

J500 Digital Marketing
Spring 2016
Stauffer-Flint 204; Tuesdays and Thursdays 1 p.m. – 2:15 p.m.

Who: Justin Henning, lecturer
Office hours by appointment
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What: Crisis Communications
When: Tuesday/Thursday 1-2:15 p.m.
Where: Stauffer-Flint 204

Course Overview:

This course will examine digital marketing strategy, implementation and execution considerations for paid and organic social campaigns and provides a detailed introduction to and comprehension of digital channels, platforms and trends. Upon completion, students will understand how to develop an integrated digital marketing strategy, from formulation to implementation.

Objectives:

1. Understand how and why to use digital marketing, how to connect specific tactics to specific goals within a larger strategy
2. Understand major digital marketing channels and trends: Digital ads, video, mobile, SEO and social media platforms
3. Develop, evaluate and execute a comprehensive digital marketing strategy and plan
4. Learn how to measure digital marketing efforts, define and calculate ROI
5. Explore current and forward thinking digital ad technologies and social platforms

Required textbooks:

None at this time. However, here is a list of websites in which I would collect and source assigned readings from (I've followed these via RSS for years for professional and academic reference):

Mashable.com
Convinceandconvert.com
Forbes.com
Forrester.com
Adage.com
Adweek.com
Contentmarketinginstitute.com

Searchengineland.com
Moz.com
Clickz.com
Searchenginewatch.com
Emarketer.com
Clickz.com

Course Content and Organization

Work will be accomplished both as individuals and in teams. Lectures, student-led discussions, simulations and guest lectures will bring together the concepts and actual practice of digital marketing tactics and strategies. I plan to supplement any assigned readings with other information, including current events, relevant to the main concept being discussed.

I believe the best way to know whether you really understand a subject is by explaining it to others. We will have opportunities for questions and answers each class session and we will use student-led discussions and/or presentations to clarify issues. I want everyone to participate in helping others learn.

Graded Assignments and Tests:

The final grade for this course will be based on quizzes & tests, the final project, in-class participation and homework assignments. Participation opportunities will be provided in class throughout the semester.

- Tests & quizzes will account for 25% of your grade. There will be quizzes and at least one test based on assigned reading and classroom lectures. You are responsible for all material covered in the textbook and all lectures.
- Homework assignments will account for 20% of your grade. Homework may include case study analysis or position papers.
- In-class participation will account for 20% of your grade. Participation includes being actively engaged during class, helping others learn and in-class simulations and/or student-led discussions.
- The final project will count for 35% of your grade. We will not have a final exam in this class given the time and effort involved in your final.

Generally, a final score of 90% will be an A, 80-89 a B, 70-79 a C, 60-69 a D. Exact percentages may change slightly based on total class performance, but not to your detriment. Given your grade levels, I expect you to perform well in this class. Any score less than 60% will fail the class.

The following is excerpted from the University Senate Rules and Regulations:

- The grade of A will be reported for achievement of outstanding quality.
- The grade of B will be reported for achievement of high quality.
- The grade of C will be reported for achievement of acceptable quality.
- The grade of D will be reported for achievement that is minimally passing, but at less than acceptable quality.

Important Policies:

- Attendance in class is important to your success.
- I encourage you to study with others and to be an effective member on team assignments. However, the work you hand in for a grade must be your own. KU and the School of Journalism have specific rules about academic misconduct.
- You are expected to take exams when they are given. If there is a conflict that you cannot resolve, you need to consult with me ahead of time.
- Please respect your classmates' (and instructor's) time and effort. Cell phones should be off or at least on vibrate. Talking on the phone or texting while in class is disrespectful to others trying to learn.
- Charts, presentations and other materials I post on Blackboard are designed to help you with the course and provide tools for the future. Course content is protected by intellectual property rules and I do not grant permission for you to repost or sell course material.
- If you have a disability that might prevent you from successfully completing the course in the way you desire, you should contact the staff of Services for Students with Disabilities (SSD), 135 Strong, 864-2620.
- Other important University policies are documented at <https://owa.ku.edu/exchweb/bin/redirect.asp?URL=http://www2.ku.edu/~unigov/usrr.html>

Help:

I try to make myself available to any student who asks for assistance. Since I am not always in my KU office, my office hours are by appointment only. I encourage you to email, call me or talk with me before or after class.

Journalism School Policies and Expectations:

Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.

The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting.

The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.

Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid.

Academic Misconduct

In this class, and in all journalism classes, honesty and integrity are critical. Any work you do must be original and reflect your own ideas, thoughts, and research. In a work setting, if you choose to violate professional standards, you will be fired. In this class, if you choose to violate the standards for academic integrity, you'll fail the course, and you may be expelled from or denied admission to the School of Journalism.

Here is the journalism school's official policy statement:

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

Plagiarism

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification

Unauthorized alteration or invention of any information or citation in an academic exercise.

Here's some clarification:

- If you use or attempt to use any unauthorized materials during a test, or if you give any unauthorized materials to someone else during a test, this is cheating. Unauthorized materials include written materials, such as notes, or digital materials through use of phones or computers. Unauthorized materials include any forms of nonverbal communication (one cough, the answer is A; two coughs, the answer is B, etc.).
- Plagiarism is stealing. You take someone else's ideas, thoughts, or words, and you present them as your own original work. This includes taking ideas from

written sources, such as books, as well as materials on the Internet. Cutting and pasting materials from the Internet and presenting that work as if it was your own is plagiarism. There may be times when you want to incorporate another person's ideas, opinions, and words into the papers you write, to make a point or to provide background. If you do, it is essential that you attribute that information—that you explain where the information came from and give credit where credit is due. "Recycling" past interviews or research from previous J435 students and presenting it as your own falls into the category of plagiarism.

- Fabrication and falsification mean that you made it up. This can include making up an entire interview or embellishing a fact, quote, or statistic to make it sound better. Don't do it.

If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor(s) of this course. The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Inclement Weather and Learning Disabilities

In the event of inclement weather, the decision to cancel classes is made by KU officials. The KU website will reflect the status of the university.

The Office of Disability Resources (DR), 22 Strong Hall, (785) 864-2620 (v/tty), coordinates accommodations and services for KU students with disabilities. **If you have a disability for which you may request accommodation in KU classes** and have not contacted DR, please do so as soon as possible.

Semester schedule:

Week 1

- *Tuesday, January 19:* Introductions and brief course overview. What is this course about? What do I expect? We'll talk about the course, its content, the projects you'll complete this semester and the large comprehensive project.
 - *Homework:* Short bio: What is your social media voice? A self-assessment using a variation of these questions to frame the setup: <http://rocketmedia.com/blog/steps-for-creating-a-voice-and-tone-guide>
- *Thursday, January 21:* Social media overview and "voice" presentations/discussion.
 - Social media utility – why do we "tweet"? Individuals vs brands – talk about how to critically evaluate and analyze media accounts and why we should care.

- *Homework:* Research paper/bio on a brands' social media voice (same as self-exercise but for a corporate account/accounts)

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Week 2

- *Tuesday, January 26:* Continuing off of “why we tweet” - social media theory; reading assignment on content strategy and short paper. (reading TBD)
- *Thursday, January 28:* Setting a content strategy and the importance of having one

Week 3

- *Tuesday, February 2:* Content creation. Quantity vs. quality
 - *Homework:* Create basic content strategy, brief and proposed posts for social brand.
- *Thursday, February 4:* Presentations/work session of early drafts on brand social profiles

Week 4

- *Tuesday, February 9:* The speculative bubble – social media ‘value’ - determining goals and outcomes
- *Thursday, February 11:* The social graph – what happens with all the data we share online? Retargeting, amazon.com “cookies”; IP retargeting, etc

Week 5

- *Tuesday, February 16:* Social media – brand/voice/content calendar research papers
- *Thursday, February 18:* Presentations

Week 6

Tuesday, February 23: Digital advertising introduction
Thursday, February 25: Advertising tricks/trends – social ad networks v digital display networks
 Homework: Find examples of the following types of ads; breakdown visuals, text – calls to action – where do they go?

Week 7

Tuesday, March 1: Discussion of ad types homework; digital literacy and traffic reports
Thursday, March 3: Analytics and ROI – theory and how it’s applied
 Homework: Find and create a basic traffic report for “brand”

Week 8

Tuesday, March 8: Landing pages and lead generation – what lies beyond the ads

Thursday, March 10: HTML/CSS basics – capturing the “click” from the ad

Week 9

Tuesday, March 15 (Spring Break) – No Class

Thursday, March 17 (Spring Break) – No Class

Week 10

Tuesday, March 22: Performance reports/campaign report

Thursday, March 24: Digital campaign – how to create one

Week 11

Tuesday, March 29 – The marriage between social and digital

Thursday, March 31 – CPM and CPC – what is a good rate? And what do those things mean

Week 12

Tuesday, April 5 – Defining value

Thursday, April 7 – Working backwards with a budget

Week 13

Tuesday, April 12 – Design basics and resources

Thursday, April 14 – Writing basics and resources

Week 14

Tuesday, April 19: Final project recap; any questions – group work session?

Thursday, April 21: NO CLASS; Thanksgiving Break

Week 15

Tuesday, April 26: Group work session

Thursday, April 28: Group work session

Week 16

Tuesday, May 3: Presentations

Thursday, May 5: Presentations