MARK 7365
Introduction to Digital Marketing
C.T. Bauer College of Business, University of Houston
(Fall 2017)

NOTE: This is a tentative syllabus and will change before the start of the semester in Fall 2017. The updated syllabus will be on Blackboard in late August.

This syllabus is a general plan for the course. Any change in schedule or syllabus will be announced in the class with the copy of the latest syllabus found under the syllabus section of the Blackboard.

Class hours: Wednesday 6:00pm -9:00pm

Instructor: Seshadri Tirunillai

Prerequisites: Fundamental course in Marketing/Advertising (e.g. MARK 6361). The course structure and topics assume you have gone through some basic marketing class previously.

Office hours: Thursday 2:30 - 3:30 pm Alternately, email me and we can set meeting time. [Office: Melcher Hall 385C]

 Contact: email: seshadri@bauer.uh.edu

Course Description and Objectives

Companies are increasingly shifting some of the marketing efforts to digital technologies such as search engines, social media and mobile. These technologies influence customers and also have an impact on firm performance. It is important for business students to understand some of these digital strategies and familiarize with some of the technologies underlying them. This course is an *introductory graduate level elective course* designed to provide insights into some of the marketing strategies using Internet-based (digital) technologies. At the end of the course, it is expected that students will be able to:

1. Be familiar with the concepts, theories, and issues in digital marketing. (This will be done primarily through lectures and assigned readings.)
2. Familiarize with some of the technology underlying these strategies from the perspective of a marketing manager (through readings and lectures)
3. Develop analytical abilities to solve real-life problems (this will be done through the application of the concepts and theory in case analysis)
4. Make independent assessment of digital marketing strategies of companies (through case discussions and assignments)
5. Develop business communication skills and receive feedback from peers/ instructor.

The course is a mix of interactive class sessions with lecture/case based discussions and assignments. The course is not designed for specialization in specific area of digital marketing (e.g. Search Engine Marketing, Social Media). Students who are interested in focusing on certain topics such as search engine marketing or social media are recommended to talk to the instructor about their specific interests.

Brief note on technological concepts: Though the focus of the course is on online marketing strategies and their economic implications, yet we cannot appreciate the business aspects without understanding the underlying technologies. Examples of such technologies are HTML, cookie, product recommendation engines or search engine algorithm. To this end, we will spend some time familiarizing with the fundamentals of some of these technologies as we study the business applications.

Required Course Material

A set of TEN cases. This packet can be purchased from Harvard Business School Press at http://cb.hbsp.harvard.edu/cbmp/access/51122295 (Each of the cases or materials costs $4.25)

Text Book: eMarketing: The essential guide to marketing in a digital world. Rob Stokes and the Minds of Quirk. Fifth Edition.

Any additional materials (notes, ppt etc) for the course will be made available on Blackboard. You can login through the UH Access Gateway (http://accessuh.uh.edu) to Blackboard system.

Grading

The following table gives you the *tentative* components you will be evaluated upon and the corresponding percentage distribution.

Component	Percentage
Midterm Exam	18%
Final Exam	18%
Class participation	18%
Case Write-ups (9*3% each)	27%
Case Presentation (1) [Group]	5%
Assignments [Group]	14%

Letter Grade	Grade Distribution
A	95 and above
A -	91, 92, 93, 94
B+	88, 89, 90
B	83, 84, 85, 86, 87
B-	79, 80, 81, 82, 83
C+	74, 75, 76, 77, 78
C	70, 71, 72, 73, 74
C-	65,66, 67,68, 69,70
D	59, 60, 61, 62, 63, 64
F	59 & Below

Note: 1. There is no A+ grade in the course.
        2. The grades would be rounded off to the next highest integer at the end of the semester.

Evaluation

Exams and Assignments

There are two exams (Midterm and End term). Each component usually consists of a selection of multiple-choice and short answer questions. The exams will emphasize material covered in the class sessions and their applications, and students are recommended to use the textbooks and notes from class or case analyses during preparation. There would be a couple of assignments throughout the semester. The assignments would have reports or presentations as deliverables.

Should you be absent for the class and miss any of these exams, that there will not be any opportunities for make-up unless with prior approval. Make-up tests for exams will be only permitted as required by the University Policy and if the grounds for the application are genuine and unavoidable. If you have information of conflict in dates well in advance, you must discuss with me and get the approval for make up *at least ONE week* prior to the scheduled exam date. Any request after this will be considered "emergency". In case you are facing a last minute emergency that precludes you from taking the exam, proper university approved excuse documents (Doctor's certification or University sponsored event documents) must be provided. Also, you must notify me as soon as possible (within 24 hours) the reason your absence (or will be missing the exam completely) to schedule a possible make-up.

Class participation/Attendance

Class participation measures your overall commitment toward this course by monitoring your daily active participation in class or case discussions. The quality of the contributions made during these periods affects the overall participation grade. This component requires both attendance and class participation. Students should e-mail if they will be missing sessions and provide an explanation. If the student called upon is not present, is late, or is not sufficiently prepared to make a contribution to the class discussion, he/she will lose points for class contribution. Attendance is a logical prerequisite for class participation, but only attending all the classes without any participation will also not fetch you the entire points for this component.

Course Organization

We will be spending most of the class hours in lectures and (in-class) case discussions. These sessions are devoted to discussion of theories, concepts and analytical techniques. The sessions are often accompanied by assigned readings from sources listed in the syllabus. You are expected to read the relevant materials before the session. The class is not designed to summarize the readings; though many important concepts will be consolidated and extended. You will find a lot of materials in lecture that are not there in your readings (and vice-versa). The content from the lectures is almost certain to appear in the quizzes and exams. You are responsible for all material covered in the lectures and the assigned materials in your textbooks. If you are not able to make it for a lecture, ensure that you get the notes from your classmates/ talk to me after the next class.

Case Discussion: All students are expected to come to class ready to discuss each case. At a minimum, you should be able to clearly state the problems, present alternatives and provide specific and logically consistent rationale for your recommended alternatives, backed by your analysis. You are strongly encouraged NOT to miss any case discussion sessions.

Many of the situations (especially in case discussions) are such that there can be no one right solution for the given problem. You are strongly encouraged to express your views accompanied with a rational explanation for your belief. And since these views reflect your knowledge, it is essential that you be adequately prepared to demonstrate your efforts. For case discussions, anything that demonstrates a lack of adequate preparation (e.g. factual misstatements, irrelevant comments, comments that come late in a discussion), distracts the class from the discussion, or indicate that the student has not been actively listening will be noted as "negative" course participation. But note that these factors should not prevent you from expressing your point of view in the class if you believe that you could be adding value to the discussions. Though voluntary participation is appreciated, students might be randomly picked during the discussions, to take the lead in various aspects of the discussion. Also, in situations where multiple students have opportunity to speak, I might give preference to students who have been less active in class participation until that date to ensure that everyone has an opportunity to present their views.

General Class Conduct

These are the expected conduct for maintaining the decorum of the class:
- Avoid walking in late or walking out early – if you need to do so, enter/exit do so with miminal disruption
- Use of gadgets (tablets, laptops, phones) is fine for note taking or class related activities. Please avoid non-class activities such as texting, surfing, chatting while in session. Constant use of gadgets for non-class activities in the class may incur penalties in the class participation.

Special Needs

The C. T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. To this end, in order to receive academic accommodations, students must register with the Center for Students with Disabilities (CSD) (telephone 713-743-5400), and present approved accommodation documentation to their instructors in a timely manner.

Academic Honesty Policy

The University of Houston Academic Honesty Policy is strictly enforced by the C. T. Bauer College of Business. No violations of this policy will be tolerated in this course. Students are expected to be familiar with this policy, which is available at
http://www.uh.edu/academics/catalog/policies/academ-reg/academic-honesty/

Schedule of the Class

Session	Topic	Readings from Textbook/Case pack
1	Introduction: Logistics and Course Overview	
	Digital Marketing Strategies	
2	Online Display Advertising	Chapter 11
	Ad Targeting	
3	Technology for Marketing	Chapter 11, 20
	Showrooming At BestBuy	
4	Search Engine Marketing 1	Chapter 9
	Pregnancy Pack	
5	Search Advertising 2	Chapter 10 **Paid Search Advertising Notes**
	BBVA	
6	Measuring Conversion and Retention: Web Analytics	Chapter 18
	Ad Experiment at Restaurant Grade	
7	Mid Term Review	
	Assignment Presentation 1	
8	*Mid Term*	
	Dropbox	
9	New Media: Platforms and Networks	
	Airbnb, Etsy ,Uber	
10	Mobile Marketing	
	Starbucks	
11	Social Media: Contagion and Diffusion	Chapter 13, 14, 15
	YouTube for Brands	
12	Social Media Marketing	**Generating Perceptual Maps with Social Media Data**
	Pepsi Lipton Brisk	
13	Data, Algorithms, and Privacy	
	Target	
	Thanksgiving Holiday	
14	*Assignment Presentation 2*	
	Review	
Finals	*Final Exam (5pm – 8pm)*	

In case there are changes, the schedule would be updated on Blackboard .

Case Write-up Guidelines and Rubric

	3 points (Excellent)	2 points (Good, achieved)	1 point (Fair, still evolving)	< 1 point (Exposed, developing stage)
Content	Answered all questions provided. Discussions of all questions are relevant, complete, and excellent.	Answered all questions provided. Discussions of most questions are relevant and good.	Answered most questions provided. Discussions of some questions are irrelevant or inadequate.	Does not seem to understand the questions very well. Discussions of most questions are irrelevant or inadequate.
Comprehension	In-depth critical thinking is evident. Excellent reasoning skills and application of concepts learnt in the classes.	Some evidence of in-depth thinking. Good reasoning skills.	Insufficient evidence of in-depth thinking. Lack of reasoning. Student simply lists facts.	No evidence of in-depth thinking. No reasoning.
Creativity	Student shows considerable creativity and completely justifies rationale for the recommendations.	Student shows creativity and reasonably justifies the rationale for the recommendations.	Student shows some creativity in recommendations, but the rationale is not sufficiently justified.	No evidence of creative thoughts in the recommendations. No justification of rationale.
Communication	Information is very organized with well-constructed sentences and paragraphs. Chain of thought is very easy to follow.	Information is very organized with well-constructed sentences and paragraphs. Chain of thought is very easy to follow.	Information is organized, but chain of thought is somewhat difficult to follow.	The information appears to be disorganized. Chain of thought is hard to follow.

Case Presentations Rubric

Your case presentation is worth 5 points. The rubric is similar to the case write up. The following six guidelines are what is expected and would help you prepare better for you presentations:

1. Content: Completeness and Coherence
   - Answered all questions (that is provided as well as what is posed in the case). You might have to come up with the relevant questions in most cases.
   - Information is very organized; chain of thought is easy to follow.

2. Comprehension: Quality of Content/ Research
   - Conducted your research thoroughly.
   - Collected relevant evidence to support your propositions.

3. Quality of discussions and/or recommendations
   - Demonstrated a clear and logical relationship between your research and your conclusions.
   - In-depth thinking was evident with specific recommendations.

4. Preparedness & Props
   - Completely prepared and have obviously rehearsed.
   - Used appropriate props (such as charts, figure, tables, video/audio representations) that show considerable work/creativity and make the presentation excellent.

5. Presentation(s) Style
   - Look relaxed and confident; volume is loud enough to be heard by all audience members throughout the presentation.
   - Not reading of the slides; establish eye contact with everyone in the room.

<u>Evaluation of Class Participation</u>

Excellent performance

- <u>Actively</u> participates in classroom discussions by contributing relevant and interesting information relative to topics being discussed
- <u>Actively</u> participates in classroom exercises with interest
- Read **all the cases** and participates in case discussions
- Demonstrates <u>excellent</u> listening by remaining on the topic of discussion
- Comments appropriately that helps in furthering the knowledge of the class
- Ask relevant question that needs to be further explored or clarifies points that (you and others) may not understand
- Draws upon prior knowledge or practical experience when appropriate
- Demonstrates ability to apply the course material in discussions
- Prepares for all components (assignments/ cases) in a timely and with <u>careful</u> planning and <u>sincere</u> efforts

Good performance

- <u>Regularly</u> participates in classroom discussions
- <u>Regularly</u> participates in classroom exercises and **MOST** case discussions
- Demonstrates listening by remaining on the topic of discussion and comments appropriately that helps in furthering the knowledge of the class
- Shares relevant information in appropriate context
- Consistently demonstrates knowledge of reading assignments and cases
- Demonstrates ability to apply course material
- Demonstrates willingness to attempt to answer questions
- Prepares most assignments in a timely and with careful planning

Fair performance

- Participates occasionally (means *less than regular participation*) in classroom exercises and **ALL** case discussions
- <u>Participates </u>in classroom exercises and in **SOME** case discussions
- Demonstrates some knowledge of course material
- Offers clear, concise information relative to class assignment
- Offers input, but tends to reiterate the intuitive
- Attends class more or less regularly
- Prepares most assignments on time with some thoughtfulness
- Limited participation in group activities

Poor performance

- I do not expect anyone to be here

PEER EVALUATION FORM

Use this form to evaluate yourself and your team members on the listed criteria:

1. Attended all meetings-was there on time and ready to work for every meeting.
2. Completed all tasks-tasks were finished when promised and were done well.
3. Contributed to group effort-volunteered for work, assisted teammates when needed, and did his/her fair share.
4. Contributed to group process-helped keep meetings on track, did not stay from subject, and settled conflict.

Distributed the 100 points between you and all your group members.

Team Member	Points
Yourself (NAME:	
TOTAL	**100**

Specific Comments about the group effort on the Project: