MKTG 3700: Digital Marketing
Spring 2017
Tu/Th 12:30-1:45, 2:00-3:15
Professor Laura Kornish
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Office Hours: Tuesday 3:30-5:30 p.m. and by appointment, Koelbel 479

Course Description
Digital marketing is an exciting area of marketing practice. In this course, we will cover the what, why, and how of major current approaches, including online listening and monitoring, website traffic analytics, search engine optimization, search and display ads, affiliates, email marketing, and social media. Digital marketers approach their jobs with a *curiosity* about how new technologies will change business, with an *insistence* that strategy drive tactics, and with a *measurement mindset*. The course is designed to get you to think like a digital marketing professional, and to give you experience with industry-relevant hands-on assignments and exercises.

Prerequisite
The prerequisite for this class is either BCOR 2400 (Fundamentals of Marketing) or the BASE sequence.

Course Materials
The materials will be posted on D2L. There are no course materials to purchase, however, you may choose to spend some money on the course assignments, e.g., buying a domain name or web hosting, or trying out an AdWords campaign.

Evaluation Components (1000 points total)
Assignments = 480 points total
> *Detailed instructions for each assignment are posted in D2L.*
> GRAMMYs Assignment, 140 points
> Listening Assignment, 70 points
> Driving Traffic Assignment, 200 points
> Case Study, 70 points

Attendance and class participation = 120 points total
> *See the next pages of the syllabus for details on these components.*
> Attendance, 50 points
> Your specific class participation assignments, 20 points
> In-class activities and short in-class quizzes, 20 points
> Overall quality of class participation, 30 points

Exams = 400 points total
> Midterm exam, 150 points
> Cumulative final exam, 250 points

Major Course Learning Objectives

1. Interpret the data from social media analytics tools.
2. Know how to find and use these features of Google Analytics: traffic volume measurement, traffic source tracking, site content measurement, goals, and filters. Use the URL Builder for campaign tracking.
3. Discover what people are saying about a brand or company online and communicate the messages in the data.
4. Advise a company about how to improve their search ranking through search engine optimization (SEO) best practices.
5. Recommend keywords for websites and search ads based on search behavior and competitive analysis.
6. Create good web-based content. In other words, find a content creation tool that is within your technical capabilities and lets you create something visually appealing, and generate or curate content that will appeal to a specified target audience.
7. Gain experience driving traffic to a website, critically evaluating what was effective and what was not, using Google Analytics for website traffic analysis.
8. Know the fundamentals of running search ad campaigns and interpreting their results.
9. Be fluent in the vocabulary of online display advertising: understand the role of intermediaries between advertisers and publishers, know the different forms of advertising payment (CPM, CPC, CPA), and be able to differentiate the various forms of targeting.
10. Understand how the concepts in display advertising apply to online affiliates.
11. Know the appropriate metrics to evaluate performance in an email marketing funnel and understand the capabilities of marketing automation tools.
12. Write actionable objectives for digital marketing initiatives.
13. Develop personal positions about ethical issues in digital marketing activities.
14. Know the marketer's legal obligations with respect to social media endorsements, email marketing, and treatment of intellectual property.
15. Improve your proficiency with Excel spreadsheets, including absolute ($) and relative references for dragging formulas; =SUM(), =COUNTIF(), =VLOOKUP() and other functions; cell references to other tabs in a worksheet; Pivot Tables; and graphing.
16. Adopt best practices in visual displays of data.

Measurement of Attendance and Class Participation Components

Attendance is worth 50 points in your grade. For each of 28 class sessions, excluding the first day and the midterm, you will receive 2 points for on time attendance, up to a total of 50 points. That means you can miss three classes during the semester without attendance penalty.

If you have to miss class, you do not need to let me know. Absences are not "excused" or "unexcused." If you do miss, it is your responsibility to ask a *classmate* what you missed, to get all the relevant information from a classmate, and to make sure you complete any assignments. If you ask me, "I am going to miss class, is there anything I need to do?" I will know you have not read this section!

Your specific class participation assignments are worth 20 points. I will give each person two specific class participation assignments, worth 10 points each. The specific assignment format gives everyone a better opportunity to substantially contribute to the class discussion throughout the semester. If you complete the assignment as instructed but do not attend class that day, you can earn up to 5 points. Likewise, if you attend class and answer the question, but didn't follow the instructions regarding

when/where to post, you can earn up to 5 points. Examples of specific assignments are in the provisional schedule. Finalized assignments will be posted in D2L.

Short in-class quizzes and activities are worth 20 points. When we will do an activity in class where I keep track of participation, or if you are required to have a computer for that day, or if we have a short quiz, it will be worth a few points, in addition to the attendance points for that day. If you miss class, there is no way to make up the points for the missed activity. Instead of make-ups, there will be *24 or more* points available over the course of the semester, out of which you can earn up to 20 points.

Quality of class participation is worth 30 points, determined at the end of the semester. Here are the questions I ask myself to evaluate class participation. Did this student
- Attend class? Arrive on time and stay for the whole class? Demonstrate constructive non-verbal communication in class?
- Come prepared for class and actively participate in class?
- Contribute to the classroom learning experience of his/her classmates?
- Interact in a pleasant and professional manner with me, with classmates, and with guests?
- Refrain from asking for exceptions to course policies?
- Adhere to the no electronics policy? If I repeatedly have to ask you to put away a device so I can start class, or if I notice you are using one in class other than for designated activities, there will be a major penalty here. For example, if you a repeat offender, you should expect to earn no more than 10 out of the 30 points.

Electronics policy
Unless otherwise stated, please **do not use** your computers, phones, or other electronic devices during class. I understand that computers can be useful for note taking, but I have found the use of electronics in class detracts from the classroom environment. There will be specific times when I will ask you to do something on a computer or device, but I will be very clear about those times.

Late Assignments
Grades on late assignments will be reduced by 10% of the full assignment points for each day an assignment is late. Late days are counted starting from the due date and time (an assignment 2 hours late is one day late; an assignment 26 hours late is 2 days late, etc.). All days, including weekends and holidays, count. Please double check that your assignments are uploaded. Save your "upload successful" receipts from D2L.

Missed Exams
I do not give make-up exams or offer exams at alternative times.
- If you miss the midterm exam due to a ***documented emergency*** or a ***documented school-related event*** *(e.g., a school club conference)*, your final exam grade will count for the missed midterm.
- If you miss the midterm exam due to a personal reason (e.g., travel plans), I will use your final to calculate your midterm grade, but you will incur a penalty of 25%-50% off your exam grade. The penalty will be higher for people who can't gracefully accept the penalty as a consequence of their own planning.
- If you miss the final exam, I will figure out a way to calculate your grade without the final. I'll use some unenviable procedure like calculating your final exam grade from your midterm grade reduced by a 25%-50% penalty. If you miss the final due to a true emergency, please let me

know, and we will discuss that on a case-by-case basis. Do NOT buy your plane tickets home until you know the final exam schedule. I will not offer any early final exams. Please do not ask.

- If you miss the midterm and the final exam, you will receive 0s on both exams, most likely resulting in an F in the course.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at http://honorcode.colorado.edu. (*Statement from Vice Provost Mary Kraus' recommended syllabus statements, December 2016*.)

Disability Services

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least two weeks prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by email at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries guidelines under the Quick Links at the Disability Services website and discuss your needs with your professor. (*Statement based on The Boulder Provost's Disability Task Force recommended syllabus statement, sent by Vice Provost Mary Krause, December 2016*.)

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the student code. (*Statement from Vice Provost Mary Kraus' recommended syllabus statements, December 2016*.)

MKTG 3700 Spring 2017 Provisional Course Schedule: Please see D2L for the *actual* course schedule, along with detailed information about what to prepare for class. Although I may move some topics around, you should treat the midterm and assignment due dates as firm.

Class #	Date	Topic(s)
1	Jan 17	The Digital Marketing Mindset; Discussion of Course Assignments
2	Jan 19	Case Based on Student Project: Shinesty
3	Jan 24	Discussion of GRAMMYs Assignment and Data
4	Jan 26	Visual Display of Data
5	Jan 31	Introduction to Google Analytics (GA)
6	Feb 2	More on GA (filters, setting goals and interpreting conversion data)
	Friday Feb 3	**GRAMMYs Assignment due by 11:59 p.m.**
7	Feb 7	GRAMMYs Assignment debrief; Search Console, Google Tag Manager
8	Feb 9	LK away. Class Plans TBD.
9	Feb 14	Social Listening; Introduce Listening Assignment
10	Feb 16	Search Engine Optimization (SEO)
11	Feb 21	More on SEO
12	Feb 23	Search Ads
	Friday Feb 24	**Listening Assignment due by 11:59 p.m.**
13	Feb 28	Interpreting the Results of Search Ads
14	Mar 2	**Midterm**
15	Mar 7	Workshop: Air France Search Ads
16	Mar 9	Short Quiz on Air France Pivot Tables (4 points) Air France Discussion
17	Mar 14	Introduce Driving Traffic Assignment; Intellectual Property
18	Mar 16	Guest Speaker (to be confirmed)
19	Mar 21	Display Ads
20	Mar 23	Display Ads **Driving Traffic Assignment link + info due by 11:59 p.m.**
21	Apr 4	Driving Traffic Tips Prep for Company Fair
22	Apr 6	Company Fair
23	Apr 11	Regulations Relevant for Digital Marketing: FTC Endorsement Guides
24	Apr 13	Affiliates Ethical Dilemma Background
	Sun Apr 16	**Last day to count traffic for Driving Traffic Assignment**
25	Apr 18	Guest Speaker (subject to confirmation) **Driving Traffic Assignment due by 11:59 p.m.**
26	Apr 20	CAN-SPAM; Marketing Automation; Introduce Case Study Assignment
27	Apr 25	Discussion of Ethical Dilemmas
28	Apr 27	Catch Up Day
29	May 2	Domain Names
30	May 4	**Case Study due <u>before class</u>** Discussion of Case Studies, Wrap-Up
	See CU schedule	**Final Exam – Do not buy plane tickets until you know the exam schedule!**

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Provisional Detailed Schedule
This is the *provisional schedule* for the class. The *official* schedule will be kept up to date on D2L.

Class 1.
The Digital Marketing Mindset; Discussion of Course Assignments
My primary goal for the first class is to get you to start thinking like a digital marketing professional. Digital marketers approach their jobs with a *curiosity* about how new technologies will change business, with an *insistence* that strategy drive tactics, and with a *measurement mindset*. We will also discuss the course assignments so you will have a good sense of what you will be doing during the semester. Finally, I will explain the course policy about the use of electronic devices.

Class 2.
Case Based on Student Project: Shinesty
I will post excerpts from a student project on Shinesty. This project is from a group of my MBA students in Fall 2013. One of the students (Chris White) continues to run this business.

Prepare
1. Read the materials provided on Shinesty.
2. Come prepared to discuss the following questions[1]:
    a. Which of the two email experiments described in Part 2 yielded more conclusive results? Explain your answer.
    b. In Parts 1 and 3, the students briefly discuss creating social media content. How can they measure the costs and benefits of that activity?

Specific Assignments
Specific Assignments are assigned only to specific students to prepare. See D2L for names of assigned students.

The assigned students should give a short answer (1-5 sentences) written in your own words, plus one or two links to good sources of information to learn more about the topic. Post both the text of your assigned question and your answer. Each person should create a new thread in the designated discussion forum in D2L. Make your post before class.

Question 1: In the second email test (the test of the subject line), the results (p. 11) show that the open rates were 36.6% and 34.0%. Are these open rates statistically significantly different? Show your work in your post.
Question 2: In Part 3, the students write, "using social media for self-promotion rather than as a way to engage conversation could potentially hurt the overall perception of the brand" (p. 12). Find an example of a social media post from a different brand (i.e., not Shinesty) in any category that you deem self-promotion and harmful to that brand. Post a screenshot and/or a clickable link.

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[1] When I say "come prepared to discuss," that means you should think about the answers to these questions before class and be prepared to share your thoughts. It's a good idea to write notes, but I will not collect them.

Question 3: Say you meet Chris White in Fall 2013 and he tells you about Shinesty, including the idea that the initial target market is college students in the Greek system who regularly attend themed parties. Do a back-of-the-envelope calculation to estimate the size of this market. Show your work in your post.

Class 3.
Discussion of GRAMMYs Assignment and Data
Today I will introduce the GRAMMYs Assignment. I will explain the data and the goals of the assignment. I will give you some background on the GRAMMYs. I will show you some useful Excel functions for working with this data and give you some structured exercises in class to get you started. If you are good at Excel, I will be asking you to help your classmates with the structured exercises. (Data set and handout will be posted in D2L.)

Prepare
1. Read the GRAMMYs Assignment.
2. **Bring a computer with Excel to class today.**

Specific Assignments
Find 5 people to ask the following question: "What are the top 3 words or short phrases that come to mind when you think of the GRAMMYs?" Post the answers to that question from your respondents, along with broad demographic information for each one.

Class 4.
Visual Display of Data

Prepare
1. <u>Begin to familiarize</u> yourself with these readings on data graphics. You do not need to have read them all before class today, and I will not be covering every point in the readings in class. However, I do expect you to read these articles closely before you complete the GRAMMYs Assignment. In that assignment, you will need to demonstrate that you can apply the principles for graphic presentation of data in these readings. There will also be questions on the exams that test whether you have grasped the principles.
   a. "Effectively Communicating Numbers" (Few), pp. 1-20.
   http://www.perceptualedge.com/articles/Whitepapers/Communicating_Numbers.pdf
   b. Data Graphics (Ulrich): https://wharton.instructure.com/courses/861232/wiki/data-graphics
   In addition to reading the text of that post, find the links in the post to Simon Lu's video and Deb Crandall's video and watch them. These are learning modules on this material created by students for students; they are an efficient way to reinforce the lessons in these readings.
   c. Tufte's concept of data-to-ink ratio at http://www.infovis-wiki.net/index.php/Data-Ink_Ratio
   An important excerpt from the Ulrich reading: "*At a minimum, you are responsible for knowing [these] ideas, and demonstrating that you know them in [your GRAMMYs and Listening] assignment[s]. If you can master these ideas, you'll be able to create above-average graphics in professional life. If you devote a bit more attention to studying Tufte, Few, and the other resources here, you have the potential to be perceived as a data genius in your professional lives.*"

Class 5.
Introduction to Google Analytics (GA)
We will be looking at Google Analytics, a free tool for tracking traffic to a website. In the first part of class, I will explain what can be tracked. In the second part of class, you will log into the Google Analytics for the Google Merchandise Store (through the GA demo account) and see if you can find the answers to questions on the handout.

I will show you the URL Builder and a link shortener like bit.ly and have you drive a little traffic to the site. We will examine that traffic in the next class.

Prepare
1. **BEFORE CLASS:** Access the GA demo account from the link on this page: https://support.google.com/analytics/answer/6367342#access. Click the link on that page that says --->ACCESS DEMO ACCOUNT <---- and log in with any Google account (e.g., your colorado identikey account) to establish access.
2. **Bring a computer to class today.**
3. You do not need to prepare this before class today, but this is a good reference for Google Analytics: Google's Analytics Academy Fundamentals course, https://analyticsacademy.withgoogle.com/course01. You are not responsible for knowing everything in that course, but that is the single best resource I know of for reinforcing the facts and frameworks we will cover in class. To know what you need to know for *this* course, 1) make sure you understand the material presented in class, 2) make sure you know the answers to the specific assignments and know how to find the answers to the in-class activity. If you want to take the Google Analytics Individual Qualification (GAIQ), that Fundamentals course is the best way to study.

Specific Assignments
These specific assignments are questions about Google Analytics.
Question 1: Can you use Google Analytics (GA) to track web traffic to any site you want? Yes or no? If no, then for what sites can you use GA to track web traffic?
Question 2: What are three different metrics used in Google Analytics (GA) to measure traffic to a site? "Sessions" is one. What are two more?
Question 3: What are four of the categories that GA uses to classify traffic arriving at a website? "Direct" is one. What are three others?
Question 4: GA reports traffic for both "All Pages" and "Landing Pages." What is the difference?
Question 5: What are goals in GA? How many goals can you have in a single view of website data in GA?

These specific assignments involve simple content creation.
Several people will be added as collaborators to leedsdigitalmarketing.com. Each collaborator will create a page with unique content under "Our Pages" before class today. After today's class, the class will drive traffic to one or more of the pages, and we will look at the results in Google Analytics in the next class.

Class 6.
More on Google Analytics
We will continue our conversation about Google Analytics:
- Where do the URL Builder fields (Source, Medium, Campaign) show up in the GA reports? And why should you care?
- What are filters for?
- Setting up goals.
- Interpreting data on goal conversions.

Prepare
1. Follow the instructions from the last class to drive a little traffic to the Google Merchandise Store and to LeedsDigitalMarketing.com.
2. **SUFFICIENTLY BEFORE CLASS**: make sure can access the Google Analytics for leedsdigitalmarketing.com: go to analytics.google.com, log in with your colorado.edu account, and check to make sure leedsdigitalmarketing.com appears in your list of accounts. If you cannot log in or do not see leedsdigitalmarketing.com in your list, please let me know long enough before class so I can troubleshoot it with you.
3. **Bring a computer to class today.**
4. Watch these videos:
   a. "Key metrics and dimensions defined":that explains how Google Analytics calculates bounce rates and visit durations.
   https://analyticsacademy.withgoogle.com/course01/unit?unit=3&lesson=2 (~7:00)
   b. "Setting up basic filters":
   https://analyticsacademy.withgoogle.com/course01/unit?unit=4&lesson=3 (6:39)

Friday February 3: The GRAMMYs Assignment is due by 11:59 p.m. tonight. (I set this deadline so I can look through the assignments before our debrief.)

Class 7.
GRAMMYs Assignment Debrief
We'll do a debrief of the class's main findings in the GRAMMYs data.

Search Console, Google Tag Manager
Two tools that extend the functionality of GA are Search Console and Google Tag Manager. I will introduce those tools and explain why they are so useful.

Specific Assignments
        Question 1: What does it mean when GA reports "(not provided)" for the keyword used for a visit from a search engine?

Class 8.
LK Away.
Class plans TBD.

Class 9.
Social Listening; Introduce Listening Assignment
Web listening and monitoring encompass a variety of information-gathering activities. We'll talk about what companies use these activities for and some of the popular service providers. I'll introduce the Listening Assignment and give you an opportunity to ask questions about it.

Prepare
1. Read about Nielsen's BuzzMetrics Services at http://www.nielsen.com/content/dam/nielsen/en_us/documents/pdf/Fact%20Sheets/Nielsen%20BuzzMetrics%20Fact%20Sheet.pdf. Read enough so you can explain their main offerings in your own words.
2. Read the Listening Assignment and come prepared to ask questions.

Specific Assignments
Question 1: Find a company besides Nielsen/Buzzmetrics that provides a web listening/monitoring product or service. Provide a link to the description of the product or service. Then write a phrase or short sentence that explains a similarity between that company's offerings and Buzzmetrics. And write a phrase or short sentence that explains a difference between that company's offerings and Buzzmetrics.

Class 10.
Search Engine Optimization (SEO)
Today we will cover the basics of SEO, with an emphasis on what marketers need to know about SEO. The basics of SEO: on-page (crawlability, keywords, fresh and unique content) vs. off-page (getting links).

Prepare (for this class and the next one on SEO)
1. Read https://www.google.com/insidesearch/howsearchworks/thestory/
2. I want you to be conversant in SEO principles and tactics. The best way to get up to speed is to read Moz's "The Beginners Guide to SEO," http://moz.com/beginners-guide-to-seo. The guide is pretty long, but it is important, and while I would love to assign you the entire thing, I know you will probably actually read more if I am more selective. In that spirit, I am assigning Chapter 1, Chapter 4, Chapter 7, and Chapter 9. I suggest skimming Chapters 1 and 4 before this class, and then spreading the rest of the reading out between now and the midterm.

Specific Assignments
Question 1: In your own words: what does Search Engine Optimization mean?
Question 2: When you type a search query into Google, how does it determine what results to show?
Question 3: True or False: Between the releases of new versions of the ranking algorithm, Google keeps the ranking algorithm completely unchanged to allow for the best benchmarking and performance improvement measurement. Explain why you gave the answer you did.
Question 4: What does it mean for a website to be "crawlable"?

Class 11.
SEO, Continued
We will continue with our discussion of SEO.

We will also talk about what "content marketing" means and how it relates to other concepts we have covered.

Prepare
1. Keep reading the assigned chapters in the Beginner's Guide.
2. Examine the Google ranking algorithm changes here http://moz.com/google-algorithm-change so that you can explain the basic idea of what the Penguin, "Possom," and Panda updates were.

Specific Assignments
These specific assignments are questions about Search Engine Optimization.
Question 1: What are meta keywords? Are they useful for SEO?
Question 2: What is the meta description? Is it useful for SEO?
Question 3: What are long tail keywords in the context of SEO?
Question 4: How did J.C. Penney get in trouble for its SEO tactics in late 2010/early 2011?
Question 5: How did Rap Genius get in trouble for its SEO tactics in late 2013?
Question 6: In your opinion, what changes in recent Google search algorithm updates were the most consequential?

These specific assignments are questions about content marketing.
Question 1: In your own words, what does Content Marketing mean?
Question 2: Find a job posting for a "relatively junior" Content Marketer. You can look in CareerBuffs, from a job search website, or on a specific company's website. "Relatively junior" = someone with a few years, or less, experience. I'm asking for that for this question because I want to focus on jobs you could reasonably be qualified for in the short-or-medium term. Post the job description or the link be prepared in class to give a BRIEF explanation of what the company is and what the job entails.
Question 3: Find a job posting for a "relatively senior" Content Marketer. "Relatively senior" = director of content marketing or a job qualification of more than five years. I'm asking for that for this question because I want to build on Question 2 to explore what the career path looks like. Post the job description or the link be prepared in class to give a BRIEF explanation of what the company is and what the job entails.

Class 12.
Search Ads
In addition to organic search rankings, companies also use search ads, the sponsored links that show in search engines in response to search terms. Google's system is called AdWords, and we'll cover how to set up campaigns, what determines when and where an ad shows, and what metrics can be tracked.

We should have time at the end of class for you to get started on some pencil and paper exercises. I will bring hard copies of the handout. Please bring a calculator. (Your phone is a fine calculator for the in-class exercises today.) If we don't have enough time for you to finish the exercises, please complete them before the next class so we can go over them then.

We have a few class days on search ads. Over those days, here are my learning objectives.

Things to know
- What is the structure of an AdWords campaign: what are the relationships among the campaign, the ad groups, and the keywords?
- What are the different parts of an AdWords ad?
- What rules govern AdWords ads?
- What determines when and where your ad shows?
- How can you tell if your ads are performing well?
- How should you adjust your campaign in response to performance data?

Things to be able to do
- Calculate performance metrics like click-through rates (CTRs), conversion rates, net value, and return on ad spend.
- Use Excel efficiently (dragging formulas, using Pivot Tables) to analyze the performance of search ad campaigns.

Notes on Preparation
There is no assigned preparation for the whole class today. Although there is no assigned reading, the questions above serve as a guide to what you need to know. One great way to enhance your mastery of this topic is to consult the study materials for the AdWords certification exams:
https://support.google.com/partners/topic/3204437?hl=en&ref_topic=3111012

Specific Assignments
If we don't cover all of these questions in this class, we will continue with them in the next class.
Question 1: Give one reason to have multiple ad groups within an AdWords campaign.
Question 2: How many lines are there in a standard AdWords text ad? What is the difference between the Display URL and the Final URL?
Question 3: What is keyword insertion in an AdWords ad? Find a Google search query that shows an ad that you are pretty sure is using keyword insertion. Post a screenshot of the query and the ad to the discussion forum.
Question 4: What's the difference between broad match and exact match for AdWords keywords?
Question 5: Besides broad match and exact match, what are the other types of matches for AdWords keywords?
Question 6: One of Google's policies for AdWords ads is no inappropriate content. Give three more policies regarding the content of AdWords ads.
Question 7: List three things that determine ad position of an AdWords ad.
Question 8: If you bid $2.00 on a keyword, and your ad shows in response to a search query on that keyword, how much do you pay when the ad is shown? How much do you pay when someone clicks on the ad?
Question 9: Give two ways to control the amount you spend on an AdWords campaign.
Question 10: What does CPC stand for? How do you calculate it? What does CTR stand for? How do you calculate it?

Friday Feb 24: Listening Assignment is due by 11:59 p.m. Upload your PDF and your Excel file to the D2L dropbox before the deadline.

Class 13.
Interpreting the Results of Search Ads
We return to our discussion of search ads by going over the pencil and paper exercises from the previous class.

Today we will cover more about interpreting the results of search ads. I will be showing you how to interpret the results of search ad campaigns using Excel. There will be a handout posted and distributed for the in-class exercises.

To do the in-class exercises, you will need the spreadsheet with the complete set of Dorje Designs data. (We looked at a bit of that data last class.)

Prepare
   1.   We will go over the pencil-and-paper calculations from the Dorje Designs example from the previous class. Make sure you have them done so we can go over them at the beginning of class. I will be calling on people to share their answers.
   2.   **Bring a computer with Excel to class today.**

Specific Assignments
   Write two "good" True/False questions, on a topic or topics we have covered so far, that could appear on the midterm exam. A good question is one that tests understanding of something important...and is not obvious to someone who is just guessing. As time allows in class, we will discuss the questions.

Class 14.
Midterm
Note: you need a calculator for the midterm. It must be a non-Internet-connected calculator, i.e., please don't use your phone as a calculator.

I will post detailed information in D2L about the exam coverage and types of questions.

Class 15.
Workshop: Air France Search Ads
Today we will start working with a big search ads data set (Air France).

Prepare
   1.   **Bring a computer with Excel to class today.**

Class 16.
Short Quiz on Air France Pivot Tables and Air France Discussion
At the beginning of class, there will be a short quiz using the Air France Pivot Table you built in the last class. You need your computer and a correct version of the Pivot Table. If your version was not correct, have someone help you, or as a last resort, get the correct version of the Pivot Table from

someone…and make sure you know how to use it. This quiz is worth a four points in the "short in-class quizzes and activities" bucket in the class participation grade. (See p. 3 of this syllabus for an explanation of that bucket. There is no make-up for it if you miss it, but you can still earn a perfect score for that bucket of points even if you miss the quiz today.)

After that, we will discuss the analysis and interpretation of the Air France search ads data.

Prepare
1. Study for quiz.
2. **Bring computer with Excel and your Air France Pivot Table.**
3. Watch this video about AdWords bidding and ad position:
   https://www.youtube.com/watch?v=PjOHTFRaBWA (8:16).

Class 17.
Introduce Driving Traffic Assignment; Intellectual Property
I will talk introduce the Driving Traffic Assignment and answer any questions you have about it. I will also share what I think digital marketers need to know about intellectual property—in particular copyright law.

Prepare
1. Read the Driving Traffic Assignment and check out some of the student examples I posted.

Specific Assignments
> *These specific assignments are questions about Intellectual Property in content creation.*
> Question 1: From what you can tell based on information on the web, is it legal to post a YouTube video that you did not create on your site?
> Question 2: From what you can tell based on information on the web, is it legal to post a picture you find on Google Images on your website?

Class 18.
Guest Speaker (Isaac Gerstenznag, subject to confirmation)

Class 19.
Display Advertising
Today we will talk about different ways that *advertisers* can show their ads on *publishers'* sites.

We will do an in-class activity. If you have your computer with you, you will use it for this. If not, sit near someone who does. I will distribute hard copies of the handout in class. And I will post a link to the Google Doc for the activity.

Prepare
1. Read the first two pages of "Who Do Online Advertisers Think You Are?" (NYT, 11/30/12).
   http://www.nytimes.com/2012/12/02/magazine/who-do-online-advertisers-think-you-are.html
2. **Requested: Bring a computer.** If you have your computer in class, we will use it for an activity near the beginning of class. If you don't have one, you should sit next to someone who does.
3. Skim these before class and make sure to go back and read them carefully before the midterm:
   a. Read the sections *Delivery Methods* and *Compensation Methods* on the Wikipedia entry for Online advertising: http://en.wikipedia.org/wiki/Online_advertising

      b. Read the Wikipedia entries for Ad exchange (http://en.wikipedia.org/wiki/Ad_exchange), Real-time bidding (http://en.wikipedia.org/wiki/Real-time_bidding), and Ad networks (http://en.wikipedia.org/wiki/Ad_networks).

Class 20.
More on Display Advertising
First, we will hear from the classmates with the specific assignment about their articles.

Then we will continue our discussion of Display Advertising. (Remember to bring the handout from last time, as we will finish going over the terms.)

Totally optional, but useful:
- https://www.newmarketinginstitute.com/videos/
- http://www.displayadtech.com/the_display_advertising_technology_landscape/the-display-landscape

Prepare
1. Watch this video on cookies: http://online.wsj.com/video/how-advertisers-use-internet-cookies-to-track-you/92E525EB-9E4A-4399-817D-8C4E6EF68F93.html (7:14).
2. **Driving Traffic Assignment link and information is due by 11:59 p.m.** See the link in D2L to the Google Doc.

Specific Assignments
    Find a recent article about <u>online advertising</u> in the *Wall Street Journal*, the *New York Times*, or other major media source. (Try to get one from the last two weeks, but any time in the last two months is fine.) It can be about a specific platform (e.g., Facebook ads, search ads); about a brand, company, or industry's use of a particular type of ad; about one or more companies that help sell, create, or provide online advertising; or an overview of trends in online advertising. Post a link to the article in the designated thread in the discussion forum in D2L, along with a one-or-two-sentence description of what the article is about.

Class 21.
Driving Traffic Tips and Prep for Company Fair
I will have students share successes and failures in driving traffic.

Then we will prepare for the Company Fair—what companies are coming, what the purpose is, what you are supposed to do, and what I expect of you. I will distribute a handout in class, explaining my expectations.

Class 22.
Company Fair
People from companies with connections to digital marketing, including some former students of this class, will be there to talk to you about what they do. As I finalize the list of companies and attendees, I will post it.

Come prepared to ask intelligent and genuine questions.
Dress somewhere in the range of not sloppy to business casual.

You will fill out a worksheet as you talk to our guests. Hand it in to me before you leave.

Class 23.
Regulations Relevant for Digital Marketing: FTC Endorsement Guides
In this class, we will look at regulation in an area highly relevant for digital marketing: social media endorsements.

Prepare
1. Read the FTC Endorsement Guides, 2009.
   http://ftc.gov/os/2009/10/091005revisedendorsementguides.pdf
   I recommend that you skim this material before class today and go back and read it in depth before the exam, using the slides as guidance for what to focus on.

Specific Assignments
   Question 1: Post a link to a blog post that has a product review AND makes a clear and conspicuous disclosure about receiving the product for free, consistent with the FTC Endorsement Guides.
   Question 2: Post a link to a blog post that has a product review and does NOT clearly explain or imply where the blogger got the product.

Class 24.
Affiliates
I will spend some time at the beginning of class answering any questions you may have about your Driving Traffic write-ups (which are due next week).

Our main topic for today: What are online affiliates? How are they the same vs. different from other online "channels"?

Background for Discussion on Ethical Dilemmas in Digital Marketing
I will also talk about the upcoming specific assignments on ethical dilemmas in digital marketing, due for some students next week. This information will help the specific students assigned and also set the stage for the subsequent whole-class discussion on the dilemmas. An important skill is to be able to disentangle strategic, legal, and ethical considerations.

Prepare
1. Read this article from about affiliates: "How Style Bloggers Earn Sales Commissions, One Click at a Time" (Wall Street Journal, Feb 2015), http://www.wsj.com/articles/how-style-bloggers-earn-sales-commissions-one-click-at-a-time-1423693911

Sunday April 16: Last day to count traffic for the Driving Traffic Assignment.

Class 25.
Guest Speaker on Email Marketing (Mike Aus, subject to confirmation)

Prepare
1. **Driving Traffic Assignment due by 11:59 p.m.** Your reports for the Driving Traffic Assignment are due tonight. Review the instructions about what to include (basically, you need to include enough detail so I can see what you did: screenshots of your driving traffic posts, emails, links, etc. are very helpful.) Please upload your report to the D2L dropbox before class.

Specific Assignments
>*These specific assignments are ethical dilemmas that we will use for a class next week.*
>The assigned students should post a short summary and analysis of a recent news story or
>recent anecdote from your personal experience that illustrates an ethical dilemma in digital
>marketing.
>
>A good post is completely clear about WHO faces an ethical dilemma (i.e., a **difficult decision**
>that **includes moral considerations**). Make sure you can identify the decision maker and the
>decision, the nature of the moral issue, and why there is a dilemma. If there's no gray area,
>there's probably not a dilemma. One final thing to check is that your post is related to digital
>marketing.

Class 26.
Regulations Relevant for Digital Marketing: CAN-SPAM (2003)
Another law that digital marketers should be familiar with is CAN-SPAM, a law that governs commercial
email.

Marketing Automation
Today we will discuss the capabilities of current Marketing Automation platforms.

Introduce Case Study Assignment
I will also discuss the Case Study Assignment and answer any questions you have on it.

Prepare
1. Read the list of seven provisions of the CAN-SPAM Act.
   http://www.business.ftc.gov/documents/bus61-can-spam-act-compliance-guide-business
2. Read the Case Study Assignment carefully and come prepared to ask questions.

Specific Assignments
>*These specific assignments are about CAN-SPAM.*
>Post a screenshot of a commercial email you received. Come prepared to class to say whether it
>does, or does not, comply with the first five provisions of CAN-SPAM.

Class 27.
Discussion of Ethical Dilemmas
If we have the FCQ forms by now, you will fill them out at the beginning of class.

Today we will discuss the ethical dilemmas posted by students.

Prepare
1. Read the ethical dilemmas posted by your classmates in the D2L discussion form. **Before class,
   fill out the Google Doc grid:** each person will categorize the posts as
   a) TD (thorny ethical dilemma = "hmmm...I'm not sure what I would do in this situation"),
   b) ED (easy ethical dilemma = "I recognize that this could be an ethical dilemma for some
   people, but it wouldn't be a hard call for me"), or
   c) NC (not clear = "it's not clear who faces an ethical dilemma in this scenario or it's not clear

what the ethical dilemma is").

Class 28.
Catch-Up Day
Probably an in-class Excel exercise. TBD.

Class 29.
Domain Names
Naming companies and products has always been important. In an online environment, one often needs to secure a domain name. Today we will discuss what you need to know about domain names.

We will do an exercise today to help find a domain name.
Because you have your case studies due this week and finals coming up, there is no required reading to prepare for today.

Prepare
1. Optional: Skim the Igor Naming Guide http://www.igorinternational.com/process/igor-naming-guide_short.pdf
2. Optional: Naming blog post at http://messymatters.com/nominology/

Class 30.
Discussion of Student Case Studies; Wrap-Up
We will hear about case studies from some of your classmates.

Finally, we will review the course's learning objectives (see p. 2 of the syllabus) and discuss strategies for continuing to build one's skill base and experience with those objectives.

Prepare
1. **Case Study Assignment due <u>before class</u>.** Be sure to follow the instructions.

Specific Assignments
These specific assignments are for sharing your case study work.
Come prepared to tell us about your case study. Tell us about the company you wrote about, how they are using digital marketing, what you think they are doing well, and what you recommend they do differently. You will stand in front of the class for a short (few minutes) presentation, but this is an informal briefing—you do not need to prepare slides or dress up.

These specific assignments are to help prepare for the final.
Write two "good" True/False questions, on a topic or topics we have covered so far, that could appear on the final exam. A good question is one that tests understanding of something important...and is not obvious to someone who is just guessing. You can write questions on topics from before the midterm or after. As time allows in class, we will discuss the questions.

Final Exam
The final exam will be during the university-scheduled exam slot. You will need a non-Internet-connected calculator. Do not make your travel arrangements until you know when the exam is.