MKTG 6252 Syllabus
MBA Digital Marketing – Spring 2016

Monday 7:10 pm – 9:40 pm
Classroom: Duques Hall 250
Course Materials: Blackboard

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1. Course Description

This MBA 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.
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 digital marketing 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 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 five case studies.
- Practical experience through a group project developing a digital 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.

**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. Five cases – United Breaks Guitars, foursquare, Facebook, 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 HoloLense) and the consumer Internet of Things.
3. Readings

Most required readings are available free online, but there are two required books, five 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 cases before each class.


<table>
<thead>
<tr>
<th>Authors</th>
<th>Title</th>
<th>Publisher &amp; Edition</th>
<th>ISBN Number</th>
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<tbody>
<tr>
<td>Jonah Berger</td>
<td>Contagious: Why Things Catch On</td>
<td>Simon &amp; Schuster 2013</td>
<td>1476776687</td>
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3.2. Required Cases and Notes. Five 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/43461771](https://cb.hbsp.harvard.edu/cbmp/access/43461771)

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. Facebook Case (Jan Piskorski, Thomas R. Eisenmann, David Chen, Brian Feinstein, and Aaron Smith)
4. BuzzFeed – The Promise of Native Advertising (Felix Oberholzer-Gee)
5. The Ford Fiesta Case (John Deighton and Leora Kornfeld)
6. 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/43461771](https://cb.hbsp.harvard.edu/cbmp/access/43461771) and 2) Click My Coursepacks, and then click Digital Marketing 6252 (Spring 2016).

3.3. 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.

3.4. 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 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. The person with the highest weighted score will get an A, regardless of what that score is. The average final grade for this course in previous years has been between a B+ and an A-. I look for natural “breaks” in the distribution when determining cut-offs, 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. 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* (Digital Marketing Project)

- Interim Presentation 1 10 points
- Interim Presentation 2 10 points
- Final Presentation 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.

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

**6.1. 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 five cases to write up. The number of students assigned to each case will be restricted to **12 students per case**, 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 10-point scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>10</td>
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<tr>
<td>9</td>
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<td>8</td>
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<td>7</td>
<td>fair work</td>
</tr>
<tr>
<td>6 (and below)</td>
<td>poor work</td>
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<tr>
<td>0</td>
<td>case was not turned in</td>
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***NO LATE CASE SUBMISSIONS WILL BE ACCEPTED – THERE NO EXCEPTIONS TO THIS RULE ***

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 five cases are provided below.

**Case 1: 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?

**Case 2: 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?

**Case 3: Facebook**

1) From the perspective of “zones of interaction,” at the time of the case, how do people interact on Facebook in the a) ambient interaction zone, b) notification zone, and c) direct interaction zone? How could Facebook improve user interactions in each of these three zones?
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?
Case 4: BuzzFeed

1) Think of a list that is likely to go viral on BuzzFeed. Outline your idea. 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. Outline your idea. 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! Be sure and support your answers with concepts from the book Contagious)

3) Does BuzzFeed have a sustainable competitive advantage? Why or why not?

Case 5: 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?

6.2. 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 5 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 3 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 exercises.

6.3 Digital Marketing 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%. These deliverables are described in section 7 of the Syllabus.

**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.
7. Digital Marketing Project

In the digital marketing project, you will apply concepts from this course to developing a digital marketing plan for a startup company of your choice. Your digital marketing plan has two main components.

First is a social media marketing plan that incorporates information you gather from “guerilla analytics” and that uses existing social media platforms to address a clearly identified problem or opportunity that your startup faces. Your social media marketing plan should be based on an analysis of the 5 Groundswell approaches (listening, talking, energizing, supporting and embracing), and should identify specific strategies, tactics and metrics for achieving awareness, engagement and WOM objectives.

The second component of your marketing plan is a future-oriented analysis of key emerging technologies and applications that your startup will need to incorporate into its marketing efforts over the next 5-10 years. Examples of emerging technologies and applications include Internet of Things, 3D printing, virtual reality, robots, location technology such as beacons, on demand services, artificial intelligence, drones, autonomous vehicles, big data analytics and Bitcoin. While all of these are here now, their impact on marketing is poised to explode in the coming decade. Your team should identify one of these emerging technologies that your group members are interested in and you should educate yourselves and become in-depth experts on that technology and its potential role in marketing for your startup company.

Four deliverables will guide you through this project. These are described below.

7.1 Interim Presentation 1 – Objectives and Guerilla Analytics (due Feb 22)

In your first interim presentation you will introduce your startup to the class, and describe its most important goals and objectives for awareness, engagement and word-of-mouth. Perform an exhaustive competitive analysis and an in-depth analysis of who the target customers are. Last, use results from guerilla analytics to paint a numbers-based portrait of two things: 1) your startup’s current footprint in social media and the Web, and 2) a quantified assessment of key trends facing your startup (Google Trends will be a good resource here).

You will have 12 minutes for your presentation. This includes Q&A. This is about 10-12 slides. You should have enough to say for 10 minutes and allow 2 more minutes after that for Q&A. In the first two presentations, you can decide among your team if you want all 5 members to present, or a subset. (If a subset, each person must present in either the first or second presentation). All team members must present in the final presentation during the last week of class. If you presentation is not PowerPoint (for example if you use Google Slides), then you must convert it to a pdf before uploading it to Blackboard.

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 each presentation. My own rating is independent of the class rating and can sometimes diverge from the classes’ opinion (my rating is the one that determines your grade). I’ll give you feedback in the form of both my rating as well as the comments from your peers. This format will be used in all presentations.

Teams will present in order: A, B, C, D, E, F

Below are further details on what you should be thinking about for this first presentation.
Company. Identify a startup company. Good sources for ideas are Kickstarter (browse projects at https://www.kickstarter.com/discover/) and Y Combinator (browse companies at http://ycuniverse.com/ycombinator-companies). You are free to explore other crowdfunding sites, incubators, or accelerators. You can also use your own contacts to identify a startup. This must be a real startup company. It should have a clearly identified product or service, and you should be able to identify or reasonably infer the startup’s key problems/opportunities, goals, and competitors.

Problem or Opportunity. Identify a clearly defined problem or opportunity that your startup faces. For example, Uber moved into the food delivery area in summer 2014 with its UberFRESH service, which claimed to deliver meals from local restaurants in under 10 minutes. So if your company was Uber, your opportunity might be that Uber is seeking to leverage its fleet of drivers, its user base, and its app to get into the home delivery business.

Goals and Objectives. What are the key goals and objectives for your startup? Goals are broad primary outcomes that set general direction. You may have multiple goals. Example of goals: Make Uber a leader in home delivery. Objectives differ from goals in that they are measurable and specific. Objectives are SMART (specific, measurable, achievable, realistic, and time-oriented). Examples of objectives: Achieve a 50% awareness by the end of 2016 among Uber App users that Uber offers home delivery. Get 10% of Uber app users to try home delivery by the end of 2016. Realistically, goals are going to be more readily determinable than specific objectives (which may be proprietary). You can therefore make reasonable “guestimates” about specific objectives. You will want to have goals/objectives at each of three distinct levels: awareness, engagement, and word-of-mouth.

Competitors. Who is your competition? What other companies are you competing with? What other products or services? What other product categories? What other existing consumer behaviors? Are you a Big Bang Disrupter, or are you going to have to deal with a Big Bang Disrupter?

Target Consumers. Who are your target customers? What are their motives, needs, wants and interests? How can they be described in terms of demographics, psychographics, or Groundswell technographics?

Guerrilla Analytics. What can you learn, right now, that will help you understand your company’s problem or opportunity by performing “Guerrilla Analytics?” What trends can you quantify (for example through Google Trends) that will affect your startup? Based your insights upon guerilla analytics using, as appropriate, web traffic analysis, audience analysis, search trend analysis, and quantitative and qualitative social analytics of existing user generated content.
7.2 Interim Presentation 2 – Groundswell and Preliminary Social Media Strategy (due March 7)

In your second presentation you’ll outline your preliminary social media strategy for your startup. Your strategy will be contingent on the problem/opportunity, goals, objectives, and target consumers you identified in your first presentation. While we still have a lot of material to cover in this course, at this stage you will be very familiar with the Groundswell approach, and this is a good first lens to apply to social media strategy. In addition to laying out your preliminary social media strategy, you should also at this point have identified the specific emergent technology you believe is relevant to your startup. All you need to do in this second presentation is briefly explain the technology and why you feel it is critical to the success of your startup in the coming decade.

You will have 12 minutes for your presentation. This includes Q&A. This is about 10-12 slides. You should have enough to say for 10 minutes and allow 2 more minutes after that for Q&A. In the first two presentations, you can decide among your team if you want all 5 members to present, or a subset. (If a subset, each person must present in either the first or second presentation). All team members must present in the final presentation during the last week of class. If you presentation is not PowerPoint (for example if you use Google Slides), then you must convert it to a pdf before uploading it to Blackboard.

Teams will present in reverse order: F, E, D, C, B, A

Below are further details on what you should be thinking about for this second presentation.

Groundswell Approaches. Which of the five Groundswell approaches are most appropriate for achieving your goals and objectives, and why? (e.g. listening, talking, energizing, supporting, embracing).

Platforms. Begin by taking an audit of which social media platforms your startup is currently using. Consider both company-initiated uses of social media, as well as social media platforms consumers are use using to talk about your company and related product categories. Then identify which social platforms are most relevant for achieving your startup’s goals and objectives, and explain why you have chosen them. Consider the following categories of platforms in your analysis:

- Blogs (e.g. Wordpress)
- Social networks (e.g. Facebook, LinkedIn)
- Microblogs (e.g. Twitter)
- Bookmarking/Tagging (e.g. Pinterest, Reddit, Stumbleupon, Digg)
- Crowdsourcing (e.g. Wikis, Forums)
- Review sites (e.g. Yelp, Amazon, Open Table)
- Video sharing (e.g. Youtube, Vimeo, Facebook)
- Photo sharing (e.g. Flickr, Instagram, Facebook)
- Podcasting (e.g. Websites, iTunes, Google Play)
- Presentation sharing (e.g. Slideshare)
- Check-ins (e.g. Foursquare, Facebook, Shopkick)
- Other (e.g. social games, local deals, social shopping)

Preliminary Strategies and Tactics. Identify a few preliminary strategies and tactics for achieving your awareness, engagement and WOM objectives. Be sure to clearly differentiate between strategies and tactics:
• **Strategy.** Longer-term plans to achieve objectives. Example: *Leverage regular day-to-day Uber app usage for transportation to create awareness and usage of new Uber services like home delivery.*

• **Tactics.** Shorter-term specific actions or tools taken to achieve an objective associated with a given strategy. Example: *Use in-app ads to create awareness of Uber home delivery. Create a #uberdelivers hashtag contest to Tweet about what you just ordered via Uber home delivery.*

**Emergent Technology.** Identify and describe an emergent technology or application you believe is critical to your startup's marketing success in the coming decade. These emergent technologies include, but are not limited to, Internet of Things, 3D printing, virtual reality, robots, location technology such as beacons, on demand services, artificial intelligence, drones, autonomous vehicles, big data analytics and Bitcoin. Explain why you feel technology is important. By “marketing” you can consider any aspect of marketing (i.e. advertising, persuasion, pricing, distribution, product development, etc.). At this stage, you shouldn’t spend more than a slide on this technology. You will be spending the second half of the course learning about this technology and how it can be integrated into your startup’s marketing efforts.
7.3 Final Presentation – Final Social Media Strategy and Emergent Technology Roadmap (due April 27)

In our last class session, you will present a final social media strategy and a roadmap for how your startup can leverage the emergent technology you have identified. The social media strategy is “near term” (for example over the next year) while the emergent technology roadmap is “long term” (over the next decade). You should clearly identify any changes you have made to your preliminary social media strategy. Do not spend time presenting the same material you already presented. Focus on any changes. We will have covered a number of additional topics since the interim presentations that you may decide to incorporate in your social media strategy, for example the STEPPS approach to generating contagious content, gamification and location-based marketing.

You’ll also spend a good amount of time on an in-depth presentation of your emergent technology, which many in the class will most likely not be very familiar with. First provide a managerial briefing of the state-of-art of the technology you’ve identified, and then explain how this technology will be critical to your startup’s success. In this “future oriented” section of your report, you can make some assumptions about where the technology is likely to be in 5-to-10 years, and based on your assumptions, explain the role of this technology for your startup’s marketing. (You’ll be making the optimistic assumption that your startup will be around in 5-10 years as well!). You should also compare and contrast your short-term (social media) vs. long-term (emergent technology) plans. Are they complementary? Synergistic? Completely disjoint? Do they have different or similar advantages and disadvantages?

There are a number of different directions you can choose to go in the final presentation. I want to keep your options here pretty open, so that you have the opportunity to explore a topic in depth that is interest to your group. I am very flexible about what “emergent technology” means in this project – basically look at this is as something that is available right now, but whose promise and potential will grow exponentially over the coming years. While social media is the current state-of-the-art for much of digital marketing, that is unlikely to be the case 10 years from now. So, one of my objectives for you in the final presentation is to think about how marketing for your startup might significantly change in the coming decade due to this emergent technology.

Final group presentations are 20 minutes plus an additional 5 minutes Q&A (25 minutes total time slot per group). All team members should participate in the presentation. No presentation should be under 20 minutes. Teams will present in order: A, B, C, D, E, F

A 20 minute presentation will generally have between 20-25 slides. However, more important than the number of slides is whether the presentation can be effectively delivered in 20 minutes. So you may wish to adjust accordingly based on your rehearsal.
7.4 Final Report – Integrated Annotated Slides (due May 4)

There are two parts to the Final Report. The first part is an annotated PowerPoint deck, and the second part is a 5 page executive briefing on your emergent technology.

Annotated PowerPoint. The final report is an annotated PowerPoint presentation based on all three of your presentations together. 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. Each of your PowerPoint slides should be annotated using the “Notes” feature in PowerPoint – I will evaluate the quality of your notes in addition to the quality of your final report slides.

DO NOT simply concatenate your three presentations together and call it quits. Your three presentations are a starting point. Parts of your previous presentations may need to be fleshed out or revised. The style and format of the entire final report must be consistent. If you used different themes in different previous presentations, you’ll need to put everything in the same themes. Your final report should be between 40-50 PowerPoint slides (the first two presentations were 10-12 slides, and that final presentation was 20-25 slides).

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.

Emergent Technology Briefing. This is a maximum 5 page, double-spaced document that provides a managerial state-of-the-art overview of the emergent technology or application you are using. This is a background briefing and should not discuss specific application to your startup (you’ll have done this in your PowerPoint). The briefing should give a clear overview of the technology/application, and explain the key players, developments, trends, and potential ways the technology may disrupt marketing. The briefing should be referenced. Use footnotes to source any articles or website you have consulted. The target reader of your briefing would be a founder or C-level executive of a startup who wanted a quick but comprehensive understanding of this emergent technology.
8. Blackboard

I will 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. 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 to take notes and for evaluating group presentations (I will have Web forms you can use). 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.

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

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 6252

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Topic</th>
<th>Reading and Deliverables</th>
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</table>
| Class 1        | Lecture: What are Digital Media?  
Lecture: CES 2016  
Lecture: Digital Media Trends  
Exercise 1: Big Bang Disruption | See Blackboard for readings.  
Exercise 1 will be distributed in class. |

### Holiday - Mon, Jan 18

| Class 2        | Lecture: Groundswell  
Exercise 2: Groundswell | Read *Groundswell* chapters 1, 4, 5, 6, 7, 8 and 9.  
Exercise 2 will be distributed in class.  
**Due:** Form self-selected project groups. 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 |
|----------------|---------------------|--------------------------------------------------|
| Class 3        | Case 1: United  
Lecture: Social Metrics & Social Analytics  
Exercise 3: Metrics | Prepare *United Breaks Guitars* case.  
See Blackboard for readings.  
Exercise 3 will be distributed in class.  
**Due:** Upload 3 page case write-up to Blackboard by 6 pm today if you have selected this case. NO LATE SUBMISSIONS ACCEPTED.  
**Due:** project topics (startup company and brief summary of problem/opportunity) for each group must be sent to Prof Novak no than 6 pm Monday, Feb 1. Email your topic for approval to (novak@gwu.edu). Clearly identify your group number and the names of all of your group members in your email. I must approve you topic for you to start your topic. |

| Class 4        | Lecture: Guerilla Analytics  
Exercise 4: Guerilla Analytics  
Project Work Session | See Blackboard for readings.  
Exercise 4 will be distributed in class. |
| Class 5 | Mon, Feb 22 | Interim Presentation 1 | Read Paid Search Advertising Notes.  
See Blackboard for readings.  
**Due: In-Class presentations** (see Syllabus for details). 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#_interim1.ppt** (where # is your group number).  
**DO NOT EMAIL** your files to me.  
Lecture: Paid Search  
Lecture: Awareness |
| --- | --- | --- | --- |
| Class 6 | Mon, Feb 29 | Case 2: foursquare | See Blackboard for readings  
Prepare foursquare case  
**Due: Upload 3 page case write-up to Blackboard by 6 pm today if you have selected this case. NO LATE SUBMISSIONS ACCEPTED.**  
Lecture: Engagement |
| Class 7 | Mon, Mar 7 | Interim Presentation 2 | See Blackboard for readings  
**Due: In-Class presentations** (see Syllabus for details). 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#_interim2.ppt** (where # is your group number).  
**DO NOT EMAIL** your files to me.  
Lecture: Check-Ins and Location |
| **SPRING BREAK** | | | |
| Class 8 | Mon, Mar 21 | Case 3: Facebook | Prepare Facebook case  
See Blackboard for readings  
**Due: Upload 3 page case write-up to Blackboard by 6 pm today if you have selected this case. NO LATE SUBMISSIONS ACCEPTED.**  
Lecture: Atmospherics and Environment |
| Class 9 | Mon, Mar 28 | Exercise 5: Gamification and Beacons | See Blackboard for readings  
Exercise 5 will be distributed in class.  
Lecture: Social Networks |
| Class 10 | Mon, Apr 4 | Case 4: BuzzFeed | Prepare BuzzFeed case  
Read *Contagious*  
Exercise 6 will be distributed in class  
**Due: Upload 3 page case write-up to Blackboard by 6 pm today if you have selected this case. NO LATE SUBMISSIONS ACCEPTED.**  
Lecture: Contagious Content  
Exercise 6: STEPPS |
| Class 11 | Case 5: Ford Fiesta | Prepare *Ford Fiesta* case  
|----------|---------------------|--------------------------|
| Mon, Apr 11 | Lecture: Memes and Viral | See Blackboard for readings  
| | | *Due: Upload 3 page case write-up to Blackboard by 6 pm today if you have selected this case. NO LATE SUBMISSIONS ACCEPTED.* |
| Class 12 | Lecture: Virtual Reality and Augmented Reality  
| Mon, Apr 18 | Lecture: Post Social Media  
| | Exercise 7: Post Social Media | See Blackboard for readings  
| | | Exercise 7 will be distributed in class |
| Class 13 | Lecture: Internet of Things  
| Mon, Apr 25 | Project Work Session | See Blackboard for readings |
| Class 14 | Final presentations | **Due: In-Class final presentations** (see Syllabus for details)  
| Wed, Apr 27 | | 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#_final.ppt** (where # is your group number).  
| | | **DO NOT EMAIL** your files to me. |
| FINALS WEEK | Final report due | **Due: In-Class final reports** (see Syllabus for details)  
| Wed, May 4 | | 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#_report.ppt** (where # is your group number).  
| | | **DO NOT EMAIL** your files to me. |
GROUP PROJECT PEER EVALUATION FORM  
SPRING 2016 - DIGITAL MARKETING (MKTG 6252)  

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>
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<tbody>
<tr>
<td>Your name:</td>
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Please feel free to include written comments explaining your point allocation on the reverse side