DIO) and succeed by understanding how fundamental consumer behaviors and location-based conditions coalesce in the real and virtual worlds. Specifically, this class seeks to address and resolve a number of “how-tos” necessary for you to be competitive in the digital age:

- How to succeed on the Internet by understanding how the real and virtual worlds intersec and how and why we use the Internet to search, shop, and sell;
- How to develop a digital mindset that transcends generations;
- How to rethink/adapt the marketing function in the digital age;
- How to recognize numerous effective digital marketing strategies and tactics;
- How to design and implement a truly Integrated Digital Marketing (IDM) strategy;
- How to measure and evaluate digital marketing in terms of return on investment;
- How to stimulate open communication, collaboration, and innovation; and
- How to integrate core values and organizational goals into strategic planning to develop sustainable outcomes.

VALUE PROPOSITION

Upon engaged participation and successful completion of the course, I promise you will have a solid foundation from which to evaluate and create a DIO, and even to participate in your own ventures. In order to obtain the most out of this course, you should think creatively (i.e., “outside the box”), engage your passion and values in marketing, and think strategically and more comprehensively about marketing challenges. These are our value propositions to each other.

THE DILE APPROACH TO LEARNING

For this course I will subscribe to the DILE approach to learning – a foundational instructional methodology for the digital age. The Digitally Integrated Learning Environment (DILE) incorporates five core principles:

1. **Student-Centricity** – The Learner Experience (LX) is the primary focus. A student-centric course requires me to actively encourage student input. I need to listen to you.

2. **Social Community** – The classroom is a living digital laboratory of a “student social community” with common interests. The course must be visually appealing and interactive, utilizing the latest digital tools to foster communication and collaboration.

3. **Collaboration** – In collaborative learning, we are partners in learning. I am a guide and a consultant rather than just a provider of information. Accordingly, I must adopt a digital mindset, integrating the values of the digital culture (e.g., openness, flexibility, etc.) into the course design and delivery.
4. Integration – Integration is the core idea permeating the entire course: integrating media (such as how this course integrates traditional print with digital video, internet, and mobile to create a Connected Digital Experience), as well as integrating values and goals with actionable strategies and tactics. This course should inspire you to become digital integrators by guiding you on how to consistently incorporate digital marketing concepts and best practices into your business experiences.

5. Applicability – You will experience and ingest concepts rather than memorize and regurgitate. The course must be easy for you to relate to and practically apply to hands-on projects and real-world situations.

PEDAGOGY & PHILOSOPHY

I have based this course on your participation and around our shared experiences with digital tools such as Google, Facebook, etc. and their effects on us and the business environment. The course uses a combination of lecture, demonstration and simulation, case studies, expert sessions, and presentation formats to provide multiple learning opportunities and points of view on the subject matter. In marketing – especially the teaching of marketing – I understand that “one style” does not fit all. I intend to support your learning, hence, with multiple opportunities and approaches to the subject matter. I believe learning can and should be fun!

PERFORMANCE EVALUATION

I will assign you a grade based on your performance on the following items, incorporating individual and peer review into the evaluation process. I will base your final grade on your performance in the following areas:

**INDIVIDUAL EVALUATION (55%)**

- Attendance & Participation: 10%
- Personal Learning Journal Writing Assignments [5×4 points each = 20 points]: 20%
- Final Examination: 25%

**GROUP EVALUATION (45%)**

- Integrated Digital Marketing Assessment: 5%
- RealDeal Simulation: 10%
- CAPSTONE PROJECT: Integrated Digital Marketing Campaign: 30%
  - YouTube Video [5 points]
  - In-Class Presentation [5 points]
  - Final Summary & Report [20 points]

Note that 55% of your grade relies on your individual contributions while the remaining 45% relies on your group contributions. You will experience many group situations in the business world. I believe it is an important skill to work well within a group context. You will learn far more from each other than you will alone, especially in situations where everyone actively and
engagingly participates in the group endeavors. Caveat: Be sure to establish group expectations early on in the semester because your grade relies on your peers’ evaluation of you.

**Scale for Grades**

I will determine all final grades using the scale below. I reserve the right to award grades higher than those determined by this scale, but will never lower grades for any reason. I will not impose any forced distribution of final grades; in that regard, everyone in the class may earn a grade of A or, correspondingly, no one may earn a grade of A.

| Grade | Range  | | Range  |
|-------|--------| |--------|
| A     | 100-93 | | A–    | 92-90 |
| B+    | 89-88  | | B     | 87-80 |
| C+    | 79-78  | | C     | 77-70 |
| D+    | 69-68  | | D     | 67-60 |
| F     | 59-0   | | F     | 59-0  |

**Assignments and Projects**

The following outlines the assessment criteria for this course. I provide more details in separate handouts, which I have uploaded or will upload to Canvas. I penalize late submissions accordingly. *Each day late penalizes your assignment by one point, which is one point off your final grade!* 

**Course Requirements**

- *Attendance & Participation* (10 points)

  Your attendance is an integral part of this course; I expect your presence at every class. Bear in mind there is a significant, positive relationship between attendance, mastery of the material, and, therefore, your grade in this course.

  This grade component primarily depends on your level of class participation – I want you to be present and actively engaged in classroom discussions. (Attendance, thus, is implicitly part of this grade as well.) I will base your participation grade on the quality (not quantity) of your contributions to the class discussion, and on the insights and original thinking you bring to the discussion. I highly value contributions that illustrate the connection between classes and concepts that underlie digital marketing, as well as challenges to conventional wisdom. Participation is essential in this class, hence. We will discuss readings and complete numerous in-class exercises, case studies, and so on. Speaking up in class forces the application of learned concepts; having to articulate what you think furthers your understanding of what you know and do not know. Participating in class helps you understand the material better and allows you to learn from your peers.

  To make this part of the evaluation as objective as possible (given its inherent subjectivity), I will award scores for each class – beginning with the third class and ending with the twenty-sixth class, for a total of 24 classes – based upon the following scale:
Absent; disruptive attendance (e.g., texting); partial attendance; no participation

+¼ Minimal contributions

+½ Contributions demonstrating comprehension, mastery, and more

To elaborate:

- **Absent**: If you are unable to attend a class, your attendance and participation for that class will be zero. I cannot make any other evaluation and still be equitable. Missing class has a major impact on the invaluable learning experience that class participation provides. Emergencies and unexpected events do arise; thus, missing a class may be unavoidable. I will entertain exceptions only from students with well-documented medical excuses or extenuating circumstances.

- **Disruptive Attendance**: An example of disruptive attendance would be repeatedly interrupting class with personal business (e.g., cell phone, e-mail, web surfing, etc.) or tangential discussions with classmates.

- **Partial Attendance**: If you can only attend part of a class, for whatever reason, equity again dictates that you receive only partial credit for participation.

- **No Participation**: You attend class and follow the discussion, but do not contribute anything to class other than your attention.

- **Contributions**: Contributions to class consist of meaningful additions to our discussions (see above for other examples of invaluable contributions). Inherently, this requires listening and respecting others’ viewpoints (though not necessarily agreeing with them). It also means you should not withhold questions for fear of “feeling stupid.” I always consider relevant questions as valid contributions. By minimal contribution, I mean you only answered opinion-based questions, etc. To achieve the highest daily score possible, you must demonstrate understanding of the assigned reading and/or actively participate in class exercises and discussions, and so on.

You will notice immediately that, based on the grading scale, you can receive up to 12 points even though the participation component is worth only 10 points! In other words, you can miss up to four classes without any penalty to your grade.

For ease in administering participation grades, I ask you to choose a specific seat by the third class; while I promise to learn your name by that time or soon after, I will nonetheless require a seating chart for attendance/participation purposes.

- **Personal Learning Journal Writing Assignments** (20 points)

You will submit five journal writing assignments approximately every two weeks. Each journal entry is worth 4 points. Each journal entry requires you to identify and choose an article that relates to class material from the previous two weeks. Canvas includes links to many reliable sources of such information; feel free to identify your own sources as well. In addition to a basic summary of the article, you must contextualize the article with class material. The best assignments are those that briefly summarize the article, analyze it in the context of the class material, and synthesize new and original ideas (e.g., offering your own insights, critiquing the article’s content, developing new and creative ideas that correspond with or contradict the article, etc.). The intent of the journal is for each of you to demonstrate applied knowledge from class and, more im-
portantly, to express your creativity and originality. Each journal entry must be about two paragraphs, and no more than two pages in length. Spelling and grammar will count towards the grade. I uploaded a detailed grading rubric to Canvas with several sample assignments and articles, as well as a basic style guide and details on writing in the active voice. The journal writing assignments are due on Friday, September 18; Friday, October 2; Friday, October 16; Friday, October 30; and Friday, November 13.

- **Final Examination** (25 points)

  I will administer a cumulative, open-book final examination worth 25 points, which you will take during the University’s designated date/time for this class (TBD). You will receive at least two practice examinations in advance of the examination date, and I will lead a Q&A-style review session prior to the examination’s administration. The examination will include both 30 multiple choice questions (15 points) and five-to-seven free response (10 points) questions, and will cover material from the entire course. A word of advice about my examination style: The free response questions will require you to apply your knowledge gained from the class. Students have told me that these kinds of questions make my examinations slightly harder than average. That said, you will have access to all non-human resources to help answer these kinds of questions.

- **Integrated Digital Marketing (IDM) Assessment** [GROUP] (5 points)

  Active learning takes place through your engagement with real-world examples and illustrations. To that end, your group will select an IDM campaign that includes multiple marketing inputs of an organization (e.g., television, social media, mobile, video, e-mail, etc.). Your analysis will utilize the SERVAS benchmarks from Class 4 to evaluate the extent to which the organization accomplished its goals, communicated to its target markets, and achieved the actions desired, all in accordance with the IDM Strategic Model. I expect you to include recommendations for alternative approaches, and suggestions for how the campaign could better adapt the benchmarks for greater success. You will create a PowerPoint deck to complete the assignment. While I strongly encourage you to work through the assignment on your own – before meeting with your group – you must submit only one assignment per group through Canvas. The slide deck must adhere to a 15-slide limit. The assignment is due on Thursday, October 8. I uploaded several sample assignments to Canvas.

- **RealDeal Simulation** [GROUP] (10 points)

  While you will learn a great deal about applying digital marketing concepts through your capstone project, you will not actively engage with certain aspects of digital marketing – especially paid digital marketing – which is why you will participate in a simulation that involves a hypothetical budget and engages your knowledge of paid search marketing and display advertising (pay-per-click campaigns), landing page optimization, and paid email marketing promotions.

  Your group will participate in the simulation for six one-week rounds, beginning on Tuesday, October 6 (with the first week’s deadline on Tuesday, October 13) and end-
ing on **Tuesday, November 17**. Each group will be evaluated using Stukent’s *Comparative Analysis* and *Team Activity* features. The top team from each class will receive a full 10 points, and each subsequent team will receive one-half point less than the previous team. For example, the second-best team will earn 9.5 points; the third-best team will earn 9 points; and so on. Thus, it is important your team take the simulation seriously since the better your team performs, the higher your grade on the simulation will be. I uploaded more details about the simulation to Canvas.

- **CAPSTONE PROJECT: Integrated Digital Marketing Campaign** [*GROUP*] (30 points)

The capstone project for this class requires you and your group to design and implement a digital marketing campaign for either an existing product/service or your own venture. Your *key objective* throughout is to integrate your course knowledge – including the set of digital marketing models, strategies, tactics, and values – to generate a thoughtful and successful *IDM Campaign*. I uploaded a detailed timeline of the project to Canvas to guide you to its successful completion.

*Note:* Your chosen product/service should be a “brand” with which you are intimately familiar in order that you do not need to spend inordinate amounts of time researching in order to understand the product/service better. Your campaign must attempt to raise awareness and generate interest in your product/service, but you otherwise may design the campaign to target any segment, geographic focus, and use any theme, message, or digital media venue. Importantly, however, you must include tools to monitor your campaign and to measure its digital impact (e.g., YouTube likes, Facebook comments, Twitter reposts, blog mentions, and so on.) in order to successfully complete the final report. The assignment is comprised of three parts as follows.

- Your group must create a video targeting the particular product/service and then upload the video on YouTube. You then will disseminate the content widely and try to make it “go viral.” The video content should not exceed **two minutes**, and is worth 5 points of the project grade. It must be uploaded to YouTube by **Tuesday, September 29**. I uploaded additional details to Canvas, including several sample videos.

- Upon conclusion of your two-month-long campaign, your group must submit a final report through Canvas. The report must adhere to a **20-page** limit, including tables and figures, and is worth 20 points of the project grade. A hard copy is due in-class on **Tuesday, December 8**. In addition, you must upload a soft copy to your group’s folder in Canvas by 5pm on that same date. I uploaded additional details to Canvas, including several sample final campaign reports.

- In addition to writing a detailed campaign report, you also must present your digital marketing campaign in one of the two final class sessions, **Tuesday, December 8** and **Thursday, December 10**. You must keep the brief presentation to a maximum of **7 minutes**, which must include time for audience Q&A. Each group member should plan to present a portion of the final, oral presentation. The oral presentation is worth 5 points of the project grade.
GUIDELINES FOR SUBMITTING INDIVIDUAL AND GROUP WORK ON CANVAS

Please submit each assignment on Canvas by the due date with a cover page that includes the following information: (i) your name(s) and section; (ii) your assignment title; (iii) and the following statement typed and digitally signed by you (all):

“I/we pledge that I/we have neither given nor received unauthorized aid on this assignment. My/our digital signature below constitutes my/our pledge that all writing is my/our own, with the exception of those portions that I/we have properly documented.”

Assignments must incorporate one-inch margins, double-spacing, and 12-point type. They must include standard pagination, as well as footnotes and references, wherever necessary. Your work must include appropriately formed paragraphs, each with a topic sentence, and must have appropriate length for a given assignment. You must use concise and clear writing as well as proper spelling, grammar, punctuation, and so on.

I will never require hard copies of any assignments, unless otherwise noted.

GUIDELINES FOR WORKING IN GROUPS

Your group must consist of four or five people from your section. (Bear in mind most groups will have five members.) You may not change your group once it has formed. Be sure to enroll in your chosen group on Canvas by the third class at PEOPLE>GROUPS>BUAD477 GROUPS.

All group members initially receive the grade earned by the group. Individual group members’ final grades on the group projects will be subject, however, to any adjustments deemed warranted by your own group members’ evaluations of your contribution; you will submit a semester-end evaluation of every group member on Canvas to your individual submission folder. (Do not submit the evaluation to the group folder under any circumstances since I consider the evaluations strictly confidential.) Failure to submit the evaluation on time will result in a 25% deduction from your own individual grade on each group assignment. I will incorporate peer evaluations into the following formula to translate each group’s grade into individual grades:

\[
\text{Individual Grade} = \text{Group Grade} \times \sqrt{\frac{\text{Sum of Individual Student Rating}}{\text{Sum of Peer Rating}}} \times 5
\]

When an individual’s peer ratings approximate those of his/her group members, this formula yields an individual grade approximate to the group grade. However, when an individual’s peer ratings differ considerably from those of his/her group members, this formula substantially enhances (or detracts from) the individual’s grade. I reserve the right to adjust peer evaluation grades given by individual group members based on: (i) my assessment of the justifications provided for the grades, and (ii) direct observations of group activities. This formula tries to avoid situations in which one group member claims he/she did everything for the group.

Hence, the purpose of the evaluations is twofold: (i) to identify and reward group members who make exceptional contributions to your group; and (ii) to identify and penalize group
members who fail to make satisfactory contributions to your group. Primary responsibility for handling “free riders” falls onto you and your group; I will intercede on the group’s behalf only in extenuating circumstances. Do not, under any circumstance, wait until the end of the semester to alert me about a group member’s shortcomings.

**TECHNOLOGY**

**CANVAS**

This is a Canvas-supported course (http://udel.instructure.edu). I will post all course information and updates to the Canvas website. In addition, you individually and your group collectively will submit all assignments through Canvas. It is your responsibility to remain current on assignments and course requirements by frequently checking Canvas. Any changes to the Course Calendar, assignments, or due dates will be posted on Canvas at least one week in advance. Please be sure you regularly check Canvas for updates and announcements. I will not send announcements by any other means.

**TWITTER**

I frequently will post pertinent articles to the hashtag #buad477, and encourage you to do the same as part of active participation in the course.

**COURSE POLICIES**

**General Conduct:** Please arrive on time, be seated at the designated start time, and remain attentive throughout class; refrain from engaging in superfluous conversations with others unless you are participating in group activities; use a courteous tone and appropriate language when speaking; treat everyone with respect; clean up after any food or drink you bring to class; respect the process of discussion and group work; and leave the classroom in a neat and clean condition.

**Fairness:** My priority in administering the course and evaluating performances is fairness. To that end, I will not offer any extra credit opportunities. Please ensure you complete your required coursework to the best of your ability.

**Plagiarism:** All work submitted to fulfill course requirements must be your original work, and prepared solely for this course. You must properly cite any quotations or ideas taken from material you have not authored. Failure to cite in this way constitutes plagiarism and is punishable under the University’s Code of Conduct.

**Writing:** You must carefully proofread all writing you complete for this course; your work should be free of grammatical and typographical errors. I reserve the right to penalize poor writing even if I have not explicitly quoted writing quality as a grading criterion. Also, please “Accept All Changes” and turn off “Track Changes” before submission.
Lateness: Unless otherwise noted, you must upload all course deliverables to Canvas on the designated date and by the time specified in the Course Calendar. I will not accept late work without my prior approval (which I must receive at least 24 hours prior to the due date) or a well-documented medical excuse. I will penalize late work one point per day.

Phones and Laptops/Tablets: Please turn off all phones upon entering the classroom. I permit the use of laptops and tablets in this class, but must enforce that you only use these implements for class-related work, e.g., taking notes, etc. I circulate the room as I teach and will notice students who are not abiding by this policy; you will affect your participation grade by failing to adhere to this policy.

Feedback: Please feel free to share your thoughts and reactions about the course as we progress through the semester. In addition to any informal feedback you provide, I also will offer two or more opportunities for more formal feedback. Your feedback is extremely important to me in order that I best meet your needs. I depend upon you to tell me about my successes and failures. Please do not be shy about sharing your impressions, observations, and suggestions in a thoughtful manner.

A FRIENDLY NOTE ON ACADEMIC HONESTY

We, at the Lerner College of Business and Economics, take academic honesty very seriously. Personally, I am a strong advocate of academic integrity; I have never tolerated any form of academic dishonesty in my classroom, and actively pursue a failing grade for any student found in violation of the University Code of Conduct. The University requires me to report any student or group that engages in activity contrary to those accepted under University guidelines. I assume you have read and agree with the Code of Conduct detailed at the following URL: [http://www.udel.edu/stuguide/15-16/code.html#honesty](http://www.udel.edu/stuguide/15-16/code.html#honesty).