Digital Marketing Communications (MKTG 30160)

Summer 2018

Instructor: Dr. Julie Schiro

Email: julie.schiro@ucd.ie

Office: Smurfit School of Business, S315

Lecture Times:

- Monday 11th June – 2-5.30pm
- Tuesday 12th June – 2-5.30pm
- Thursday 14th June – 9-12.30pm
- Friday 15th June – 9-12.30pm
- Saturday 16th June – 9-12.30pm
- Friday 29th June – 9-12.30pm
- Monday 30th July – 2-5.30pm
- Tuesday 31st July – 2-5.30pm

Room: TBD

Office Hours: By appointment

Introduction

It's an exciting time to be in marketing. Today, we can measure marketing efforts in real time with pinpoint accuracy unthinkable just years ago. We can beta test versions of webpages and emails and disseminate the winner widespread, all automatically. We can reach millions on a nil budget by creating content worth sharing. And we can bid for search engine keywords in a marketplace similar to the New York Stock Exchange. The course is designed to offer a comprehensive look at digital marketing through theory and hands-on experience. I teach a lot of theory so that you understand what makes good copy good and viral content viral, for instance. However, I know that people retain best by doing. That's why hands-on learning is a major part of the course.

The Main Learning Objectives

Included but not limited to:

- Crafting strategic content
- Search engine optimizing the right keywords
- Engineering viralilty
- Making data-driven decisions
- Writing compelling emails and headlines
- Designing strategic social media posts
- Optimizing for design and usability
- Writing compelling AdWords ads that show in top spots
- Auditing a brand's digital presence and improving it

Required Materials

1. Please bring a laptop or tablet each class for activities
2. Download Microsoft Office 365 free with your UCD credentials (you'll need the most recent version of Excel for the social media data dive assignment)

Assessment

Assignment	Weighting	Individual/Group
Buzzfeed Traffic Challenge	25%	Individual
Social Media Data Dive	30%	Individual
Digital Marketing Audit & Plan	35%	Group (4)
Participation/Mini-assignments	10%	Individual

Buzzfeed Traffic Challenge (25%)

I'd wager that many of you have clicked on Buzzfeed articles (I certainly have). Their headlines are a master class in catchy copywriting, and you're going to write one. In fact, you're going to write an entire, real Buzzfeed article (anyone can post to Buzzfeed!). But while anyone can post, only some strike gold in views.

Your challenge: Write a Buzzfeed article and promote it. You decide what to write about and how to write it (e.g., "5-minute Recipes to Get You Stoked for Fall!"). But writing a catchy headline (and then delivering on it) is only half the challenge. The second half is getting views, and your goal is 1,000+. While view count matters for your grade, what matters most is the logic behind your choices (i.e., how you chose your topic, how you wrote it, and how you promoted it). Once the challenge is over, we'll do some collective analytics and discuss what worked well and what didn't.

Social Media Data Dive (30%)

A student from last year came to me about a job interview. They had given her an assignment: analyse a dataset and make recommendations to the digital marketing team. Analytical skills are becoming non-negotiables for digital marketing positions, and I want you to be ready! That's the first motivation for this assignment. The second motivation is that communication styles, especially on social media, change rapidly as trends go in and out of style, and you need to be able to self-assess in real time to stay current. Third, being able to analyse data gives you the power to answer your own nuanced questions as they arise, long after this course if finished.

Excel will be your best friend for the assignment. Don't worry, we'll spend time practicing in class before I turn you lose. The dataset you'll analyse contains Facebook post information (e.g., likes, shares, comments) for thousands of posts from several big brands. You will dig through the data and write a report on what "works" and what doesn't. You'll then mock up two new posts (I will give you a prompt) that implement what you've learned from your analysis and the course material.

Digital Marketing Audit & Plan (35%)

There is a mind-blowing amount of free, publicly available data on basically any company with a digital presence. This assignment challenges your group of 4 to collect this data, interpret it, and use it to craft a strategic digital marketing plan. You'll present your strategy on the final day of class.

Participation/Mini-assignments (10%)

In business, speaking up is important to your success, and there is no better time to build your confidence. The first component of this grade aims to reward you for being in class and speaking your mind, from asking questions to sharing insights. The second component comes from "mini-assignments". Mini-assignments are brief in-class activities or homework assignments that get you

thinking about a topic or give you practical experience. When grading these, I am looking for effort not right answers. If you put forth the effort, you will get full marks! Note that assignments are always due the evening *before the class they are assigned* unless otherwise stated. This gives me time to review and incorporate them into that day's lecture!

Preliminary Course Schedule At-A-Glance[1]

Class 1 – Introduction & Fundamentals (Jun 11)
Class 2 – Going Viral & Influencers (Jun 12)
Class 3– Social Media and Analytics Workshop (Jun 14)
Class 4– Content Marketing (Jun 15)
Class 5– Search Engine Optimization, AdWords, & Display Advertising (Jun 16)
Class 6– Mobile (Jun 29)
Class 7– Virtual Reality, Augmented Reality, and Artificial Intelligence (Jul 30)
Class 8– Group Presentations (Jul 31)

Preliminary Course Schedule

Class 1 – Introduction & Fundamentals (Jun 11)

Welcome to the course! I'll give you a roadmap for the semester, we'll get to know each other, then cover some fundamentals of web design and marketing communication.

Class 1 Assignments (Due evening before class by midnight)
1. First, take this underline on your present digital marketing knowledge & experience
2. Read: Integrated Marketing: If You Knew It You'd Do It

Class 2 – Going Viral & Influencers (Jun 12)

Going viral is perhaps the most alluring and elusive aspiration in digital marketing. If achieved, you've essentially consigned millions of people to disseminate and discuss your message for pennies. While there's no magic formula, there is a science to it. So, although you won't always strike gold, there are ways to stack the deck in your favour.

Class 2 Assignments (Due evening before class by midnight)
1. Read (HBR Case): *Mekanism: Engineering Viral Marketing* (will be posted on BB)
2. Read: Teixeira, T. (2012). The new science of viral ads. *Harvard Business Review* (will be posted on BB)
3. Answer Case Questions Here
4. Read: This Post Won't Go Viral
5. Read: Introducing Pound: Process for Optimizing and Understanding Network Diffusion
6. Read: Influencers vs. Celebrities: Who Comes Out On Top?
7. Read: Who Is Louise Delage? The Troubling Truth Behind an Overnight Instagram Success
8. Read: I Spent Two Years Botting on Instagram — Here's What I Learned
9. Read: Popular Instagram bot site Instagress has been shut down

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[1] The course schedule may change to accommodate guest speakers, unfinished topics, and so on. When changes are made, I will email the class and update the module outline on blackboard. If you are unsure if you have the latest version, compare your version number (see "version number" on page 1) to that on Blackboard. Please ensure you have the most up-to-date version of the module outline.

10. Read: [Are Fake Influencer Deceiving Brands?](#)
11. Read: [How Pepsi Got It So Wrong: Unpacking One of the Most Reviled Ads in Recent Memory](#)

Class 3– Social Media and Analytics Workshop (Jun 14)

Social media was a gamechanger for marketing communication. It has elevated the meaning of brand relationships and brand identity by giving brands a real-time voice and unlimited space. Here, we'll explore how to use social media strategically and analyse social media data.

Class 3 Assignments (Due evening before class by midnight)

1. Make sure you have Excel 365 installed (see required materials)
2. Bring a **laptop** to class. We'll be practicing data analysis and you'll need a desktop version of excel
3. Read: [News Feed FYI: Bringing People Closer](#) Together (2018 Newsfeed Algorithm Update)
4. Read: [What the Big Facebook News Feed Changes Mean for Brands](#)
5. Answer Questions [Here](#)
6. *TBD*

Class 4– Content Marketing (Jun 15)

Stellar content is a cornerstone of digital marketing. Content marketing is a type of advertising where the ads, themselves, are standalone pieces of entertainment or education (e.g., Moz's Beginner's Guide to SEO). Unlike traditional ads, a "content ad" puts entertainment or education at its forefront, not selling. It is foundational to good search engine optimization and social media.

Class 4 Assignments (Due evening before class by midnight)

1. TBD

Class 5– Search Engine Optimization, AdWords, & Display Advertising (Jun 16)

You may think famous brands have it easy when it comes to SEO. After all, Google "ryanair" and ryanair.com is the first hit. But consider another query: "cheap flights from Dublin to Copenhagen." Ryanair doesn't even make the front page. Search engine optimization is all about knowing *which* keywords matter, and how to rank well for them. As you may have guessed, stellar content plays a pivotal role here, along with some technical prowess.

Class 5 Assignments (Due evening before class by midnight)

1. TBD

Class 6– Buzzfeed Debrief & Mobile (Jun 29)

Mobile is a more recent gamechanger for marketing communications. Mobile introduces marketing challenges, for instance, people can now price-check things anytime anywhere, with little exception. This leads to "showrooming", where people visit a retailer to window shop but ultimately buy from the lowest bidder online. But mobile also makes new things possible. For instance, The Home Depot uses your phone's GPS to push mobile ads when it

senses when you are near a store, and that only scratches the surface of what's possible. Several moral issues surface here as well.

Class 6 Assignments (Due evening before class by midnight)
1. TBD

Class 7– Virtual Reality, Augmented Reality, and Artificial Intelligence (Jul 30)
Google Cardboard, Snapchat, Amazon's Echo…VR, AR, and AI are entering the mainstream. These technologies are still in their infancy from a marketing standpoint, but several clever brands are putting them to work.

Class 7 Assignments (Due evening before class by midnight)
1. TBD

Class 8– Group Presentations (Jul 31)
Today all groups will present their content marketing report.

Class 8 Assignments (Due evening before class by midnight)
1. TBD

Grading
This section of the Study Guide provides students with details of the UCD grading system and also explains criterion referenced grading (UCD Policy). Under criterion referenced grading, *students are graded on the quality of their work without reference to other students* (norm referenced). For instance, the submission that meets the required guidelines in terms of writing style, analysis, description and / or summary will be awarded according to the standards set out. All students' work is graded to indicate the standard attained using the criterion referenced approach.

Grade	Description	Grade Point
A +		4.2
A	Excellent	4
A-		3.8
B+		3.6
B	Very good	3.4
B-		3.2
C+		3
C	Good	2.8
C-		2.6
D+		2.4
D	Acceptable	2.2
D-		2
E	Marginal	1.6
F	Fail (unacceptable, no compensation)	1
G	Fail (Wholly unacceptable; no compensation)	0.4
NG	Fail (Wholly unacceptable; no relevant attempt)	0

General Grade Guidelines from UCD

Grade	Characteristics
A	A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter, reflecting; • a deep and broad knowledge and critical insight as well as extensive reading; • a critical and comprehensive appreciation of the relevant literature or theoretical, technical or professional framework • an exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis, amply supported by evidence, citation or quotation • a highly-developed capacity for original, creative and logical thinking.
B	A substantial engagement with the assessment task, demonstrating • a thorough familiarity with the relevant literature or theoretical, technical or professional framework • well-developed capacity to analyse issues, organise material, present arguments clearly and cogently well supported by evidence, citation or quotation; • some original insights and capacity for creative and logical thinking.
C	An intellectually competent and factually sound answer with, marked by, • evidence of a reasonable familiarity with the relevant literature or theoretical, technical or professional framework • good developed arguments, but more statements of ideas • arguments or statements adequately but not well supported by evidence, citation or quotation • some critical awareness and analytical qualities • some evidence of capacity for original and logical thinking
D	An acceptable level of intellectual engagement with the assessment task showing • some familiarity with the relevant literature or theoretical, technical or professional framework • mostly statements of ideas, with limited development of argument • limited use of evidence, citation or quotation • limited critical awareness displayed • limited evidence of capacity for original and logical thinking
D-	The minimum acceptable level of intellectual engagement with the assessment task with • the minimum acceptable appreciation of the relevant literature or theoretical, technical or professional framework • ideas largely expressed as statements, with little or no developed or structured argument • minimum acceptable use of evidence, citation or quotation

	- little or no analysis or critical awareness displayed or is only partially successful - little or no demonstrated capacity for original and logical thinking -
E	A factually sound answer with a partially successful, but not entirely acceptable, attempt to - integrate factual knowledge into a broader literature or theoretical, technical or professional framework - develop arguments - support ideas or arguments with evidence, citation or quotation
F	An unacceptable level of intellectual engagement with the assessment task, with - no appreciation of the relevant literature or theoretical, technical or professional framework - no developed or structured argument - no use of evidence, citation or quotation - no analysis or critical awareness displayed or is only partially successful - no demonstrated capacity for original and logical thinking
G	- No intellectual engagement with the assessment task