1. Course Description

This undergraduate marketing elective is designed to stretch and challenge your thinking about Digital Marketing. There’s a lot of talk about how we are in the midst of “Web 2.0,” but the real story these days is about the Web as a social technology. Increasingly, pure social media sites driven by user-generated content dominate the online landscape. In fact, leading online retailers like Amazon and eBay are successful in part because they incorporate strong social components such as user reviews and other user-generated content.

Hand in hand with the emergence of the Web as a social technology is the trend toward increased user control. This trend is catching some managers by surprise and has others more than a little worried. And worried they should be. While it’s not news that the Internet is mutating into the medium for communication, information and commerce, this mutation has come with a surprising twist: today’s online customers can create and are now ferociously in control of their online experiences.

With consumers in control of their marketing experiences for the first time in modern history, marketers are facing some unique challenges. Today’s marketers need a clear understanding of how and why consumers use the social Web, and how managers can leverage the social Web in a firm’s marketing strategy. By focusing on the basic aspects of how consumers behave online and manager’s objectives, not just current best practice, managers will be better prepared when Web 2.0 morphs into Web 3.0 and beyond.

The Web is not standing still. In this course, students will learn how to develop and improve a company’s digital marketing strategy and “future proof” it for the next evolution in Web commerce. Emerging post-social technologies such as augmented reality, virtual reality and the Internet of Things promise to radically change the face of the world in the coming decade. So, we will also consider new marketing strategies - including those based on gamification, analytics and location - that target consumers as they interact with smart products and smart environments.

Prerequisite: BADM 3401 (Basic Marketing Management)
2. Course/Learning Objectives and Organization

In this course, students will learn how to develop and improve a company’s digital marketing strategy and prepare themselves for the next evolution in Web commerce. To achieve these objectives, the course is organized in learning modules consisting of lecture/discussion and student presentations. A key learning component of the course is a group blog project that gives students the opportunity to translate classroom lessons into Internet marketing practice.

This course provides students with an understanding of the following:

- An overview of the social web, the latest social media trends, and how to future proof social Web strategies.
- In-depth understanding of multiple frameworks for understanding digital marketing including Groundswell, STEPPS and the Awareness, Engagement and Word-of-Mouth framework
- An in-depth understanding of current Web marketing tools that comprise the so-called “social Web,” along with an understanding of how to apply these tools to maximize Internet marketing effectiveness.
- Where we are headed after social media, including the Internet of Things.
- Application to business practice through four case studies.
- Practical experience through a group project involving creating, maintaining, developing a social media plan and promoting a Wordpress.com blog.

The content of this course is organized into four broad areas:

Area 1: Introducing Social Media and Digital Media Trends. In the first week we start by asking (and answering) the question, “what are social media?” We also take a high level overview of current trends in digital marketing.

Area 2: Social Strategy and Social Analytics. Since there are so many different ways social media can be used for marketing, it really helps to understand a few framework that organize different strategies managers can use to successfully leverage social media in marketing activities. We’ll spend a week covering the “Groundswell” framework and talk about the United Breaks Guitars case as an example of how a company should respond to a negative viral video. We’ll also consider how social metrics should be defined to assess the effectiveness of social media efforts, and how social analytics can be used to quantify these metrics.

Area 3: Awareness, Engagement and Word-of-Mouth Objectives. We’ll spend the most time in this course covering best principles and case examples for how social media can be used to create awareness, engagement, and word-of-mouth. You’ll learn how to perform a digital media audit to evaluate how your brand stacks up against the competition in using digital media. We’ll consider topics like paid search, digital atmospherics and environmental cues, check-ins and location, and the role of memes and viral content. Four cases — United Breaks Guitars, foursquare, BuzzFeed and Ford Fiesta — will be used to illustrate key concepts.

Area 4: Post-Social. In the last class sessions, we’ll consider some exciting new emerging trends in digital marketing. These include virtual reality (e.g. Oculus Rift) and augmented reality (e.g. Microsoft HoloLens) and the consumer Internet of Things.
3. Readings

Most required readings are available free online, but there is one required book, four required cases and one background notes that you will need to purchase for this course. These are described below. All other required readings for this course will be posted on Blackboard where you can download them. You are expected to have read the required readings and cases before each class. Material from the required readings, including cases, will be included on the two midterms.


<table>
<thead>
<tr>
<th>Authors</th>
<th>Title</th>
<th>Publisher &amp; Edition</th>
<th>ISBN Number</th>
</tr>
</thead>
</table>

Although I requested that the bookstore order this book, you may choose to order the electronic Kindle version from Amazon. Here is a link to the $9.99 Kindle and $14 paperback edition of *Groundswell*: [http://bit.ly/gw_groundswell](http://bit.ly/gw_groundswell)

3.2. Recommended book. Not required but strongly recommended is Jonah Berger’s 2013 book *Contagious: Why Things Catch On*. We’ll cover this material in less depth in Class 10, but it is also very helpful for thinking about how to write posts for you blog to maximize the chances of people sharing your posts. Here is a link to the $13.99 Kindle edition of *Contagious*: [http://bit.ly/gw_contagious](http://bit.ly/gw_contagious)

3.3. Required Cases and Notes. Four Harvard cases and one background note are required for this course. You can order this material online directly from the Harvard Business Publishing for Educators web site. The cases and notes are not available at the GW bookstore. Use this Harvard coursepack link to order the items listed below: [https://cb.hbsp.harvard.edu/cbmp/access/43461726](https://cb.hbsp.harvard.edu/cbmp/access/43461726)

1. United Breaks Guitars Case (John Deighton and Leora Kornfeld)
2. Foursquare Case (Jan Piskorski, Thomas R. Eisenmann, Jeffrey J. Bussgang, and David Chen)
3. BuzzFeed – The Promise of Native Advertising (Felix Oberholzer-Gee)
4. The Ford Fiesta Case (John Deighton and Leora Kornfeld)
5. Paid Search Advertising Industry and Practice Note (Venkatesan and Gibbs)

You need to register on the Harvard site to create a user name if you do not already have one. After you register, you can get to the coursepack at any time by doing the following: 1) Login using the URL [https://cb.hbsp.harvard.edu/cbmp/access/43461726](https://cb.hbsp.harvard.edu/cbmp/access/43461726) and 2) Click My Coursepacks, and then click Digital Marketing 4900 (Spring 2016).

3.4. Supplemental reading. I cover a lot of ground in my in-class lectures, and so I will also provide reading in Blackboard that will let you go into depth on many of the topics we cover in class.

3.5. Staying current. Digital marketing is constantly evolving. To help you stay up-to-date, I’ve put together “Today’s Social Tech News” at [http://todayssocialtech.com](http://todayssocialtech.com). This is my paper.li site that is automatically updated twice a day, and pulls together social technology news from 25 sources (Mashable, Huff Post Tech, Technorati, Social Media Insider, Techmeme, GigaOM, TechCrunch, ReadWrite, Gizmodo, Engadget, Wired, Google, and more). You are encouraged to use you own favorite methods for staying up to date on news, as well.
4. Attendance

I expect you’ll attend each and every class session and I may take attendance upon occasion. However, I do understand that sometimes things come up and people do have to miss class. If you have to miss a class session, please notify me in advance via email (novak@gwu.edu). If at all possible, you should provide me with the necessary documentation to excuse your absence. You are responsible for everything covered or announced in class, even if you miss a class session – so be sure and get copies of notes from a reliable classmate.

5. Communication

If you need to contact me directly, use email (novak@gwu.edu). I check my email regularly throughout the day. I do not regularly check my office voicemail so email is always best. My office hours are listed on the first page of this syllabus, and by appointment.

6. Grading and Deliverables

**How your course grade is determined.** I weight each of your grade components (listed below), and add them up to get a total weighted score. I do not assign letter grades until the very end of the course, and letter grades are only assigned to your total weighted score on all grade components and not to any individual deliverable. **DO NOT INTERPRET** a percentage as a letter grade. I do not use a rigid translation of percentages to grades, so a percentage of 88% doesn’t mean anything by itself and it does not imply any given letter grade. When I curve grades, I DO NOT force a rigid percentage of students into an A, A-, B+, etc. What I do is fix two things. First, the average total weighted score in the class will be a low B+, and second, the person with the highest weighted score will get an A, regardless of what that score is. I then look for natural “breaks” in the distribution, and when students are in the margin I consider things like class participation and whether they were voted as “Most Valuable Player” on their group project. I rarely give grades lower than a C (but this has happened on occasion), and there have always been many more A’s than C’s in past years. Total grades are weighted as follows:

*Individual Grade Components (70% of course grade)*

- Midterm 1 25%
- Midterm 2 25%
- Case Write-ups 10%
- Class Participation (including in-class exercises) 10%

**Group Project Grade Components (30% of course grade).** I use your within-group peer evaluation forms (see the last page of this Syllabus) to adjust your group project grade based upon your participation.

- Interim Presentation 10%
- Final Presentations 10%
- Final Blog Project 10%

Total 100%

I do not have an option for “extra credit” in this course. Only the above components are counted to your course grade.
Further details on each grade component are below.

6.1. **Midterms (Individual).** The two midterms count a total of 50% toward your grade (25% for each midterm). The midterms are multiple-choice questions (closed book, no notes) and cover required readings, cases, exercise and lecture material presented and discussed in class. Midterms are not cumulative. Midterms will not be returned, but results can be viewed in my office.

*Make–Up Policy.* Students are expected to take the midterms at the scheduled class time. Make-up midterms will only be given in the case of a documented medical problem or personal/family emergency and I must be informed in advance of the exam. You may not drop a midterm from your course grade. If you will miss a midterm due to a religious holiday, you must notify me in advance. If you miss a midterm without prior notice, and without medical or other documentation, you will receive a grad of zero on that midterm.

*Grade disputes.* Grades will be posted throughout the term on Blackboard. If you find any problem with your score, you must inform the instructor via email within one week from the time this score is posted. After one week, scores will not be reviewed. In the case of score dispute, the entire exam or assignment will be reviewed, not just the question(s) in dispute. The score could go up, down, or remain the same.

6.2. **Case Write-ups (Individual).** You will prepare one-page case write-ups for all 4 cases that we will discuss in class. Cases write-ups must be uploaded to Blackboard no later than 1 pm the day the case is due. A successful case write-up will use material from the case to support your arguments and answers to the case questions. Answers should be based on more than your opinion – provide evidence from the case. Do not waste space discussing material not related to the questions. You don’t need to provide general background – just dive right into answering the questions.

Case write-ups will be graded on a 2.5 point scale:

- 2.5 = outstanding work!
- 2.0 = good work
- 1.5 = fair work
- 1.0 = poor work
- .5 = did you even read the case?
- 0 = case was not turned in

***NO LATE CASE SUBMISSIONS WILL BE ACCEPTED – THERE NO EXCEPTIONS TO THIS RULE***

You will upload your one-page case write-ups through links that will be provided in Blackboard. DO NOT email your case write-ups, use the Blackboard upload link.

Case questions for each case are below.

**Case 1: United Breaks Guitars.** In your one page case write-up, answer these two questions: 1) Evaluate United’s response to Dave Carroll’s video. Did the airline handle the incident well? Why or why not? 2) Why was this video seen by so many people, so quickly?
Case 2: foursquare. In your one page case write-up, answer these three questions: 1) How is foursquare helping people interact with each other? 2) How is foursquare helping businesses interact with their customers? 3) What should foursquare do next?

Case 3: BuzzFeed. 1) Think of a list that is likely to go viral on BuzzFeed. What headline would you choose? Why would it go viral? On which social network will it be shared most often? 2) Think of a native ad that is likely to be shared on BuzzFeed. What is the headline? Why would it be shared? How do the reasons for success of a BuzzFeed ad differ from the success of editorial content? (note: your examples of a list and a native ad should be your own original content, NOT something you found on BuzzFeed!)

Case 4: Ford Fiesta. In your one page case write-up, please considering the following questions: 1) What is Ford trying to accomplish with this campaign? 2) How is the Fiesta Movement campaign performing? Based on what evidence? 3) What changes, if any should Chantal Lenard make to the campaign?

6.3. Class Participation (Individual). Class participation counts toward 10% of your grade and will be based upon your attendance, your comments in class, and your participation in our various in-class exercises. To get to know you, I will have name tents for all students which I will bring to class and which you will pick up at the front of the room at the beginning of each class session.

6.4 Blog Project (Group). The group project is described below in section 7 of the Syllabus and all together the two presentations and final report count toward 30% of your grade.

7. Course Blog Project

Overview of the Blog Project. You’ll work in 5-person teams to create and market a WordPress.com blog on a topic of your choice. I must approve your group’s topic. There are two concurrent parts to this project – #1 creating the blog and #2 marketing the blog. To create the blog, you’ll need to learn how to use WordPress.com, and you’ll need to develop and implement a content creation strategy. You’ll also need to create and implement a social media marketing plan for your blog. The two go hand in hand. Course requirements for the blog project are described below, with additional information at http://gwudigital.wordpress.com.

Be sure and read the tips in my blog project FAQ: https://gwudigital.wordpress.com/blog-project-faq/

Group Formation. The day of the second class session you will self-select yourself into a 5 person project group. A Google Doc group signup form will be available in Blackboard at 9 am, Monday, January 25. If you haven’t signed up for a project group by the end of class that day, I’ll randomly assign you to a project group. If you want to get a head start, I will accept lists of names of 5 person project groups before January 25 (email to novak@gwu.edu). I will pre-populate the Google Doc signup form with any early groups I receive before January 25.

Topics. You group will identify a topic that your entire team is interested in blogging about. Your Wordpress.com blog will cover this topic in depth – so be sure and pick a topic that everyone in your group is very interested in. I must approve your group’s topic for you to start your blog. If your topic deals with a product that you must be 21 years or older to consume, I need a written statement, with birth dates, that all team members are at least 21 years old.
Email your blog’s topic to me (novak@gwu.edu) no later than 1 pm, Wednesday, January 27. Clearly identify your group number (you will see this in Blackboard) and the names of all of your group members, in your email.

Each group must select a different topic. Topics must be different than the Fall 2015 blogs (see past blogs at http://gwudigital.wordpress.com).

If your topic is too similar to one already selected by another group, the group submitting an email with the earliest time stamp gets the topic they selected, and any other group will be asked to come up with a different topic. Pick early for the best choice!

**Blog Boundaries.** With the freedom to select your own blog topic comes a lot of responsibility. There are some boundaries you will need to adhere to. Since you are representing GW by producing a blog as a class project, it should go without saying that topics must be in good taste. Avoid vulgarity and profanity. And no nudity or offensive content. Your blog needs to be respectful of all different types of people and it must not make personal or hateful attacks against individuals or groups of people.

Having said this, your blog can be edgy and thought provoking. For good examples of edgy blogs from previous semesters see: http://shitwesdnt.wordpress.com and https://ucrestroom.wordpress.com/. An edgy blog is not a requirement – but is an option.

**Blog URL.** Email your blog’s URL to me (novak@gwu.edu) no later than 1 pm, Monday, February 1. Clearly identify your group number (you will see this in Blackboard) and the names of all of your group members in your email. Once I have your URL, I’ll post it to https://gwudigital.wordpress.com/blogs/

**Group Organization.** You should organize yourselves in your group, with one person responsible for coordinating each of the following four activities. (If you have a 4 person team, you can have 1 editor.) Even though you have coordinators, other group members should also contribute to all four activities.

- **Blog administrator/designer (1 person).** Sets up the WordPress.com blog. Responsible for deeply understanding how WordPress works and what can be done with it. Everyone in the group should have input on the design.

- **Co-Editors (2 people).** Develops a content strategy for your blog. Responsible for coordinating posts, replying to posts, etc. Editorial content is a key part of your group’s activity. While one/two people coordinate this, everyone should contribute to it.

- **Social Media Marketing (1 person).** Develops and executes a social media marketing strategy to promote your blog. You will identify and execute awareness, engagement and word-of-mouth objectives and strategies for achieving these objectives. Social media marketing is a key part of your group’s activity. While one person coordinates this, everyone should contribute to it.

- **Analytics/SEO (1 person).** Monitors analytics using the WordPress.com “Stats” feature to measure visitor traffic patterns over the life of your blog. Also responsible for search engine optimization to maximize traffic to your blog. Everyone in the group should be aware of your blog’s traffic trends and provide suggestions on how to increase traffic.
Blog Marketing Plan. Below is an outline of what should be in your blog’s social media marketing plan. This is not just an academic exercise. You will be implementing this plan.

- **Goals and Objectives.** What are they key goals and objectives for your blog? Goals are broad statements that set general directions: *The goal of our blog, “Facebook Secrets,” is to tell people about things they didn’t know they could do on Facebook.* Objectives differ from goals in they are SMART (specific, measurable, achievable, realistic, and time-oriented), for example: *Achieve 250 views the first month, 500 the second month, and 1000 the third month.* You should specify objectives for awareness, engagement, and word-of-mouth.

- **Competitors.** What other blogs, websites, etc. are you competing with?

- **Target Consumers.** Who are your target customers? Why would they want to visit your blog?

- **Social Media Mix.** What social media are most useful for promoting your blog, and why? Facebook, Twitter, YouTube, Pinterest, Instagram, Tumblr, other blogs, Reddit, LinkedIn, etc. Be sure and explain why.

  Don’t just stick with the big names that everyone knows about. Experiment with using new forms of social media if they are a good fit with your blog’s topic, for example Periscope or Meerkat. Or, check out some of these:


- **Strategies and Tactics.** Identify specific strategy and tactics for achieving your awareness, engagement, and WOM goals. Strategy is a plan to achieve your objectives, for example: *leverage people who know us well to help promote our blog.* Tactics are specific actions or tools taken to achieve an objective associated with a given strategy, for example, *directly write to our closest Facebook friends and ask them to post a story on our blog to their networks.*

- **Metrics.** Plan for determining if your objectives are being met, and if the tactics are producing results consistent with a given strategy. Example: *# of views of posts that were promoted to Facebook friends, vs. # of views of posts that were not promoted to Facebook friends.*

**Group Blog Project Deliverables.** The course blog project counts a total of 30% of your grade. There is one interim presentation worth 10%, a final presentation worth 10%, and a final report worth 10%. 

If your blog turns out to be popular, you may want to present it to prospective employers as an example of your work.
Blog Project Deliverable 1 - Interim Presentation due March 7, 2016

This deliverable is a 10 minute group presentation on March 7. At this point, you blog will have been up and running for over one month. Groups will present in order from group 1 to group 7. All team members should participate in the presentation. Sometimes it is unavoidable that a team member is absent – in that case, the team member who can’t attend should work with the group to arrange for some alternative way to contribute to the presentation or group project effort.

Each group has 10 minutes to present. Make sure you rehearse your presentation so that everyone is familiar with the timing. Any Q&A will come out of your 10 minutes. However, please don’t plan more than 1 or 2 minutes of Q&A.

Make sure you don’t have too many slides to comfortably present in 10 minutes. One rule of thumb is a slide per minute, not counting the cover slide, but if you have a lot of images you might adjust that upwards. Presentations should be PowerPoint and should look super-professional. If you use Google Slides, you can convert it to a pdf if the conversion to PowerPoint format is a fail. All presentations will be uploaded to Blackboard for commenting and grading.

I myself grade the quality of your presentation on a 1 to 10 scale. I'll also have an online rating sheet that you will use in-class to provide your own evaluations of and comments on each presentation. Since the class rating can sometimes be a "popularity" contest, my own rating is independent of the class rating and can sometimes diverge from the classes' opinion. So, your classmates’ ratings won’t determine your grade.

Your presentation will cover:

1) **Motivation.** Introduce your team members and motivate your choice of blog topic. Give a brief sense of what you will blogging about and why.

2) **Content and Design.** Show your blog, or screenshots of it. Explain why you chose your design and layout. What is your plan for creating content? Go over a few examples of your blog’s content. How much content have you produced so far and when was it produced (show a timeline). note: now is the time to re-read the FAQ for the project and make sure your blog covers the basics, such as an “about page,” disclaimer statement, etc: [https://gwudigital.wordpress.com/blog-project-faq/](https://gwudigital.wordpress.com/blog-project-faq/)

3) **Other Social Media.** What other types of social media are you using to promote your blog? Facebook, Twitter, Pinterest, Reddit, etc. Why did you pick these and how are you going to use them? Show a few examples. You should spend a fair amount of time on this section - it will be important for the marketing plan you'll develop and implement. Think of this section as the first rough pass at your marketing plan.

4) **Traffic.** How many views and visitors has your blog had to date? What are your traffic objectives for the next two months? Specify targets for views and unique visitors.
Blog Project Deliverable 2 – Final Presentation due April 27, 2016

This deliverable is a 20 minute group presentation on April 27. Since two of our class days fall on Monday holidays, this date is the “designated Monday” in the GW Academic Calendar. At this point, you blog will have been up and running for three months. Groups will present in reverse order from group 7 to group 1. All team members should participate in the presentation. Sometimes it is unavoidable that a team member is absent – in that case, the team member who can’t attend should work with the group to arrange for some alternative way to contribute to the presentation or group project effort.

Each group has 20 minutes to present. Make sure you rehearse your presentation so that everyone is familiar with the timing. Any Q&A will come out of your 12 minutes. However, please don’t plan more than 2 or 3 minutes of Q&A.

Presentations should be PowerPoint. If you use Google Slides, you can convert it to a pdf if the conversion to PowerPoint format is a fail. All presentations will be uploaded to Blackboard for commenting and grading.

I myself grade the quality of your presentation on a 1 to 10 scale. I’ll also have an online rating sheet that you will use in-class to provide your own evaluations of and comments on each presentation (I’ll have paper forms for those without computers). Since the class rating can sometimes be a “popularity” contest, my own rating is independent of the class rating and can sometimes diverge from the classes' opinion. So, your classmates’ ratings won’t determine your grade.

Your presentation will cover:

1) **Marketing Plan.** Provide a formal and detailed presentation of your marketing plan. Be sure and cover in depth your goals, objectives, competitors, target consumers, social media mix, strategies, tactics and metrics. How did your marketing play evolve over time?

2) **Content Evaluation.** Analyze the strengths and weaknesses of your blog’s content from the STEPPS framework. In addition, analyze your content (i.e. your posts) based on views, comments and shares. Which posts were the strongest and weakest based on these metrics? Does the STEPPS framework help understand which posts worked and which did not?

3) **Assessment.** Do you believe your blog was a success, based on the content you created, the quality of your marketing plan, and the metrics? Explain why or why not. Did you meet your traffic targets that you wanted to achieve? What is the evidence your marketing plan worked? What would you change?

While there are many statistics you can and should present, these 4 are required: a) bar chart of weekly views and visitors to your blog for the semester, with total views and visits for the full semester, b) a scatterplot, where the X axis is the number of posts you made in each week of the semester and the Y axis is the number of visitors for that week, c) table of monthly views, visitors, and views per visitor (i.e. report these statistics for each month), d) total numbers of posts, categories, tags, followers, and comments for the semester. Besides this there are many other statistics you can get from WordPress. **Note: If you used Facebook, Twitter, etc., you should report statistics for those platforms as well.**

4) **Lessons Learned.** Summarize and discuss your three key lessons learned for your blog. Phrase these in terms of advice you would give a team of students just starting on their blog.

Your group will upload their Final Report to Blackboard during Finals Week.

Annotated Powerpoint Slides

You will create a detailed “annotated” PowerPoint presentation that covers – and expands on (with additional slides as needed) – the material in your final in-class presentation. By annotated, I mean that you will include detailed notes in PowerPoint at the bottom of each slide – please be sure your group understands what this means, when you click “View > Notes Page” in PowerPoint, the notes area can be seen at the bottom of the screen. The notes should be clearly written in narrative paragraph form – not bullet points or phrases.

I am not looking for long, dense notes. Be concise and say what needs to be said to clearly explain the main points on each slide. A reader should be able to read your notes and clearly understand the entire presentation. Both too little detail as well as too much detail will detract from this goal. Please write the notes in paragraph style, rather than short phrases or bulleted lists. Do not use anything larger than a 12 point font size in the notes section and do not expand the notes section larger than its default size (about half the screen in “Notes View”). Notes need to fit in the available space in PowerPoint and not run off the page. Do not feel obligated to fill up every notes section completely full with text! The guiding principle is to say what is needed.

Be sure and review your presentation in the Notes Page view so that you are certain everything looks consistent and is easily readable.

Summary Farewell Blog Post

Based on your insights from your final presentation, create a final blog post that summarizes the key things you learned about either your topic or the process of blogging during the semester. I’ll access this final post on your blog. You should also keep your blog up and running on WordPress after the semester ends – it deserves to live on and I like to have blogs available to future students!

How the Final Report is Graded

• Any traffic and engagement “bump” for your blog in the last week following the final presentation – you can still post and market your blog after the final presentation

• The quality of the final blog post and any traffic attributed to it (be sure and provide metrics for the final blog post).

• Quality of the blog itself and the content of the blog.

• Quality and clarity of the annotated PowerPoint slides, including how well you address my comments on your final in-class presentation.
8. Blackboard

I use Blackboard to post my PowerPoint slides, additional course notes and reading materials, any changes to the class schedule, and group assignments. Please check Blackboard regularly for updates. I will also occasionally send e-mails with important class-related information via Blackboard. Please make sure that your official address of record with the university is correct so that I can contact you through the Blackboard system.

Note: Required readings and PowerPoint slides will be posted in advance of each lecture.

9. Laptop and Tablet Policy

You are encouraged to bring your laptop computers and tablets to class. I distribute PowerPoint slides BEFORE class, so you might want to use your computers to take notes directly in the notes sections of the slides. You can also use your computers to look up examples of topics we are covering and for evaluating group presentations (I will have Web forms you can use). It should go without saying that you cannot use your computers and phones for any use not related to the discussion at hand. Your adherence to this policy is greatly appreciated and helps assure a productive classroom environment that enhances learning.

10. University Policies and Procedures

10.1 Academic Integrity Policy

I believe that academic honesty and integrity are fundamental values that guide and inform us as individuals and as a community. The academic culture requires that each student take responsibility for learning and for producing work that reflect their intellectual potential, curiosity, and capability. For that reason, I support the GW code of Academic Integrity. It defines academic dishonesty as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.”

To ensure the highest standard of academic integrity, all students should be familiar with the Code of Academic Integrity posted at: https://studentconduct.gwu.edu/sites/studentconduct.gwu.edu/files/downloads/141003%20Code%20of%20Academic%20Integrity%20-%20Final.pdf

WordPress TOS. In addition to following the above guidelines, the blog you create for your group project must also follow the WordPress.com Terms of Service (TOS): http://en.wordpress.com/tos/ The WordPress TOS includes, but is not limited to you not infringing proprietary rights, intellectual property rights and copyright; not distributing viruses or other harmful content; not distributing pornographic content or content that incites violence; not misrepresenting yourself as another person or company; and not promoting your blog via spam. Be sure and read the WordPress.com TOS. WordPress may remove content that violates TOS, and blogs violating the TOS will be considered a violation of this course’s academic integrity policy as well.
10.2 Support for Students Outside the Classroom

Disability Support Services. Please let me know if you have a documented disability and need special arrangements for quizzes. To establish eligibility and coordinate reasonable accommodations for quizzes, please contact the Disability Support Services Office (202-994-8250), in Rome Hall, Suite 102, or visit http://gwired.gwu.edu/dss/ for more information.

Counseling Services. The University Counseling Center offers 24/7 assistance and referral to address students’ personal, social, career, and study skills problems. Services for students include crisis and emergency mental health consultations, confidential assessment, counseling services (individual & small group), and referrals. Visit http://counselingcenter.gwu.edu/ or call 202-994-5300 (24/7 Hotline).

10.3 Accommodations of Religious Observance

The University administration has accepted a resolution of the Faculty Senate regarding accommodations of religiously observant students and faculty. The requirements of this resolution state that students must notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. Faculty member will extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
### 11. Spring 2016 Course Outline – Digital Marketing 4900

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Topic</th>
<th>Reading and Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 Mon, Jan 11</td>
<td>Lecture: What are Digital Media? Lecture: CES 2016 Lecture: Digital Media Trends Exercise 1: Big Bang Disruption</td>
<td>See Blackboard for readings. Exercise 1 will be distributed in class.</td>
</tr>
<tr>
<td>Class 2 Mon, Jan 25</td>
<td>Lecture: Groundswell Exercise 2: Groundswell</td>
<td>Read <em>Groundswell</em> chapters 1, 4, 5, 6, 7, 8 and 9. Exercise 2 will be distributed in class. <strong>Due: Form self-selected project groups.</strong> Group signup forms will be in Blackboard at 9 am, Monday, January 25. If you haven’t signed up for a group by the end of class today, I’ll randomly assign you to a group. <strong>Due: Blog topics for each group must be sent to Prof Novak no than 1 pm Wednesday, January 27.</strong> Email your topic for approval to (<a href="mailto:novak@gwu.edu">novak@gwu.edu</a>). Clearly identify your group number and the names of all of your group members in your email. I must approve your topic for you to start your blog.</td>
</tr>
<tr>
<td>Class 3 Mon, Feb 1</td>
<td>Case 1: United Lecture: Social Metrics &amp; Social Analytics Exercise 3: Metrics</td>
<td>Prepare <em>United Breaks Guitars</em> case. See Blackboard for readings. Exercise 3 will be distributed in class. <strong>Due: Upload 1 page case write-up to Blackboard by 1 pm today. NO LATE SUBMISSIONS ACCEPTED.</strong> <strong>Due: Blog URLs for each group must be sent to Prof Novak no later than 1 pm Monday, Feb 1.</strong> Email your URL to <a href="mailto:novak@gwu.edu">novak@gwu.edu</a>. Clearly identify your group number and the names of all your group members in your email.</td>
</tr>
<tr>
<td>Class 4 Mon, Feb 8</td>
<td>Lecture: Guerilla Analytics Exercise 4: Guerilla Analytics</td>
<td>See Blackboard for readings. Exercise 4 will be distributed in class.</td>
</tr>
<tr>
<td>Class 5</td>
<td>Mon, Feb 22</td>
<td>Lecture: Paid Search</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: Awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise 5: Noke</td>
</tr>
<tr>
<td>Class 6</td>
<td>Mon, Feb 29</td>
<td>Midterm 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: Engagement</td>
</tr>
<tr>
<td>Class 7</td>
<td>Mon, Mar 7</td>
<td>Interim Project Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: Check-Ins and Location</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 8</td>
<td>Mon, Mar 21</td>
<td>Case 2: foursquare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: Atmospherics and Environment</td>
</tr>
<tr>
<td>Class 9</td>
<td>Mon, Mar 28</td>
<td>Exercise 6: Gamification and Beacons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: Social Networks</td>
</tr>
<tr>
<td>Class 10</td>
<td>Mon, Apr 4</td>
<td>Case 3: BuzzFeed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: Contagious Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise 7: STEPPS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 11</td>
<td>Mon, Apr 11</td>
<td>Case 4: Ford Fiesta</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: Memes and Viral</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 12</td>
<td>Mon, Apr 18</td>
<td>Midterm 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: Virtual Reality and Augmented Reality</td>
</tr>
<tr>
<td>Class 13</td>
<td>Lecture: Internet of Things Project Work Session</td>
<td>See Blackboard for readings</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Mon, Apr 25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 14</th>
<th>Final presentations</th>
<th>Due: In-Class final presentations (see Syllabus for details). One member from each team uploads their PowerPoint slides via Blackboard (link to be provided) no later than 1 pm today. Clearly name your attachment: group#_final.ppt (where # is your group number). DO NOT EMAIL your files to me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, Apr 27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINALS WEEK</th>
<th>Final report due</th>
<th>Due: In-Class final reports (see Syllabus for details). One member from each team uploads their PowerPoint slides via Blackboard (link to be provided) no later than 1 pm today. Clearly name your attachment: group#_report.ppt (where # is your group number). DO NOT EMAIL your files to me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, May 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GROUP PROJECT PEER EVALUATION FORM
SPRING 2016 - DIGITAL MARKETING (MKGT 4900)

Due in class on the day of Final Presentations

Your Name: ___________________________ Your Group Number __________

Please read the instructions below VERY CAREFULLY.

In the spaces below, list the name of each of your team members, including yourself. Rate each of your teammates on a scale from 100% to 0%, according to their contribution to team work on your social media group project. You are free to rate each team member at 100%, in which case each person gets 100% of the group grade. This standard means that each person in the group generally pulled his or her weight.

Be sure to include yourself. Percentages are independent, range from 0 to 100% for each person, and DO NOT add up to 100!!

Also, please select the ONE student from your group who you believe deserves the “most valuable player” award from your group.

<table>
<thead>
<tr>
<th>Name of Group Member:</th>
<th>Effort Rating (100% to 0%)</th>
<th>Most Valuable Player (pick one member only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please feel free to include written comments explaining your point allocation on the reverse side