MARK 7365 Introduction to Digital Marketing
(Spring 2019)

This syllabus outlines the some of the important topics covered through the semester with a tentative schedule. There might be changes in the syllabus depending on the overall progress. Most evaluation dates would not change once the semester starts, unless there is any extreme unanticipated event. Changes in the syllabus will be announced in the class and a copy of the latest syllabus would be found under the syllabus section of Blackboard.

Instructor:	Dr. Shijie Lu (713) 743-4560
Classes:	Thursday, 6:00 to 9:00pm, Melcher Hall 126
Office:	Melcher Hall 385B (third floor, marketing department)
Office hours:	Thursday 2:00 to 3:00pm, or by appointments
Course website:	Blackboard
Prerequisite:	Fundamental course in Marketing/Advertising (e.g. MARK 6361). The course structure and topics assume you have gone through some basic marketing class previously
Preferred contact:	slu@bauer.uh.edu (Please use the email for communication. I will get back to you as soon as possible. Please do not leave voice messages on my office phone.)

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.

Course Materials
Textbook (optional):
As the digital media landscape moves so quickly, there is <u>no required textbook</u> for this course.
All required readings for this course will be uploaded to the Blackboard before the class. If you
really would like to have a textbook, I would recommend the following online textbook:
eMarketing: *The essential guide to marketing in a digital world* by Rob Stokes and the Minds of
Quirk. Fifth Edition. A copy of the textbook (PDF) will be posted on Blackboard under the
Readings Section.

Case Pack (required):
A set of <u>five Harvard Business School cases</u> is required ($4.25 each). You can buy directly from
the Harvard Business Publishing via this link: <u>https://hbsp.harvard.edu/import/594136</u>

Lecture notes (required):
Lecture notes for each session of the class will be posted the day before the class on Blackboard.
Additional press articles, links to videos and other supplementary materials will also be available
on the course portal on Blackboard.

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

Attendance & Participation	20%	Individual
Individual Assignments (1*10%)	10%	Individual
Midterm Exam	25%	Individual
Group Case Assignment (4*5%)	20%	Team
Group Project Presentation	25%	Team
Total	100%	

The final letter grade will be determined by the total points based on the following table.

A	A-	B+	B	B-	C+	C	C-	D	F
≥94	≥90	≥86	≥82	≥78	≥74	≥70	≥66	≥60	<60

Notes: The grades would be rounded off to the next nearest integer at the end of the semester.

Attendance and Participation
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
Please also <u>bring your nametag to every class</u>.

Individual Assignment
One individual assignment must be <u>submitted electronically on Blackboard before 8:00am on the due date</u> listed in the course schedule. The specifics about individual assignment will be posted on Blackboard. As data analysis is an important part of digital marketing, some quantitative exercises are expected in the individual assignment. Assignments not submitted on time but within 24 hours of deadline will receive only 50% of the earned grade. No credit will be given 24 hours after the deadline.

Group Case Assignments
The objective in forming groups in this course is to enhance problem solving and nurture teambuilding skills. <u>Groups will be formed voluntarily on Blackboard before the third week of the</u> <u>semester</u>. Each group will consist of 4-5 students, depending on the class size. You will work with your group for case assignments and group project.

Cases used in this course have been carefully selected to provide up-to-date material on the digital media landscape. The purpose of the cases is to provide students an opportunity to learn about marketing by placing themselves in a wide variety of actual situations encountered by marketing professionals and executives.

<u>All students are expected to read all the cases</u> and think about the questions assigned by the instructor before the class discussion. Please see Appendix B for assigned case questions.

There are in total five case sessions in this course. One case titled "Measuring ROI in Sponsored Search Ads" will be used for in-class exercise. For the remaining cases, the deliverable of each group case assignment is a PowerPoint deck. The slide deck should be <u>no more than 8 pages, including the title page and exhibits</u>. A recommended format will be to start with one page summarizing case background, followed by 3-5 pages of your answers/analyses to assigned case question, and one conclusion page.

Each group should submit their case assignments on Blackboard by <u>8:00 am, the day of the case class</u>. The quality of the slide deck will be evaluated based on the understanding of the case background, the depth of analysis and thinking, and the feasibility of recommended solutions. A rubric for evaluating case assignment is given in Appendix C.

In each case session (except the one without assignment), the instructor will open with a few remarks, then <u>randomly pick one group to "open" the case discussion by presenting their analysis</u>, followed by a class discussion moderated by the instructor. The presentation should be <u>no longer</u> <u>than 20 minutes</u>. The group that has presented before is less likely to present again in future case sessions. But be prepared to present twice throughout the semester. The case presentation will not be graded separately. However, a sign of lack of preparation will negatively affect an individual's participation score.

Group Project
The same group formed for case presentation will also work on a semester-long group project. The group project is to develop a digital marketing plan for a real firm. You can choose either the firm assigned by the instructor or a firm of your choice. You will play the real-world role of marketing consultants and will have a very short period of time to synthesize, interpret and recommend a viable digital marketing strategy and plan. All class teams will be competing against each other to win the assignment with the client.

Do not choose
- Very large companies such as Apple, Google, Amazon, Coca-Cola, etc. These large companies tend to have complex business strategies that would be beyond the scope of this group project. Preferably please choose medium- or small-sized companies where you would be able to focus on a few (possibly unique) strategies that make them successful.

Deliverables
- The final deliverable of the group project is a 15-minute presentation followed by 2-minute Q&A at the end of the semester. All team members must participate in some way in the presentation. Please email the slide of your presentation to the instructor by 8:00 am, the day of the presentation. The page limit for the slides is 15, including the title page and exhibits. Anything beyond the page limit will not be read.

The final group project presentation is recommended to include the following pieces:
- *Background & Status Quo*: choose a firm of interest and identify this firm's primary marketing objective or key challenge given its background. Then summarize the firm's current digital marketing efforts based on knowledge learned from this course

- *Marketing Research:* determine whether the firm's digital marketing practice matches with its overall marketing objective. Identify one to two of the firm's digital marketing tactics which you recommend revising or strengthening. For example, you might conclude that a firm should invest more in SEO, or to engage with customers more actively on social media. Please collect a certain amount of empirical data to back up your arguments.

- *Recommendations:* given the identified problems and the results from your analyses, propose your digital marketing strategy and tactics and elaborate how to implement the proposed tactics using available tools, techniques, and platforms from Internet, social media and mobile. Finally, please define metrics that the firm should constantly monitor for evaluating the performance of your tactics in line with the firm's objectives.

Evaluation
The group project presentation will be evaluated by students from other groups (half weight) and the instructor (half weight) based on the quality and rigor of your thinking, cohesion, comprehension and clarity. Please see Appendix D for the grading rubric for the group project presentation.

Group members will also be asked to assess each of their team member's contributions. This peer assessment will be used to determine the final score of each team member on the group project

assignments, including the final group project presentation and the group case assignment. Please see Appendix E for the peer evaluation form.

Exams
The midterm exam is a <u>close-book and close-notes exam</u>. It consists of multiple choice questions (about 70 points) and short answer questions (about 30 points). Some of the questions may involve quantitative analysis. Details on exam format and sample questions will be provided in the review session. Dates of the exam are provided in the course schedule.

Inform the instructor **in writing** (e-mail is fine) of any legitimate exam conflicts **at least one week** in advance. If the instructor does not receive written notice at least one week before the exam, you will not be given the opportunity to take it at another time. If you miss the exam due to illness or injury, a make-up will not be scheduled for you unless the instructor receives a letter from your doctor (on letterhead) indicating the date and time of the medical problem that prevented you from taking the test. You are responsible for contacting the instructor concerning missing an exam as soon as possible, preferably before the exam.

General Class Conduct
These are the expected conduct for maintaining the decorum of the class:
- Use of laptops (or other gadgets) is fine for note taking, but not for activities (listed above) or any other activity that might distract not only you, but also your neighbors from participating in the class.
- Please avoid walking in late or walking out early – if you need to do so, enter/exit do so with minimal disruption to the fellow students.

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. A discussion of the policy is included in the University of Houston Student Handbook which can be downloaded at http://www.uh.edu/provost/policies/honesty/ . Students are expected to be familiar with this policy.

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.

Availability of Counseling Services
Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. Also, there is no appointment necessary for the "Let's Talk" program, which is a drop-in consultation service at convenient locations and hours around campus. http://www.uh.edu/caps/outreach/lets_talk.html

COURSE SCHEDULE

Week	Date	Topic	Reminders
1	1/17	Introduction	Read the syllabus
		Consumer Behavior in the Digital Age	
2	1/24	Search Engine Optimization 1	
		Search Engine Optimization 2	
3	1/31	Pay-Per-Click Advertising 1	
		Pay-Per-Click Advertising 2	
4	2/7	Pay-Per-Click Advertising 3	Case assignment due
		Case: Thunderbird	
5	2/14	Case: Measuring ROI on Sponsored Search Ads	No assignment for this case
		Online Display Advertising 1	
6	2/21	Online Display Advertising 2	Case assignment due
		Case: Rocket Fuel	
7	2/28	Introduction to Regression Analysis 1	Individual assignment available on Blackboard
		Midterm review	Discuss group project progress
8	3/7	**Midterm exam**	Bring your calculator
		Introduction to Regression Analysis 2	
9	3/14	*No Class – Spring Break*	
10	3/21	Exam review	
		Social Network	
11	3/28	Social Media Marketing 1	Individual assignment due
		Social Media Marketing 2	Discuss group project progress
12	4/4	Social Media Marketing 3	
		Case: L'Oréal Paris	Case assignment due
13	4/11	Mobile Marketing	
		Omni-channel Marketing	
14	4/18	Case: Customer Analytics at Bigbasket	Case assignment due
15	4/25	Team Project Presentations	Slides due; Peer evaluation form due

Notes: The instructor reserves the right to make changes to the syllabus, including assignment and project due dates. These changes will be announced as early as possible.

Personal Information Form

Your Name: _____

Name to be called: _____

Major(s): _____

1) What do you expect to get from this course? What motivates you to take this course?

2) What is your recent work experience? Anything related to an online/digital environment?

3) Tell me something else about yourself that is important to you and/or makes you unique (your interests, hobbies, background, talents, collections etc.)

Appendix A: Reading List

Introduction to Digital Marketing
Required reading:
- Course syllabus (Blackboard)

Consumer Behavior in the Digital Age
Suggested reading:
- American's Internet Access: 2000-2015, Pew Research Center (2015) ([link to article](link))
- Social Media Usage: 2005-2015, Pew Research Center (2015) ([link to article](link))

Search Engine Optimization
Required reading:
- Search Engine Optimization Starter Guide, Google (2012) ([link to pdf](link)) Suggested reading:
- Google analytics tutorial ([link to site](link))

Pay-per-click Advertising
Required reading:
- The ABCs of AdWords, WordStream and Hanping Marketing (2015) ([link to pdf](link))
- Best web metrics/KPIs for a small, medium or large sized business, Avinash Kausik (2011) ([link to article](link))

Suggested reading:
- Did eBay just prove that paid search ads don't work? Harvard Business Review (2013) (link [to article](link))
- AdWords "Ineffective" Says eBay, Google "Meta-Pause Analysis" Contradicts Those Findings, Search Engine Land (2013) ([link to article](link))
- Attribution modeling in Doubleclick, Doubleclick (2012) ([link to video](link), 2 mins)
- Multi-Channel Attribution Modeling: The Good, Bad and Ugly Models, Avinash Kausik (2013) ([link to article](link))

Online Display Advertising 1
Required reading:
- Behind the banner, CM Summit ([link to website](link))
- The evolution of online display advertising (2012) ([link to video](link), 4 mins) Suggested reading:
- The Digital Display Advertising Ecosystem Players Explained For Publishers, TheMediaBriefing (2013) ([link to article](link))
- Where are our digital ads really going? Ted talk (2014) ([link to video](link), 11 mins)

Online Display Advertising 2
Suggested reading:
- Why Managing Consumer Privacy Can Be an Opportunity? MIT Sloan Management Review (2013) ([link to article](link))

- What will a future without secrets look like? Ted talk (2013) ([link to video](#), 15 mins)
- Digital surveillance: How you are being tracked every day, CBC News (2014) ([link to website](#))

Social Engagement
Suggested reading:
- Social Advertising, Catherine Tucker (2016) ([link to article](#))
- How Often Should You Post on Social Media? Benchmarks for 9 Different Industries, HubSpot Blogs (2015) ([link to article](#))

Social Media Marketing 1
Suggested reading:
- Contagious: Why Things Catch On, by Jonah Berger (2013) Simon & Schuster: New York ([link to book](#))

Social Media Marketing 2
Suggested reading:
- Mine Your Own Business: Market-Structure Surveillance Through Text Mining, Oded Netzer et al. (2012) ([link to article](#))

Social Media Marketing 3
Suggested reading:
- Whose and what chatter matters? The effect of tweets on movie sales, Huaxia Rui, Yizao Liu, and Andrew Whinston (2013) ([link to article](#))
- Online Chatter That Moves Markets, WSJ (2012) ([link to article](#))
- More Tweets, More Votes: Social Media as a Quantitative Indicator of Political Behavior, Joseph DiGrazia et al. (2013) ([link to article](#))

Mobile Marketing
Suggested reading:
- Understanding Consumers' Local Search Behaviors, Google (2014) ([link to article](#))
- Mobile Targeting, Xueming Luo et al. (2014) ([link to article](#))
- Mobile Ad Effectiveness: Hyper-Contextual Targeting with Crowdedness, Michelle Andrews et al. (2015) ([link to article](#))
- Geo-Conquesting: Competitive Locational Mobile Promotions, Nathan Fong et al. (2015)

([link to article](#))

Omni-channel Marketing
Suggested reading:
- Competing in the Age of Omnichannel Retailing, MIT Sloan Management Review (2013) ([link to article](#))
- How People Are Actually Using the Internet of Things, Harvard Business Review (2015) ([link to article](#))

Appendix B: Case Questions

Notes. Several cases involve data analytics. Please become familiar with the data uploaded on Blackboard before class discussion

Case 1: Thunderbird
1. Identify Thunderbird key metrics and define the KPIs.
2. Generate tables and graphs, and provide a summary of the main observations, inferences, and potential extrapolations offered by the data.
3. Conduct an evaluation of the each of identified KPIs and then group them according to each marketing goal. Identify gaps and opportunities based on the KPI grouping exercise.
4. Provide a set of recommendations to improve the online performance of Thunderbird.

Required reading: Excel Pivot Table Tutorial (link to video, 6 mins)

Case 2: Measuring ROI on Sponsored Search Ads
1. Please see the question at the end of the case

Case 3: Rocket Fuel
1. Was the advertising campaign effective? Did additional consumers convert as a result of the ad campaign?
2. Was the campaign profitable?
3. How did the number of impressions seen by each user influence the effectiveness of advertising?
4. How does consumer response to advertising vary on different days of the week and at different times of the day?

Case 4: "Pull" and "Push" Social Media Strategies at L'Oréal Paris
1. Among the three styles (ombre, tie-dye or splat) that consumers were researching online, which was most promising for the development of a new product?
2. How to create and market the new product. Should it focus on the professional or consumerat-home market? How should the product be branded? How should it be priced?
3. Which type of campaign should L'Oréal choose? A traditional marketing campaign, a 100% social media campaign, or a mix? If a mix, how should they be integrated?
4. Should L'Oréal adopt distinct strategies to launch the product in different countries? If so, how distinct?

Case 5: Customer Analytics at Bigbasket – Product Recommendations
1. What is the difference in the recommender system requirements between Bigbasket and other e-commerce companies such as Amazon and Flipkart?
2. What are the different types of recommender systems? Which recommender system is more appropriate for Bigbasket?

3. What are the possible data challenges in developing any analytical model? What approach should be taken to resolve these data challenges?
4. How do we find similarity between products based on what customers buy in different baskets? Can collaborative filtering be used to find similarities?
5. What are the challenges and recommendations in implementing a real world version of "Smart Basket" and "Did you forget" use case?

Appendix C: Case Assignment Grading Rubric

Each aspect of the case assignment is rated based on the following criteria:
- Level 4 = Excellent = 25 points
- Level 3 = Good, achieved = 20 points
- Level 2 = Fair, still evolving = 15 point
- Level 1 = Poor, still developing = 10 point

	Level 4	**Level 3**	**Level 2**	**Level 1**	**Score**
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 indepth 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-crafted sentences and exhibits. Demonstrate a clear and concise flow of ideas.	Information is organized with understandable sentences and exhibits. Demonstrate a clear flow of logic.	Information is organized, but the flow of logic is somewhat difficult to follow.	Information is not well organized. The flow of logic is difficult to follow.	
Total Score					

Appendix D: Final Group Project Presentation Evaluation Form

Your group number: _____
Scale: 5=Excellent, 4=Good, 3=Satisfactory, 2=Needs Improvement, 1=Poor
Please evaluate each other group's presentation **carefully, responsibly, and critically**. **Do NOT evaluate your own group.**

Presentation	Group1	Group2	Group3	Group4
Were speakers completely prepared and obviously rehearsed? Did the speakers present clearly and loudly?				
Did speakers give interesting facts and examples? Did the presentation get your attention quickly?				
Did all group members meaningfully contribute to the presentation? Did speakers establish eye contact with the audience rather than reading the slides?				
Was the presentation well organized and easy to follow? Was the slideshow relevant to the overall message? Was the information presented in a logical sequence?				
Was the length of presentation within the assigned time? Was the delivery controlled and smooth? Did speakers address questions appropriately?				
Contents				
Was the key marketing objective clearly identified in the introduction? Was the objective relevant to the focal firm?				
Did speakers conduct solid and comprehensive research on the firm's existing digital marketing effort?				
Did speakers provide sufficient evidence-based analyses? Were the analyses necessary and logically related to their recommendations?				
Did speakers recommend inspirational and creative ideas? Were those recommendations likely to provide a competitive edge to the focal firm?				
Did speakers propose relevant metrics to evaluate the success of recommended strategies?				

Additional comments: (2-3 things you like BEST and/or LEAST about each presentation?)

Appendix E: Group Effort Peer Evaluation Form

Your Name: _____   Your Group Number: _____

To evaluate individual contributions to team efforts, including both the group case assignments and the final group project, I am asking everyone to provide a candid evaluation of their teammates. Please think carefully about the assignments you and your teammates have worked on before answering the below. Please submit an electronic copy of your peer evaluation form through Blackboard before the last class on 4/25 (Th).

For each teammate on your team, indicate whether they pulled their share of the load. If so, give that teammate 100 contribution points. If a teammate did not pull his/her share of the workload, give that teammate an amount of points that represents how much of a fair share they are pulling. For example, if you think a teammate is doing about 90% of what he/she should be doing, then give him/her 90 points. I expect that most teams will be functioning well and that most teammates will receive 100 points. However, if a teammate has consistently underperformed, then indicate it so that individual evaluations can be adjusted. For any underperforming teammates, please provide comments that describe the nature and extent of the problem.

Please do NOT rate yourself.

Teammate Name: _____   Contribution Points _____

Teammate Name: _____   Contribution Points _____

Teammate Name: _____   Contribution Points _____

Teammate Name: _____   Contribution Points _____

Comments about underperforming teammate(s):
_____

_____

_____

_____

_____

_____