



MARKETING IN THE DIGITAL AGE – MKT 355 FALL 2022

INSTRUCTOR

Mike Judge

Phone: (608) 265-2997

Email: Michael.Judge@wisc.edu

Office Hours: Tuesdays: 11:00-11:30; 2210H(Learning Commons) or by appointment. See Preferred Methods of Communication

Time & Classroom: Tuesdays/Thursdays: 8:00-9:15; Grainger 2210R&2210S

CREDIT HOURS

This is a 3-credit hour course. The credit standard for this 3-credit course is met by an expectation of a total of 135 hours (9 hours per week) of student engagement with the course learning activities. The majority of this time is spent outside of the 2.5 hours/week spent in the classroom. You should plan on spending these hours outside the classroom on assigned readings/videos, preparation for in-class discussions, assignments, studying for the quizzes, and preparation of the final project.

PREREQUISITES

Sophomore standing; MKT 300; or member of Business Exchange program

REQUIRED COURSE MATERIALS

There are required materials that need to be purchased for this course: 3 Business Cases and a Simulation program related to paid search and digital advertising. The business cases can be purchased from Harvard Business Publishing (HBP) via a link on our Canvas site; and the Simulation program is to be purchased and run from Stukent via another link on our Canvas site in Module 0.

INSTRUCTIONAL MODE

Course content will be delivered in a face-to-face instructional mode twice a week, and as well as through readings/videos, reflections, and relevant activities.

COURSE DESCRIPTION

This course provides a foundational understanding of digital marketing channels and how successful marketing campaigns use the numerous online tools and platforms. The fundamentals of digital marketing include website design basics, content marketing, search engine optimization, paid search, email marketing, social media campaigns, digital consumer listening, and tracking analytics.

My goal is to give each student who is willing to work hard a concrete set of skills and competencies that make them competitive applicants for digital marketing jobs, effective at marketing in entrepreneurial ventures, critical thinkers about digital marketing, and impactful contributors in their organizations.

Learning Outcomes: Students will be able to...

1. Develop a digital marketing strategy
2. Select appropriate digital marketing tools to achieve business goals
3. Explain the strategic and tactical implementation of the following:
 - Website design
 - Social media
 - Search engine optimization
 - Paid search advertising
 - Email marketing
 - Digital Advertising

Structure: The course is broken up into six modules, two to three weeks in duration...

1. Module 1: The Digital Age & Digital Consumer
2. Module 2: Creating Connections: Inbound Marketing, Websites, and E-mail
3. Module 3: Analytic Basics
4. Module 4: The Foundations of Search and Digital Advertising
5. Module 5: The Fundamentals of Social Media marketing
6. Module 6: Considerations for Influencer Marketing

INSTRUCTOR AND STUDENT INTERACTION

It is important to me that this course operates as a learning community which means there is regular and substantive interaction between me (instructor) and all of you (the students), and as important, substantial interaction student to student.

These interactions will occur from:

- Bi-weekly in-class instruction
- Facilitated in-class discussions
- Assessment or feedback on a student's coursework
- Providing information or responding to questions about the content of a course or competency
- Group semester project

PREFERRED METHOD OF COMMUNICATION

Office Hours: Tuesday, 1:00-1:45; 2210H (in the Grainger Library)

Email: For questions that are personal and/or urgent, email me. I will do my very best to get back to you within 24 hours or less. Sometimes, for less urgent questions, it may take a bit longer. Please wait 48 hours before asking again.

Set-up a Meeting: Please feel free to set-up a meeting with me via Outlook. I do my best to keep my Outlook calendar up-to-date. The meeting can either be in-person or via TEAMS/Zoom depending on our mutual availability.

GRADING

The grading associated with the course and most of the modules are the quizzes, activities, cases, attendance, and in-class participation. Details associated with each of the graded activities will be posted on Canvas at least a week before the start of an assignment.

A student's final grade will be based on the following components:

1. Activities (35%)
2. Team Project (25%)
3. Quizzes (20%)
4. Participation (10%)
5. Attendance (10%)

Final grades will be based on the following scale: A 93%-100% AB 88%-92% B 82%-87% BC 78%-81% C 72%-77% D 60%-71% F 0%-59%. The rounding interval will be the "five-up" rule only out to the second decimal place. If a grade is on the line between grades I do not give points or extra credit.

Overall Grading Approach: Early in my 20+ years of working in marketing and advertising I recognized that the evaluation of an individual's work performance, as well as the evaluation of a work project is both objective and subjective in nature. It is objective in the sense there is an absolute quality standard that needs to be met. And, it is subjective in that one's work performance is also evaluated relative to peers, and project results are compared to similar projects' outcomes. As a result, my overall approach (philosophy) to grading semester projects and assignments is a combination of two basic components – an "absolute" component, and a "comparative" one.

In terms of the "absolute" component, if the assignment delivers, or "checks all the boxes", on what is being asked for in the assignment then it earns a B/B+ grade. In terms of the "comparative" component, while I don't grade strictly on a curve I do compare assignments and reward the higher quality work with AB/A grades, but I don't have strict quotas for the amount of AB/A's that are earned. Although please note, by definition not every assignment can have comparatively higher quality work and earn an 'A'.

Another words, I don't start at 100% and then take points off for errors on assignments; I start at a B+ and then add for exceptional work, and comparatively higher quality work, or take-off for sub-par or inferior work relative to your peers.

Late Assignment Policy: I generally do not accept late assignments. I have sympathy for all the situations that inhibit our ability to get work done especially during these pandemic times, however, I still cannot accept your late work. Problems with internet connection, time zone differences, computer issues, etc. are not an excuse-no exceptions. Give yourself time to get your work done and turned in by the deadline. Check Canvas for deadlines.

The only exceptions I may make are (1) if you give me advanced notice of a serious/legitimate conflict or (2) you experience an unpredictable situation/emergency (and provide evidence with your late submission). All late work will be penalized by 20% deduction for each 24 hour period that it is late.

Grade Appeal Policy: I (and/or a TA) will be grading your assignments, projects and participation and will provide you with a rubric that explains your grade. Occasionally a critical sentence is misread or key material is overlooked. When these rare situations occur, the student may appeal.

Appeals must be submitted to me **via e-mail** within 48 hours of your grade being released. Not all appeals result in a change to your grade.

Grade appeals are the exception not the rule. Appeals are based on facts not opinions. Appeals should only be used when it is evident that the grader overlooked a key point or an error occurred in the grade calculation. If a student submits more than two unsuccessful requests or a “laundry list” of grievances without support, your instructor has the option of dismissing (further) requests without review or consideration.

Key Grade Components:

Activities (35%): There will be one to three activities or assignments associated with each Module. These include case questions, module relevant activities, and the simulation rounds. Details about each assignment and their point values will be found in Canvas.

Team Semester Project (25%): In teams, you will design a digital marketing strategy for a local business or nonprofit. The goal of the project is to take marketing concepts from class and apply them to a real marketing plan. Your group will be responsible for finding an organization to work with, write a final report and present components of your plan. The full project details are on Canvas.

You will also be evaluated by the members of your group for participation. If you do your fair share, you will earn the maximum grade available to you. If you haven't done your fair share, you may end up earning a lower grade than others in your group.

Quizzes (20%): There will be a quiz for every module for you to take on your own. These quizzes are online and you have at least 3 days to complete them outside of class time. They are open-book and open-note. The quizzes are intentionally quick-- given the tight time, you will not be able to go into this quiz without having reviewed for it.

Participation (10%): In this course, participation is related to how you engage and contribute to the **in-class** discussions on the course readings/videos, topics, and cases. A critical skill for success in business is being a strong communicator. One needs to be able to listen to your colleagues, build on their thoughts and ideas, and succinctly express your own thoughts and ideas for moving a project/business/organization forward.

The participation grade will be determined by how regularly a student contributes to in-class discussions, **and** the quality of a student's contributions over the semester. Quality contributions being defined by how much you are contributing to your classmates learning when you speak, are you speaking on topic, are you building on others' ideas, are you synthesizing across readings and discussions, and are you appropriately challenging assumptions and perspectives. Participation in case classes will weigh more heavily in the overall participation grade.

Approximately a third through the course you will be asked to evaluate your participation, and I will share my evaluation of your participation at that point.

Attendance (10%): It is important for any successful business to have its people show-up and contribute to moving the organization forward; and, any successful marketing career requires

one to attend meetings and be involved with your colleagues and customers. In the work environment, it isn't acceptable to just not show up for work without notifying your manager --- and, that same principle is applied in this course. Attendance is expected.

For administrative reasons the class absence policy is simple. If a student needs to miss a class for a medical/family emergency, or if you're sick and you communicate it to me via e-mail 3 hours prior to class, then it will be an excused absence; all other absences are considered unexcused absences for that class.

If a student needs to miss class for religious holidays please notify the instructor in writing within the first 2 weeks of class which specific dates you will be missing. If a student is an Election Day volunteer she must inform the instructor at least two weeks prior to Election Day about their commitment.

If all class sessions are attended or received approval for all necessary absences then a student gets full credit for the semester; with each unexcused absence a student goes down a letter grade for the year.

Electronics Device Policy: Please bring a laptop each class meeting to be used for interactive activities. You may not, however use it for any work other than what we are doing in class. This is my biggest pet peeve because it distracts not only you, but me and other students around you. I will let you know when it is time to work with your computers. If you need to text, please step out of the classroom. If there are violations of this policy then it will negatively impact your overall course grade.

WHAT YOU NEED TO KNOW TO SUCCEED IN THE COURSE

Be Professional. A professional demeanor and personal integrity are expected. All interactions in-person or online with classmates and the instructor should be respectful and handled with composure. A professional shows up on-time and prepared to work even when they might not feel like it.

Be Prepared: The top performers in this class (who earn As) will do the following consistently: stay on schedule and keep up with the outside-of-class work, pay attention to due dates and turn in their work on time, show up and be ready to participate on Tuesdays and Thursdays.

Hone your Ability to Deal with Ambiguity: There is uncertainty and interpretation inherent in analyses that involve consumers, marketing, and businesses. There can often be more than one solution to marketing issues and problems. What worked in the past, might not work today. The most effective marketing strategists have an ability to deal with ambiguity.

Engage in-class: Students that regularly participate in class are constantly involved with the material and are more likely to remember a greater portion of the information. Research has shown that active class participation also improves critical and higher level thinking skills. In the workplace, those people that actively engage in meetings and on projects with their colleagues and managers contribute more to the organization and earn stronger performance evaluations.

INCLUSIVITY AND ACADEMIC INTEGRITY POLICY

Your success in this class is important to me. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life.

Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background—people who as students, faculty, and staff serve Wisconsin and the world."

<https://diversity.wisc.edu/>

If you feel like you are being or have been harassed in anyway please contact:

- the course instructor, Mike Judge, michaeljudge@wisc.edu (608.358.1926); or
- Dean of Students, UW-Madison, dean@studentlife.wisc.edu (608.263.5700)
- Binu Palta Hill, Director of Diversity and Inclusion, WSB, binnu.palta.hill@wisc.edu (608.263.3462)

If you have conflicts between religious observance dates and course examinations or assignments, please notify me as soon as possible, but no later than a week prior to the conflict. Alternative arrangements will be made to alleviate the conflict.

All University, School of Business, and Marketing Department policies on academic dishonesty (including, but not limited to plagiarism, copying answers on exams or assignments, and unauthorized use of notes/aides during exams—any student found violating the academic dishonesty policy will receive a grade of zero for that assignment or exam), discrimination, sexual and racial harassment, dead week, drop-add, grading, incompletes and final exams, as stated in the UW, college, and department documents will be observed in this class.

UW-Madison [Face Covering Guidelines](#)

Everyone on campus – students, faculty, staff and visitors – are expected follow the reasonable and research-based measures the university has put in place to protect our community. Those who can wear a face covering but refuse to do so will be asked to leave the building. Any absence from class due to refusal to wear a mask will be treated by the instructor as an unexcused absence, with consequences as indicated on individual class syllabi. Students who repeatedly fail to comply will be referred to the Office of Student Conduct and Community

Standards and may be subject to disciplinary action under [the non-academic misconduct policy](#). Students who have a medical condition or disability that affects their ability to wear a face covering should [request a reasonable accommodation](#).”