Course Purpose:

Rapid increases in technology have provided consumers with various digital mediums for discovering and consuming content. Consumers are now more easily and conveniently able to discover, evaluate, and select solutions to fulfill specific needs. As a result, these empowered customers have become desensitized to marketing, more price sensitive, and less brand loyal. The purpose of this course is to provide students with the knowledge, tools, resources, and experiences needed to meet these new demands and expectations.

Course Objectives:

Students who successfully complete this course will realize, develop and apply the key tenants of digital marketing. Beyond acquiring information and learning tactics, they will learn how to develop an integrated digital marketing strategy. In addition, they will learn how to properly evaluate success and make decisions rooted in insights. Finally, they will realize the critical role that leadership and values play in making such decisions especially when working with customer data.

Alignment with Olin's Pillars of Excellence:

This course covers each of the key pillars. That said, those in bold are the most applicable.

1. Embody a values-based and data-driven ethos in their approach to all business situations
2. Understand the global opportunities and challenges facing businesses
3. Engage with business issues through the application of experiential knowledge, in addition to the rigorous technical skills acquired in the classroom
4. Pursue world-changing initiatives with an entrepreneurial and innovative mindset and skillset

Course Topics:

This course is rooted in interactive learning and knowledge application. Students will learn the what, why, and how of the various areas of digital marketing. This will be achieved through case studies, in-class exercises, and projects. For the purposes of this course, I have organized the digital marketing landscape into a digestible framework for students.

- **Strategies & Tactics**
- **Means**
- **Analytics**
- **Properties**
- **Technologies & Platforms**

Medians include but are not limited to Digital Advertising, Paid Search, Organic Search, Social Media, and Email. Analytics include but are not limited to Website Analytics, User Experience Analytics, and Customer Analytics.
Course Schedule:

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments/Discussion Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 15th</td>
<td>Course Introduction</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>January 17th</td>
<td>Customer Value &amp; Personas</td>
<td>Personas</td>
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<tr>
<td>3</td>
<td>January 22nd</td>
<td>Digital Advertising</td>
<td>Course Slides</td>
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<tr>
<td>4</td>
<td>January 24th</td>
<td>Digital Advertising</td>
<td>Case (Rocket Fuel)</td>
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<td>5</td>
<td>January 29th</td>
<td>Search Engine Marketing</td>
<td>Exercise - Keyword Strategy</td>
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<td>6</td>
<td>January 31st</td>
<td>Paid Search</td>
<td>Course Slides</td>
</tr>
<tr>
<td>7</td>
<td>February 5th</td>
<td>Paid Search</td>
<td>Course Slides</td>
</tr>
<tr>
<td>8</td>
<td>February 7th</td>
<td>BBVA Group Project</td>
<td>Case (BBVA)</td>
</tr>
<tr>
<td>9</td>
<td>February 12th</td>
<td>Organic Search</td>
<td>Course Slides</td>
</tr>
<tr>
<td>10</td>
<td>February 14th</td>
<td>Organic Search</td>
<td>Course Slides</td>
</tr>
<tr>
<td>11</td>
<td>February 19th</td>
<td>Content &amp; Social Media Marketing</td>
<td>In-Class Exercise</td>
</tr>
<tr>
<td>12</td>
<td>February 21st</td>
<td>Social Media Marketing</td>
<td>Course Slides</td>
</tr>
<tr>
<td>13</td>
<td>February 26th</td>
<td>Mid-Term Presentations (4 Groups)</td>
<td>Strategy &amp; Plan (Sephora)</td>
</tr>
<tr>
<td>14</td>
<td>February 28th</td>
<td>Mid-Term Presentations (5 Groups)</td>
<td>Strategy &amp; Plan (Sephora)</td>
</tr>
<tr>
<td>15</td>
<td>March 5th</td>
<td>Community Management</td>
<td>Exercise: Digital Journey Map</td>
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<td>16</td>
<td>March 7th</td>
<td>Affiliate Marketing</td>
<td>Course Slides</td>
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<tr>
<td>17</td>
<td>March 19th</td>
<td>Email Marketing</td>
<td>Course Slides</td>
</tr>
<tr>
<td>18</td>
<td>March 21st</td>
<td>Marketing Automation</td>
<td>Possible Speaker - LinkedIn</td>
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<tr>
<td>19</td>
<td>March 26th</td>
<td>Web Analytics</td>
<td>Guest Speaker - Adobe</td>
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<tr>
<td>20</td>
<td>March 28th</td>
<td>Web Analytics</td>
<td>Guest Speaker - Google</td>
</tr>
<tr>
<td>21</td>
<td>April 2nd</td>
<td>Testing &amp; Experience Optimization</td>
<td>Course Slides</td>
</tr>
<tr>
<td>22</td>
<td>April 4th</td>
<td>Emerging Platforms</td>
<td>Guest Speaker - Amazon</td>
</tr>
<tr>
<td>23</td>
<td>April 9th</td>
<td>Emerging Platforms</td>
<td>Guest Speaker - Salesforce</td>
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<tr>
<td>24</td>
<td>April 11th</td>
<td>Values Based, Data Driven</td>
<td>Article Summary</td>
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<td>25</td>
<td>April 16th</td>
<td>Summary &amp; Final Presentation Prep</td>
<td>N/A</td>
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<tr>
<td>26</td>
<td>April 18th</td>
<td>Final Presentations (3 Groups)</td>
<td>Strategy &amp; Media Plans</td>
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<tr>
<td>27</td>
<td>April 23rd</td>
<td>Final Presentations (3 Groups)</td>
<td>Strategy &amp; Media Plans</td>
</tr>
<tr>
<td>28</td>
<td>April 25th</td>
<td>Final Presentations (3 Groups)</td>
<td>Strategy &amp; Media Plans</td>
</tr>
</tbody>
</table>

Course Requirements:

The main elements of this course are:

1. Interactive Class Discussions & In-Class Exercises
2. Individual Case Analysis & Strategy Recommendations
3. Group Case Analysis & Strategy Recommendations
4. Mid-Term Group Project & Presentation
5. Final Group Project & Presentation

1. Interactive Class Discussions & In-Class Exercises:
A vast majority of the learning and value of this course takes place in the classroom. Attendance is required. If for some reason a student must miss a session, let me know ahead of time. Lectures will introduce new tools, frameworks, and concepts that are important for conducting a thorough analysis. These sessions will be interactive, so be prepared to ask and answer questions.

There will occasionally be class exercises throughout this course. Although some work may be required outside of class, all involve collaboration in the classroom. These exercises are designed to be collaborative, fun, and challenging ways to apply new concepts.

2. Individual Case Analysis & Strategy Recommendations
Analyzing cases promotes decision-making capabilities by developing a process of thinking. Typically, there is no single “right” answer to a case, however, there are many weak answers resulting from inadequate analysis. Case discussions also provide opportunities to develop communication skills. Contribution to each case discussion will be evaluated immediately after each class.

3. Group Case Analysis & Strategy Recommendations
Instead of working individually, students will work in groups. They will be responsible for analyzing the data in the case and applying the learnings in class to develop a recommended strategy. In addition to a written deliverable, groups will be responsible for giving a brief presentation of their recommendations.

4. Mid-Term Group Project & Presentation
Students will work in groups for the mid-term project. It will be the responsibility of the group to develop a recommended digital strategy which will be an application of the course learnings at the mid-way point. In addition to a slide deck deliverable, students will present their strategy in class.

5. Final Group Project
Students will form into groups on the first day of class. Together they will select a brand which they will audit throughout the course. This will include competitive analysis against a single primary competitor. Throughout the course specific topics and tools will be introduced to guide these efforts. Teams will then use these insights to put together a recommended digital strategy. Their recommended strategy and insights will be presented at the end of the course.

Course Content:
Most content in this course is provided in the classroom via customized slides and summaries. Students will apply those learning via a variety of cases and articles which are in the course pack.

- Rocket Fuel: Measuring the Effectiveness of Online Advertising – HBS 2017
- BBVA Compass: Marketing Resource Allocation – HBS 2012
- Sephora Direct: Investing in Social Media, Video, and Mobile – HBS 2012
- How Sephora Reorganized to Become a More Digital Brand – HBR 2014
Course Deliverables & Evaluation

The course has a variety of deliverables all centered on applied learning. These deliverables are as follows:

- Individual Case Analysis & Recommendations - Rocket Fuel
- Group Case Analysis & Recommended Action – BBVA Compass
- Mid-Term Group Mid-Term Presentation – Sephora
- Class Exercises – Keyword Strategy, Content Strategy, Online Community Management
- Individual Perspective Written Deliverable – Data Driven, Values Based
- Guest Speaker Takeaways Summaries – Google, Salesforce, Adobe, and Amazon
- Final Group Project Audit & Strategy Presentation

Student performance throughout this course will include a combination of qualitative and quantitative criteria that falls into the following categories:

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Individual Case</th>
<th>Group Case</th>
<th>Mid-Term Presentations</th>
<th>Final Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>10%</td>
<td>15%</td>
<td>15%</td>
<td>30%</td>
</tr>
</tbody>
</table>

- Engagement includes being present, tuned-in, and active in class (in-class exercises inc)
- Class exercises (inclusive of speaker summaries) are primarily effort based, details to follow
- Generally speaking, all other deliverables will be based on the criteria provided below

<table>
<thead>
<tr>
<th>General Deliverable Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing a position and not an opinion*</td>
<td>50% Weight</td>
</tr>
<tr>
<td>Supported by content from case and class**</td>
<td>30% Weight</td>
</tr>
<tr>
<td>Well organized and easy to understand***</td>
<td>10% Weight</td>
</tr>
<tr>
<td>Professional response that meets specific criteria****</td>
<td>10% Weight</td>
</tr>
</tbody>
</table>

*Note, specific details and instructions for each assignment will be provided.

*Positions are grounded by qualitative and quantitative insights provided in the case. The best positions demonstrate that alternative positions (paths) were considered (note case guidance in syllabus)

**Content presented and/or discussed in-class (theories, frameworks, tools, and/or use-cases, etc.)

***State position first then support it with insights in a clear and organized fashion. No need to summarize the case as I've already read it. Strive to tell a story, avoid providing information (in the past it was this way, then something happened, now we should do this, so the future might look like that).

****I Page at no more than 1” Margins with 1 to no more than 1.5 line spacing and 10.5 to no more than 12 point font. Deliverables should include an Appendix with supporting insights from the case and class discussions.
Academic Integrity

The WashU Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to learning and personal growth for everyone in the community. Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and in maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. All individuals associated with Olin should conduct themselves with the utmost integrity in all aspects of their life, both on and off campus. Below, I discuss three aspects of academic integrity. First, I present my commitment to matters of integrity. Second, I provide an overview of Olin’s Code of Conduct as it relates to Academic matters; and third, I discuss matters of Olin’s code of Conduct as it relates to Professional behavior.

My commitment to Integrity as the instructor of this course

The purpose of Olin’s Code of Conduct is to clarify expectations about academic and Professional behavior. The Code is meant to encourage and clarify appropriate academic, classroom, interpersonal, and extra-curricular etiquette that is expected of each individual by their peers, the faculty and the institution. It is also intended to help describe the overall environment of excellence and professionalism that members of the Olin community seek to establish and to continually enhance. It is the responsibility of each member of the Olin community to uphold the spirit, as well as the principles, of the Code.

As an instructor, I will consistently and fully support Olin’s Academic Code of Conduct and Olin’s Code of Professional Conduct. I take the matters of academic integrity and professional conduct seriously and expect that you do, too. I encourage you to ask if you have any questions about academic integrity in this course.

Please refer to the publication Integrity Matters: Olin Business School Code of Conduct for specific responsibilities, guidelines and procedures regarding academic integrity. You may also consult with MBA Program Dean or BSBA Program Dean if you have questions or concerns.

Olin’s Code of Conduct as it relates to Academic matters

The following is a summary of the Code as it applies to Academic matters:

Student Academic Violations. It is dishonest and a violation of student academic integrity if you:

1. Plagiarize – You commit plagiarism by taking someone else’s ideas, words or other types of product and presenting them as your own. You can avoid plagiarism by using proper methods of documentation and acknowledgement.

2. Cheat on an examination – You must not receive or provide any unauthorized assistance on an examination. During an examination you may use only material authorized by the faculty.
3. **Copy or collaborate on assignments without permission** – It is dishonest to collaborate with others when completing graded assignments or tests, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports and completing problem sets (unless expressly discussed in class). If you have any questions regarding the definition of allowable behavior, it is your responsibility to ask for clarification prior to engaging in the collaboration.

4. **Fabricate or falsify data or records** – It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports or other circumstances; fabricate source material in a bibliography or “works cited” list; or provide false information on a resume or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as your own.

5. **Engage in other forms of deceit or dishonesty that violate the spirit of the Code**

For details, please refer to *Integrity Matters: Olin Business School Code of Conduct*

*Class code of Conduct as it relates to Professional behavior*

**Expectations – Professional Standards of Conduct**

Olin students are expected to conduct themselves at all times in a professional manner. Professional behavior includes, but is not limited to, the following:

**In the classroom**

- **Attendance:** Students are expected to attend each class session. Students should never register for courses scheduled in conflict with one another. Please display your name card in class at all times.

- **Punctuality:** Students are expected to arrive and be seated prior to the start of each class session. If you arrive late, please talk to me after class to explain.

- **Behavior:** Classroom interaction will be conducted in a spirited manner but always while displaying professional courtesy and personal respect.

- **Preparation:** Students are expected to complete the readings, case preparations and other assignments prior to each class session and be prepared to actively participate in class discussion.

- **Distractions:**
- **Exiting and Entering:** Students are expected to remain in the classroom for the duration of the class session unless an urgent need arises or prior arrangements have been made with the professor.

- **Laptop, PDA, and Other Electronic Device Usage:** No laptops, PDAs, or other electronic devices in classrooms are permitted.

- **Cellular Phone and Pager Usage:** Students are expected to keep their mobile phones and pagers turned off during class. Answering or using phones or pagers while class is in session is not permitted.

For details, please refer to *Integrity Matters: Olin Business School Code of Conduct*

### POLICY ON MISSING CLASSES AND EXAMS FOR INTERVIEWS

We strongly advise that students schedule job and internship interviews around their class times and exam schedules. Employers understand that academics are your top priority. For off-campus interviews at the employer’s site, most will accommodate a student who needs to schedule an interview around a class or exam. For on-campus interviews, you should sign up quickly—as soon as possible—since these timeslots are fixed and are available on a first-come first-served basis only. In the event that an interview conflicts with a scheduled class, you must notify the professor in advance; the sooner you do that you demonstrate professional courtesy and a sense of commitment to the professor. How the professor treats the absence is at the professor’s discretion in accordance with the course syllabus or other means of communication. An interview conflict is not a valid reason for missing an exam. If you experience or anticipate problems, you should seek advice from Weston Career Center advisors.

### DISABILITIES

Reasonable accommodations will be made for students with verifiable disabilities. Students who qualify for accommodations must register through Washington University’s Center for Advanced Learning Disability Resources (DR) in Cornerstone. Their staff members will assist me in arranging appropriate accommodations.

### CHANGES IN SYLLABUS

The professor may need to change the syllabus during the course of the semester for any number of reasons. In the event of a change, an announcement of the change and a revised syllabus will be posted on a Canvas.