

MBAX 6350: Digital Marketing

Fall 2018

Tu/Th 3:30-4:50

Professor Laura Kornish

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KOBL 479

Office Hours: posted hours are in Canvas and by appointment outside of posted hours

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 search engine optimization, website analytics, search and display ads, email marketing, social media, and social listening/monitoring.

Three key messages are woven into the coverage of those tactics. First, you should establish habits for keeping up to date on emerging digital technologies relevant to business and to marketing. Second, you should tie the use of digital marketing activities to business objectives. Third, you should identify and design data sources that allow you to track performance for your digital marketing activities.

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. Central to the hands-on orientation of the course is a client project. You will work in a small group with a company on their digital marketing efforts.

Course Materials

The course materials will be posted on the course site. There are no required course materials to purchase. You may choose to spend some money on course assignments (e.g., web hosting, paid advertisements, or data sources), but there are no specific required expenses.

Evaluation Components (1000 points total)

Assignments = 450 points total

GRAMMYs Assignment = 150 points (solo or pair)

Driving Traffic Assignment = 300 points (solo or pair; 50 points for Round 1, 250 points for Round 2)

Project = 250 points

Work solo or in a team of 2-4, for a client of your own selection

Exam = 180 points

The exam is an in-class exam during the two class meetings during finals week.

Class participation = 120 points

See further explanation below.

Attendance and Class Participation

Attendance: If you have to miss class, you do not need to let me know. 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, and I will be appropriately surly with you.

Here are the considerations I use in evaluating class participation:

- Meaningful contribution to class discussions.
- Preparation.
- Enhancement of classroom learning environment beyond specifically dictated preparation.
- Attendance, punctuality, and non-verbal communication in class.
- Polite and professional interaction with me, guests, clients, and classmates.

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. Advise a company about how to improve their search ranking through search engine optimization (SEO) best practices.
4. Recommend keywords for websites and search ads based on search behavior and competitive analysis.
5. 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.
6. Gain experience driving traffic to a website, critically evaluating what was effective and what was not, using Google Analytics for website traffic analysis.
7. Know the fundamentals of running search ad campaigns and interpreting their results.
8. 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.
9. Understand how the concepts in display advertising apply to online affiliates.
10. Know the appropriate metrics to evaluate performance in an email marketing funnel, understand the capabilities of marketing automation tools, and be able to link the technology features of these tools to business objectives.
11. Write actionable objectives for digital marketing initiatives.
12. Develop personal positions about ethical issues in digital marketing activities.
13. Know the marketer's legal obligations with respect to social media endorsements, email marketing, and treatment of intellectual property.
14. Improve your proficiency with Excel spreadsheets, including absolute (\$) and relative references for dragging formulas; functions; cell references to other tabs in a worksheet; Pivot Tables; and graphing.
15. Adopt best practices in visual displays of data.

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. It is your responsibility to ensure and double check that your assignments are uploaded. If you do not do that, please accept responsibility.

If you know that a deadline will be a problem for you, for some of the assignments, I may be able to grant an extension if you request it before the deadline. I am open to such requests.

Exam Expectations

We have an in-class exam during MBA Finals Week. If you miss it due to a **documented emergency**, I will find a reasonable way to calculate your grade without the exam. If you miss the exam for some non-emergency reason (e.g., travel or a school or professional conflict), and you let me know before the exam, I will also find a reasonable way to calculate your grade without the exam. Be advised that the calculation will include a grade penalty of 15%-50% of the full exam points. The penalty will be higher for people who can't gracefully accept the penalty as a consequence of their own planning.

Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://honorcode.colorado.edu/>.

Disability Services

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Center for Community N200, and <http://www.colorado.edu/disabilityservices>.

Provisional Schedule: see Canvas for Official Schedule

Provisional Course Schedule:

Please see the course site for the *actual* course schedule, along with detailed information about what to prepare for class.

| Class # | Date | Topic(s) |
|-----------------|--------|---|
| 1 | Aug 28 | Class Introduction: The Digital Marketing Mindset Discussion of Course Assignments |
| 2 | Aug 30 | Case Based on Student Project: Shinesty |
| 3 | Sep 4 | Discussion of GRAMMYs Assignment and Data |
| 4 | Sep 6 | Visual Display of Data |
| 5 | Sep 11 | Google Analytics Workshop |
| 6 | Sep 13 | More on GA (filters, setting goals, and interpreting conversion data) |
| Friday | Sep 14 | GRAMMYs Assignment due by 11:59 p.m. |
| 7 | Sep 18 | GRAMMYs Assignment Debrief Even more on GA (Attribution, Search Console, Tag Manager) |
| 8 | Sep 20 | Regulations Relevant for Digital Marketing |
| 9 | Sep 25 | Search Engine Optimization (SEO) |
| 10 | Sep 27 | More on SEO Project Part 1 due before class |
| 11 | Oct 2 | Applying SEO Principles for Project Client |
| 12 | Oct 4 | Introduce Driving Traffic Assignment; Intellectual Property |
| 13 | Oct 9 | Search Ads |
| 14 | Oct 11 | Search Ads Memos to Advisors due by 11:59 p.m. Project Part 1 revisions due by 11:59 p.m. |
| 15 | Oct 16 | Case: Air France |
| 16 | Oct 18 | Meet with Advisors Driving Traffic Assignment Round 1 due by 11:59 p.m. |
| 17 | Oct 23 | Display Advertising |
| 18 | Oct 25 | Display Advertising |
| 19 | Oct 30 | Student Presentations on Projects |
| 20 | Nov 1 | Guest Speaker or Catch-Up Day |
| 21 | Nov 6 | Affiliates |
| 22 | Nov 8 | Social Listening and Monitoring |
| 23 | Nov 13 | Marketing Automation |
| 24 | Nov 15 | Discussion of Ethical Dilemmas Driving Traffic Assignment Round 2 due by 11:59 p.m. |
| 25 | Nov 27 | Domain Names |
| 26 | Nov 29 | Wrap-up Project Part 2 due before class |
| Dec 4 and Dec 6 | | Final Exam: First Day = Closed Book, Second Day = Need Computer |

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Fall 2018

Professor Laura Kornish

Provisional Detailed Schedule

I provide these details to give prospective students and people finding this syllabus online enough detail to form a concrete understanding of the course.

This is the *provisional schedule* for the class. The *official* schedule will be kept up to date on Canvas.

Class 1.

Class Introduction

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 data-driven mindset. We will also discuss the course assignments so you will have a good sense of what you will be doing during the semester.

Class 2.

Shinesty

Read the posted 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. 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.
 - a) What conclusion did the authors of the report draw from each of the two email experiments described in Part 2? How well is each conclusion supported by the data presented? 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 Canvas for assignments. Everyone will be assigned one or more questions over the semester. Assigned people should post their answers before class and will be expected to discuss them in 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. **Assigned to ____.**
- Question 2: 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 and please remember to link to your sources. **Assigned to ____.**

Class 3.

Discussion of GRAMMYs Assignment and Data

Today I will introduce the GRAMMYs Assignment. First, I will give you some background on the GRAMMYs. Then, I will explain the data and the goals of the assignment and answer your questions on the assignment. Finally, 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.

Prepare

1. Read the GRAMMYs Assignment instructions before class. Come prepared with your questions on the assignment instructions.
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?"

Class 4.

Visual Display of Data

Prepare

1. Begin to familiarize yourself with these readings on the visual display of data. 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 in these readings. There will also be a few questions on the exam 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] assignment. 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."
2. Bring a computer with Excel.

Class 5.

Google Analytics Workshop

We will look at Google Analytics (GA), a free tool for tracking traffic to a website. I'll grant you access to GA for a site, and you will log in and see what sorts of information are available. Then we will go over what can be tracked and discuss the Specific Assignment questions. After that introduction, I'll give you a handout to see if you can find answers to questions in GA. We will cover using the URL Builder and a link shortener like bit.ly.

Prepare

1. Before class, make sure can access the Google Analytics for the site: go to analytics.google.com, log in with your colorado.edu account. If you cannot verify your access, please let me know sufficiently before class so we can troubleshoot and have you ready to go for the class activity. If you get to class and you can't log in, you may not be able to do the activity.
2. Bring a computer to class today.

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://analytics.google.com/analytics/academy/>. 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.

Specific Assignments

- 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?

Class 6.

More on GA

We will continue our conversation about Google Analytics. Bring your handout from last time and your computer.

Today we'll talk (more) about goals: setting them up and interpreting the data on goal conversions, and how the URL Builder fields (Source, Medium, Campaign) can be used with goals to track success of different marketing activities.

We'll look at how to interpret the data on goal conversions.

Finally, I'll explain what filters are for.

Prepare

1. BEFORE today, drive some traffic to the assigned site.

2. Bring a computer to class today.
3. 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 identikay account) to establish access.
4. Watch this seven-minute video ("Key metrics and dimensions defined") that explains how Google Analytics calculates bounce rates and visit durations.
<https://www.youtube.com/watch?v=TW3gx4t4944>. Watch minutes 3:00-5:20 at least one extra time after you watch the whole thing. After watching this, you should understand what the duration of a bounce is and why.

NOTE non-class due date for GRAMMYs Assignment

Class 7.

GRAMMYs Assignment Debrief

Even more on GA (Attribution, Search Console, Tag Manager)

In addition to Google Analytics, there is also a Google tool called Search Console, which provides additional information about search traffic to a site. (Until 2015, the tool was called Google Webmaster Tools.) We will cover the basics.

As time allows, you will meet with your project teams. At the beginning of the next class, I will be taking questions on the project assignment, and especially the first deliverable.

Prepare

1. Watch this 6:39 video on filters ("Setting up basic filters").
https://www.youtube.com/watch?v=dzwRzUEc_tA

Class 8.

Regulations Relevant for Digital Marketing

In this class, we will look at regulation in areas highly relevant for digital marketing: social media endorsements and email.

Prepare

1. Read the FTC Endorsement Guides, 2009.
<http://ftc.gov/os/2009/10/091005revisedendorsementguides.pdf>
2. Read the list of seven provisions of the CAN-SPAM Act.
<http://www.business.ftc.gov/documents/bus61-can-spam-act-compliance-guide-business>

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.

- Question 3: 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 as listed in the link above.

Class 9.

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 fall into two categories: on-page (crawlability, keywords, fresh and unique content) vs. off-page (getting links).

Prepare (for this class and the next)

1. Very meta: use Google to find out how the Google search engine works.
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 after class.

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 10.

More on SEO

Today we will be applying the things we covered previously about on-page optimization. Then we will continue our discussion of SEO principles.

Possible example: <https://www.dsw.com/en/us/category/mens-oxfords/N-1z141hwZ1z128urZ1z141ju?No=0>

Prepare

1. Keep reading the assigned chapters in the Beginner's Guide.
2. Skim the descriptions of Google algorithm updates in so you have the basic idea of what has changed with in the last few years. <http://moz.com/google-algorithm-change>
3. **Project Part 1 due before class**

Specific Assignments

- 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?

Class 11.

Applying SEO Principles for Project Client

Today we will talk about how to apply the SEO principles for your project clients. Or, if SEO is not important for them, what about good rankings for Amazon or in the App Store?

Class 12.

Introduce Driving Traffic Assignment; Intellectual Property

I will talk about the Driving Traffic Assignment and talk about content creation in the context of that assignment. I will also share what I think digital marketers need to know about intellectual property—in particular copyright law.

I'll illustrate the goals of the assignment with some student examples.

Prepare

1. Read the Driving Traffic Assignment and come prepared to ask questions.

Specific Assignments

- 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 website?
- 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 13.

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 Ads (changed from AdWords in July 2018), and we'll cover how to set up campaigns, what determines when and where an ad shows, and what metrics can be tracked.

We have a few class days on search ads.

Things to know:

- What is the structure of an Ads campaign: what are the relationships among the campaign, the ad groups, and the keywords?
- What are the different parts of an Ads ad?
- What rules govern Ads 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 (but there are specific assignments). I want you to have time to devote to your Driving Traffic Assignment. 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 certification exams:

https://support.google.com/partners/topic/3204437?hl=en&ref_topic=3111012

Specific Assignments

- Question 1: Give one reason to have multiple ad groups within an AdWords campaign.
- Question 2: What is the difference between the Display URL and the Final URL?
- Question 3: What's the difference between broad match and exact match for AdWords keywords? Besides broad match and exact match, what are the other types of matches for AdWords keywords?
- Question 4: One of Google's policies for AdWords ads is no inappropriate content. Give three more policies regarding the content of AdWords ads.
- Question 5: List three things that determine ad position of an AdWords ad.
- Question 6: 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 7: Give two ways to control the amount you spend on an AdWords campaign.

Class 14.

Search Ads

Today we will talk more about interpreting the results of search ads. I will also get you started analyzing the data for the Air France case. We will continue that analysis and discuss the case next class.

Prepare

1. Bring a computer with Excel to class today.
2. **Advisor Memos due by 11:59 p.m.**
3. **Project Part 1 revisions due by 11:59 p.m.**

Class 15.

Air France Case

Today we will work on and discuss the analysis of the data for the Air France case.

Prepare

1. The exercise on the handout from the previous class guides how we are going to analyze the Air France data. Come to class prepared with the Pivot Table described on that handout. That is, build the Pivot Table that shows the seven publishers and the seven KPIs. I will be coming around at the beginning of class to check that each person has it built.
2. Bring a computer with Excel to class today.
3. Bring earbuds or headphones. As I am walking around at the beginning of class to make sure people have their Pivot Tables built, you will watch a video about bidding and ad position.

Class 16.

Meet with Advisors

Details TBA. Meetings can be in person or online.

Prepare

1. Make sure you and your advisor have copies (hard copies if in person) of your one-page briefing document.
2. **Driving Traffic Assignment Round 1 due by 11:59 p.m.**

Class 17.

Display Advertising

I'll start class by seeing if people have new wisdom to share from the advisors.

Then we will start covering the topic of display advertising. For display advertising, my goal is to have you understand the different ways that advertisers can show their ads on publishers' sites. The focus of today is primarily display and video ads, and we will look at important trends like real-time bidding (RTB) on ad exchanges.

We will do an in-class activity identifying types of ads. If you have your computer with you, you will use it for this. If not, sit near someone who does.

Prepare

1. Read the first two pages of "Who Do Online Advertisers Think You Are?" (NYT, 11/30/12). I posted the whole article; I want you to read the first two pages, but of course you are welcome to read the whole thing.
2. Requested: Bring a computer. If you have your computer in class, we will use it for an activity in 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 exam:
 - 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).

Specific Assignments

Find an example of an ad you have been shown from Snapchat, Facebook, Pinterest, LinkedIn, Twitter, or another social media platform. Post a screenshot of the ad. In class, I will have you share your thoughts on why you think the ad you saw was, or was not, a good use of the advertiser's money.

Class 18.

Display Advertising

Today 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, resources:

- <http://www.mediamath.com/nmi/videos/>

- http://www.displayadtech.com/the_display_advertising_technology_landscape#/the-display-landscape
- <https://marketing.acxiom.com/glossary>

Prepare

1. Watch this video on cookies: <https://vimeo.com/12204858>. (7:14).

Specific Assignments

Find a recent article about online advertising 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. You will summarize the article for the class and answer classmates' questions about it.

Class 19.

Student Presentations

I will assign specific students to present on driving traffic and project work. More information to follow on presentation expectations.

Class 20.

Guest Speaker or Catch-Up Day

Class 21.

Affiliates

What are online affiliates? How are they the same vs. different from other online "channels"?

Prepare

1. Read this article from about affiliates: "How Style Bloggers Earn Sales Commissions, One Click at a Time" (Wall Street Journal, Feb 2015).
2. Review the FTC Endorsement Guides assigned earlier in the semester: <http://ftc.gov/os/2009/10/091005revisedendorsementguides.pdf>
3. Skim this Q&A from September 2017: <https://www.ftc.gov/tips-advice/business-center/guidance/ftcs-endorsement-guides-what-people-are-asking>
4. Skim this more general FTC Policy statement on deception. https://www.ftc.gov/system/files/documents/public_statements/410531/831014deceptionstmt.pdf. This statement takes the form of a letter issued in 1983, and it contains the general principles used to determine if an ad is deceptive. This is also relevant for our discussion about native advertising.

Class 22.

Social Listening and Monitoring

Social 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.

Prepare

1. Read about Salesforce's Radian6 Services. Read enough so you can explain their main offerings in your own words.

Specific Assignments

- Question 1: Find a company besides Salesforce 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 Radian6. And write a phrase or short sentence that explains a difference between that company's offerings and Radian6.

These specific assignments are ethical dilemmas that we will use for a class discussion next week. The assigned students should post a short explanation (3-8 sentences) of an ethical dilemma in digital marketing based on a recent article or recent anecdote from your personal experience. Each person should create a new thread in the designated discussion forum in Canvas. Please give your post a descriptive subject line. Make your post before class.

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.

If you use an article, the article does not have to be written about an ethical dilemma. I want you to notice ethical dilemmas that lurk in everyday situations. Please do NOT do this assignment by googling ethical dilemma in digital marketing. Do this assignment by reading the business press or by paying attention to digital marketing tactics.

Please read the posts that came before yours and try to cover some new territory. Ethical dilemmas are not just about privacy. They also relate to competitive fair play, potential deception or manipulation of customers, treatment of vulnerable groups, cultural sensitivity, and accepting vs. shirking responsibility.

Class 23.

Marketing Automation

Today we will discuss the capabilities of Marketing Automation platforms.

Class 24.

Discussion of Ethical Dilemmas

Today we will discuss the ethical dilemmas posted by students. I will expect every student to have read the posts and filled out the linked grid before class.

Prepare

1. Read the ethical dilemmas posted by your classmates in the discussion forum. As you read, please form an opinion about the scenarios described in the posts you read: are you sure of the right course of action (i.e., what you would do if you faced the dilemma described)? Or are you not sure...and if you are not sure, what would your decision depend on? Come prepared to discuss your views in class.
2. Before class, fill out the grid in the Google Doc.
Find the column with your name, and categorize each post (in a row) as either TD (thorny ethical dilemma = "hmmm...I'm not sure what I would do in this situation"), 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
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").

Note: the posts are listed in the grid ordered by "oldest thread" from the discussion forum.

3. **Driving Traffic Assignment Round 2 due by 11:59 p.m.**

Class 25.

Domain Names

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

We will do an in-class exercise where you generate and evaluate names for a new business. If you are currently trying to name something and looking for a domain name, let me know, and we can use your challenge for the class activity.

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 26.

Wrap-up

Agenda for today:

- 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
- Any questions about the logistics of the final?
- Go over some of the T/F questions posted by classmates.
- Brief concluding comments.

Prepare

1. **Project Part 2 due before class**

Specific Assignments

Write two "good" True/False questions, on any topic or topics we have covered, 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. Just post the questions, not the answers.

Final Exam

The final exam is an in-class exam during our class meetings the last week of class. The parts on the first day are "closed-book" and multiple choice. The parts on the second day require a computer.