1. Course Description

This MBA marketing elective is designed to stretch and challenge your thinking about Internet 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 electronic 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.
2. Course/Learning Objectives and Organization

In this course, students will learn how to develop and improve a company’s social media 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 social media marketing plan project that gives students the opportunity to translate classroom lessons into digital 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: 1) the “Groundswell” framework, 2) social metrics and the social media audit, and 3) the perspectives/objectives framework for interactive media strategy.
- 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.
- Current developments, including social games, virtual worlds, location and check-in, the Internet of Things, and digital convergence.
- Application to business practice through four case studies.
- Practical experience through a group project developing a social media marketing plan for a problem or opportunity facing a startup company.

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, using the Sephora Direct case to discuss metrics as well as a broad range of social media strategies and tactics.

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. 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 – Facebook, Dell, foursquare, and the use of social media in the launch of the Ford Fiesta – will be used to illustrate key concepts.
Area 4: Post-Social. In the last few weeks of the class, we’ll consider some exciting new emerging trends in digital marketing. These include virtual worlds and augmented reality (Google Glass, anyone?), the Internet of Things, and the new “5Ps of smart marketing” – the convergence of smart People, smart Products, and smart Places that occurs on an IoT Platform over Points in time.

3. Readings

Most required readings are available free online (see Blackboard), but there is one required book, six required cases and one background note 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 all cases before each class.

3.1. Required book. Make sure you purchase the revised 2011 edition of Groundswell:

<table>
<thead>
<tr>
<th>Authors</th>
<th>Title</th>
<th>Publisher &amp; Edition</th>
<th>ISBN Number</th>
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Although I requested that the bookstore order this book, you may choose to order the electronic Kindle version from Amazon, or the iBook version from Apple (both are about $10).

3.2. Required Cases and Notes. 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/32190446

1. United Breaks Guitars Case (John Deighton and Leora Kornfeld)
2. Sephora Direct: Investing in Social Media, Video and Mobile (Elie Ofek and Alison Berkley Wagonfeld)
3. Foursquare Case (Jan Piskorski, Thomas R. Eisenmann, Jeffrey J. Bussgang, and David Chen)
4. Facebook Case (Jan Piskorski, Thomas R. Eisenmann, David Chen, Brian Feinstein, and Aaron Smith)
5. The Ford Fiesta Case (John Deighton and Leora Kornfeld)
6. Building a Social Media Culture at Dell (Rohit Deshpande and Shea Gibbs)
7. Paid Search Advertising Industry and Practice Note (Rajkumar Venkatesan and Shea 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/32190446 and 2) Click My Coursepacks, and then click Digital Marketing 6252 (Spring 2015).

3.3. Required and supplemental reading. I cover a lot of ground in my in-class lectures, and so I will also provide required and supplemental reading that will let you go into depth on many of the topics we cover in class.
3.4. **Staying current.** Digital marketing is constantly evolving. To help you stay up-do-date, I’ve put together “Today’s Social Tech News” at [http://todayssocialtech.com](http://todayssocialtech.com). This is a 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. **Course Blackboard**

I will use Blackboard to post the PowerPoint slides used in class, 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.**

5. **Communication**

If you need to contact me directly, use email ([novak@gwu.edu](mailto:novak@gwu.edu)). I check my email regularly throughout the day. I do not regularly check my office voicemail so email is best. Office hours are Monday and Wednesday, 4-5 pm, and by appointment.

6. **Project Groups and Topics**

In the group project you will develop a social media marketing plan for a startup company. The group project is described in a separate document. You will select your own startup company, identify a problem or opportunity facing the company, specify goals and objectives, and develop a comprehensive social media marketing plan that is designed to achieve those objectives. While it is not required that you do so, your group may approach the startup and tell them you have selected them for a team project. In that case, you may get input from the startup on part 1 and part 2 of the marketing plan (but not parts 3 and 4).

We will form 4-5 person project groups no earlier than the second class session (January 21), and no later than the third class session (January 28). Once you notify me that you have a complete 4-5 person group, you can select a project topic (see Blackboard for details of topics). I must approve each project topic, and two groups cannot have an identical topic – if I’ve already approved that topic for another group, it’s no longer available. Project topics must be approved no later than January 28 (that gives your group two weeks before the first presentation on February 9).
7. Grading and Deliverables

Total grades will be curved to determine your final letter grade in this course. I do not assign letter grades until the very end of the course, and letter grades are only assigned to your total weighted score. The average final grade for this course in previous years has been between a B+ and an A-. Total grades are weighted as follows:

*Individual Grade Components*

- **Case Write-Ups** (two write-ups, 10 points each) 20 points
- **Class Participation** (in-class participation and exercises) 20 points

*Group Grade Components* *(Social Media Strategy Project)*

- Presentation #1 10 points
- Presentation #2 10 points
- Final Presentations 20 points
- Final Report 20 points

*Total 100 points*

*I will use your within-group peer evaluation forms (see the last page of this Syllabus) to adjust your group grades.*

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 deliverable will be reviewed, not just the question(s) in dispute. The score could go up, down, or remain the same.

8. Course Deliverables

8.1 **Case Write-Ups (Individual).** Two case write-ups together count toward 20% of your grade (10% for each write-up). The case write-ups are a maximum of three pages. After our first class session, I will post a sign-up link on Blackboard for you to select two of our six cases to write up. The number of students assigned to each case will be restricted so at least some students will prepare each of the six cases - so sign up early for the best choice.

Cases write-ups must be uploaded to Blackboard no later than 6 pm the day the case is due. Case write-ups will be graded on a 3 point scale. A “3” represents outstanding work, a “2” represents good work, and a “1” represents fair-to-poor work.

You will upload your three-page case write-ups through the links that will be provided in Blackboard. DO NOT email your case write-ups, use the Blackboard upload link.
Case questions for our six cases are provided below.

**United Breaks Guitars**
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?
3) For each of the two parties, United and Carroll, which of the 5 Groundswell objectives (listening, talking, energizing, supporting, and embracing) were used effectively, and how? How could each party have improved, from a Groundswell perspective?

**Foursquare**
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 and why?

**Sephora Direct**
1) Assuming she receives the additional funding, how should Bornstein allocate her budget across the various digital categories? Given that the additional funding requested must be shifted from Sephora’s other marketing spending, where would you propose to cut? Why?
2) What do you make of Sephora’s digital and social media efforts as of the fall of 2010? Was it wise in your opinion to create Beauty Talk as a separate social platform to Facebook?
3) As Sephora increasingly dabbles with digital marketing and social media, which competitors should the company be most worried about?
4) What metrics do you propose Sephora Direct use to measure the success of its digital efforts going forward?
5) What should be the strategic goal of Sephora’s digital and social marketing programs? How can Bornstein satisfy the CEO’s desire to “win” in the digital space?

**Facebook**
1) Why do people use Facebook and what do they do when they are there?
2) Evaluate the success, at the time of the case, of these four Facebook technologies: a) Facebook Advertising, b) Facebook corporate Pages, c) Facebook Platform, and d) Facebook for Websites.
3) Which one option should Facebook emphasize as it seeks to monetize?

**Dell**
1) Why has Dell been successful at building a social media program?
2) Can you build a top-down Dell corporate brand with a decentralized social media structure?
3) How do you explain the statistic that “social media-based sales leads were two to five times more likely to close sales than traditional leads?”
4) How would you use Dell’s social media experience to rebrand the company as Michael Dell wants to do?

**Ford Fiesta**
1) What is Ford trying to accomplish with this campaign?
2) How is the Fiesta Movement campaign performing? Based on what evidence?
3) Is there too much or too little control in the Ford Fiesta campaign? What are the controls?
4) What changes, if any should Chantal Lenard make to the campaign? What advice would you give her?
8.2 Class Participation (Individual). Your class participation counts 20% of your grade. I expect you to be prepared for each class. This means that you will have read the required readings before each class session. In addition, we’ll cover 6 cases; you are expected to have read the case before class, and to have considered the discussion questions. For the 2 cases you select to write-up, you’ll turn in written reports. For the other 4 cases, a written report is not required, but it should be clear from the quality of your in-class comments that you are prepared! In addition, for some cases there will be a Web-based form for all students (not just those writing up the case) to provide input about one aspect from each case prior to class discussion.

I will use a variety of approaches to evaluate your class participation. These include, but are not necessarily limited to the following: quality of your in-class comments; quality of your case discussion; your participation to your group project (as measured by the within-group evaluation form on the last page of this syllabus); class attendance; contributions to in-class and out-of-class exercises.

8.3 Social Media Strategy Project (group). The course project counts a total of 60% of your grade. There are four separate project deliverables: two presentations each worth 10%, a final presentation worth 20%, and a final report worth 20%.

Full details of the project deliverables will be posted in Blackboard, but here is an overview of each.

Also be sure to consult the separate document describing the social media marketing plan team project.

- **Presentation #1 (Week 5).** 10-15 minute group covering Part 1 (problem identification, goals and key objectives) and Part 2 (marketing background) of the social media marketing plan.

- **Presentation #2 (Class 7).** 10-15 minute group presentation covering Part 3 (social media mix) of the marketing plan.

- **Final Presentation (Class 14).** 30 minute group presentation, including 5-10 minute Q&A, covering Part 4 (social media campaign) of the marketing plan.

- **Final report (due April 30).** Your final project report will be a detailed “annotated” PowerPoint presentation that covers the material in your 3 in-class presentations. 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.

Guidelines for the format of each in-class presentation and the final report will be provided in Blackboard.
9. Attendance

I expect you’ll attend each and every class session. 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.

10. Laptop and Tablet Policy

You are encouraged to bring your laptop computers and tablets to class. Since I distribute PowerPoint slides before class, 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 take notes. It should go without saying that you cannot use your computers (smartphones, tablets, etc.) for email, games, chat, or 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.

11. 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/130722%20Code%20of%20Academic%20Integrity%20-%20Final.pdf

12. Support for Students Outside the Classroom

Disability Support Services. Please let me know if you have a documented disability and need any special arrangements. To establish eligibility and coordinate reasonable accommodation, 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).
## 13. Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading and Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wed, Jan 14</td>
<td><strong>Lecture:</strong> What are Social Media?</td>
<td>See Blackboard for readings</td>
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<td></td>
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<td><strong>Lecture:</strong> Digital Media Trends</td>
<td><strong>Due:</strong> Sign up on Blackboard for 2 case write-ups (first come, first served – you will write up 2 of our 6 cases)</td>
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<tr>
<td>2</td>
<td>Wed, Jan 21</td>
<td><strong>Lecture:</strong> Groundswell</td>
<td>Read Groundswell chapters 1, 4, 5, 6, 7, 8 and 9</td>
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<td><strong>Case:</strong> United Breaks Guitars</td>
<td><strong>Due:</strong> Form self-selected project groups. Group signup forms will be in Blackboard at 9 am, Wednesday, January 21. If you haven’t signed up for a group by 10pm Wednesday, January 28, I’ll randomly assign you to a group.</td>
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<td><strong>Lecture:</strong> Social Metrics and Social Analytics</td>
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<td>3</td>
<td>Wed, Jan 28</td>
<td><strong>Case:</strong> Sephora Direct</td>
<td>See Blackboard for readings</td>
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<td><strong>Lecture:</strong> Guerrilla Analytics</td>
<td><strong>Due:</strong> Upload case write-up to Blackboard by 6 pm today (if you have selected this case)</td>
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<td><strong>Exercise:</strong> Guerrilla Analytics</td>
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<td>4</td>
<td>Wed, Feb 4</td>
<td><strong>Case:</strong> Foursquare</td>
<td>See Blackboard for readings</td>
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<td><strong>Lecture:</strong> Paid Search</td>
<td><strong>Due:</strong> Upload case write-up to Blackboard by 6 pm today (if you have selected this case)</td>
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<td><strong>Exercise:</strong> Guerrilla Analytics</td>
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<td>5</td>
<td>Wed, Feb 11</td>
<td><strong>PRESENTATION 1</strong></td>
<td>See Blackboard for readings</td>
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<td><strong>Lecture:</strong> Paid Search</td>
<td><strong>Due:</strong> In-Class presentations (see Blackboard for details)</td>
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<td><strong>Exercise:</strong> Guerrilla Analytics</td>
<td>One member from each team uploads their PowerPoint slides via Blackboard (link to be provided) no later than 6 pm today. Clearly name your attachment: group#.ppt (where # is your group number). DO NOT EMAIL your files to me.</td>
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<td>6</td>
<td>Wed, Feb 18</td>
<td><strong>Lecture:</strong> Awareness</td>
<td>See Blackboard for readings</td>
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<td><strong>Lecture:</strong> Engagement</td>
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<td>7</td>
<td>Wed, Feb 25</td>
<td><strong>Case:</strong> Foursquare</td>
<td>See Blackboard for readings</td>
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<td><strong>Lecture:</strong> Check-ins and Location</td>
<td><strong>Due:</strong> Upload case write-up to Blackboard by 6 pm today (if you have selected this case)</td>
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<td>Week</td>
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<td>8</td>
<td>Wed, Mar 4</td>
<td>PRESENTATION 2</td>
<td>Lecture: Atmospherics and Environmental Cues</td>
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<td>9</td>
<td>Wed, Mar 18</td>
<td>Case: Facebook</td>
<td>Lecture: Social Networks and Social Influence</td>
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<td>10</td>
<td>Wed, Mar 25</td>
<td>Case: Building a Social Media Culture at Dell</td>
<td>Lecture: Word of Mouth and User Generate Content</td>
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<td>11</td>
<td>Wed, Apr 1</td>
<td>Case: Ford Fiesta</td>
<td>Lecture: Memes and Viral Content</td>
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<td>12</td>
<td>Wed, Apr 8</td>
<td>Lecture: Virtual Worlds and Augmented Reality</td>
<td>Exercise: Internet of Things</td>
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<td>13</td>
<td>Wed, Apr 15</td>
<td>Lecture: Post Social Media</td>
<td>Project Work Session</td>
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<td>14</td>
<td>Wed, Apr 22</td>
<td>FINAL PRESENTATIONS</td>
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<td>15</td>
<td>Mon, May 4</td>
<td>FINAL REPORT DUE</td>
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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>
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Please feel free to include written comments explaining your point allocation on the reverse side