MMC6936 - INBOUND STRATEGY
SUMMER 2018
3 CREDIT HOURS

INSTRUCTOR

Your name: Isaac Moche
Your email: imoche@ufl.edu
Your phone number: 617-640-1501

Contact

There will a FAQ discussion forum for general questions within Canvas.

Should a question be personal or if it requires greater detail than the FAQ forum, please email imoche@ufl.edu. Please ensure the subject line reads "YOUR LAST NAME | TOPIC OF QUESTION." If it's an emergency, call 617-640-1501 and leave a voicemail.

Office Hours

There are no pre-scheduled office hours for this course. They are available by appointment. Please email me to set up an office hour.

Instructor Bio

Back in college, I majored in political philosophy. So you might be wondering, what am I doing teaching a course on Inbound Strategy?

While I was in college, my friends and I started a website called "The Campus Companion." It was a media company, a HuffPo for college students. We used an inbound strategy – creating compelling content to attract people to our website – to drive 350,000 viewers to our website every month. With $3,000 dollars, three students were able to capture more attention than most fully-funded companies. I was hooked. In this new world, growing a business was more about the width of your brain than the width of your wallet.

For the last 6 years I have been working at HubSpot, helping thousands of small and medium businesses to start, grow and scale through inbound. I currently run our Education Partner Program, working with colleges and universities to help them teach inbound and HubSpot.

Which brings us here, to this course.

COURSE WEBSITE & LOGIN

Your course is in Canvas (UF e-Learning). Go to http://elearning.ufl.edu/. Click the orange "Log in to e-Learning" button. Login with your GatorLink account. Your course may appear on your Dashboard. If it is not on the dashboard, the course will be in the Courses menu on the left

navigation. Click on "All Courses" on this menu. After clicking "All Courses", you have the option to put the course on your dashboard by clicking on the star to the left of the course's name.

Contact UF Helpdesk http://helpdesk.ufl.edu/ (352) 392-HELP (4357) if you have any trouble with accessing your course.

Zoom

This course will rely heavily on Zoom.

Lectures will be recorded through Zoom.

The two live lectures, for weeks 6 and 12, will happen through Zoom as well.

If you schedule an office hour, those will be held on Zoom, too.

Zoom. Learn it. Love it.

Here's the link to getting started with Zoom and downloading the desktop app.

THIS COURSE

Course Layout

Course overview:

You can think of this course as having two parts. The first half of the course will give you a holistic picture of how inbound helps businesses grow. It will synthesize all of the individual strategies you have learned previously: search and display advertising, lead generation, digital copywriting, social media, to provide a framework for attracting, converting and engaging with leads for a business or brand.

The second half of the course will center on launching a live campaign for a real business, Wild We Wander. You will learn about their mission, personas, business model and more. Using that information, you work in two teams to support the launch of their Digital Nomad Guide. During the second half of the course, you will continue to learn about the inbound methodology, following the journey of a lead as they are nurtured towards becoming a customer or client.

Each week:

For each week of the course (minus the two live lectures in Week 6 and 12), you will be assigned:

1. A lecture to watch. This lecture will introduce a foundational concept of an inbound strategy. You will find that each week follows the why, how, what framework. If you are unfamiliar, it's worth watching Simon Sinek's overview.
   • Lecture One of the week will cover the "Why", or value proposition of an idea or topic.
   • Lecture Two of the week will cover the "How", or the best practices of putting the idea into action.

- Some weeks, there will be a third lecture that focuses on the "What." This video will show the application of the topic or idea in the real world. Other weeks, the "What" function will be covered by outside viewing, the discussion question and assignment.

2. Required readings/viewings. These resources will provide context to the lecture. For example, they might provide real-world examples, additional depth, or a case study. It will be difficult to receive full credit on the discussion questions without consuming the required resources

3. A discussion question: Since this is an online course, discussion questions are an essential part of creating a collaborative working environment. Consider discussion questions your participation grade. Each week will have a discuss question that asks students to explore the foundational concept from the lecture.

4. An assignment: Most weeks will also have an assignment that will help students explore how the week's topic is applied in practice.

Description

The world has dramatically changed as 3.4 billion (as of 2016) people have come online. We have changed the way we live, the way we work, and the way we buy.

This observation may sound trite and unoriginal, but businesses everywhere have refused or been unable to adapt to this reality.

Traditionally, businesses have gone to market with an outbound, or interruptive strategy. This marketing and sales approach was built on:

- Spending large amounts of money to reach potential buyers through advertising
- Controlling the distribution and supply of goods
- Tipping the balance of power towards the seller and withholding information from the buyer.

Outbound methods are becoming increasingly less effective and more expensive to conduct. The mantra for conducting business used to be buyer beware. Now it's seller beware.

Inbound marketing and sales are about matching the way you market and sell to the way people currently live, work and buy. Inbound is:

- More about the width of your brain than the width of your wallet
- Controlling demand, not supply
- Understanding, empowering, and educating your prospective buyers.

This course will empower you to create an effective inbound strategy to attract, convert and nurture leads for a business, brand or organization.

Objectives

By the end of the semester, students will be able to:

- Create and implement an inbound strategy to help a brand attract, convert and nurture new leads
- Design a framework, using technology, for how marketing and sales can align to drive revenue

- Launch a live inbound campaign for a real client to drive new traffic, convert that traffic into a contact, and nurture that contact towards the client's end goal
- Create a long-term content marketing strategy
- Develop, create, promote, repurpose, and measure content marketing efforts to directly support revenue goals.

Specifically, by the end of the semester, you should be able to answer these ten questions:

1. How does technology enable a company to continuously improve how they attract attention, generate leads and nurture those leads?
2. Which metrics should a company measure to determine the effectiveness of their inbound strategy?
3. Why is content an essential part of business strategy?
4. How can businesses ensure they get the most value possible out of the content they create?
5. How does content enable each part of inbound strategy (attract, convert, close)?
6. What are the different channels, technologies and strategies businesses can use to attract attention to themselves without spending money on advertising?
7. What are the different channels, technologies and strategies businesses can use to convert visitors into leads?
8. What are the different channels, technologies and strategies businesses can use to nurture leads towards becoming customers?
9. What technology, processes and organizational structures should a business put in place to align marketing and sales around generating revenue?
10. What are the different inputs businesses can invest in to grow their inbound strategy and what are the pros/cons of each investment strategy?

Course Deliverables

Inbound Strategy is a 12-week course that is divided into 12 modules. Each of these modules contains a series of lectures, readings and videos that lead into that respective week's discussion topic and assignment.

Throughout the semester, there will be discussion posts (11), assignments, certifications (2) and projects (2). All lectures, readings, discussion topics, assignments, reference videos and other instructions are on the course website in Canvas. The two certifications will be administered through HubSpot's Learning Center.

COURSE EXPECTATIONS

Attendance
Since this is an online course, attendance can be better thought of as class participation. Class participation will be assessed in the following ways:

- <u>Attending live lectures:</u> Weeks 6 and 12 are live lectures. You are required to attend.

- <u>Discussion questions:</u> Each week will have a discussion question. You are expected to answer the question and also be an active participant in the following discussion. You should expect to spend around 30 minutes to one hour on your initial post and 30 minutes to one hour on your response. They should be high-effort responses that integrate key topics from the lectures, the required readings and viewings, and outside research.
- <u>Peer evaluations:</u> The final project is a collaborative, group project. A significant portion of your grade will be how your peers evaluate your work.

Interactions

Students will be expected to treat each other and the instructor with the utmost respect. This pertains to all of the class participation situations, and is especially important during the final project. Collaboration is essential, different perspectives are critical, and your ability to create an open and honest environment on your team will certainly impact your success in this course.

This conscientiousness is doubly important when interacting with the client, Wild We Wander. They have graciously offered up their time and resources for this course. Treat them with the same integrity and respect you would give to a paying client.

Group Work

Many of us have participated in group projects where one member does not pull their weight. Frankly, it stinks, and it's not fair.

But collaboration is an essential skill. It's a prominent feature in this course, and a significant portion of your grade.

Not only will your peers evaluate your work, but each team member will have a specialized role to play in the final project. Unless you can trick someone into doing your work, it will show loud and clear if you don't try.

Just like in any job, nothing important gets done by just one person, and everyone has to pull their weight.

Ownership Education

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student, which limits the rest of the class from gaining this knowledge.

REQUIRED TEXT

All of the following will be linked to in Canvas.

The world of digital strategy moves very quickly. There won't be any textbooks or books. We'll rely on online articles, resources and courses to provide us with relevant and up-to-date education.

You will be required to take two certifications, provided by HubSpot:

- Content Marketing Certification
- Inbound Marketing Certification

To take these courses, you will create an account with HubSpot Academy to access their learning center here.

Each week will have required readings and/or viewings, and often, suggested content as well. You can see those articles in the

PREREQUISITE KNOWLEDGE & SKILLS

A basic understanding of how brands use the major social media channels

- 8 Tips to Quickly Master Social Media For Businesses

An awareness of the different channels available to digital marketers.

- Which Internet Marketing Channel is Right for You?

The concept of a CRM and the idea of a contact/lead.

- What Is a CRM?

TEACHING PHILOSOPHY

I believe the most difficult step of achieving mastery is the cognitive jump from learning to doing. How do we take all of the abstract and disjointed concepts we learn and apply them to a real business?

This course is based on the idea that "jumping into the deep end" is the best way to demonstrate that you can apply what you have learned.

My purpose is to make sure you don't hit the water too hard.

COURSE POLICIES

Attendance Policy

Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day, Monday – Friday, to check for course updates in the announcements and discussion sections of the site. This will be especially important as you collaborate on your final project for Wild We Wander.

There is a mandatory attendance policy for the two live lectures for this course in Weeks 6 and 12.

The attendance policy is consistent with UF's policy, found at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Late Work & Makeup Policy

Late Work Policy: Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

• Less than an hour late	05 points off
• More than an hour late but less than 24 hours late	10 points off
• More than 24 hours late but less than 48 hours late	25 points off
• More than 48 hours late	50 points off
• A week or more late	Not accepted at all

Issues with uploading work for a grade is not an excuse. If a student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work. There will be no special accommodations for technical difficulties.

Suggested technical issue policy: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

Emergency and extenuating circumstances policy: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal-process/.

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Email your academic advisor and put "dropping a course" in the subject line. Your academic advisor will reply with the necessary procedures.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Coursework Submissions

In general, most coursework should be submitted through Canvas. For any coursework submitted outside of Canvas, list that here. **The following is an example**:

- Discussion Questions   In Canvas
- HubSpot Certifications   Taken in HubSpot, PDF certificate In Canvas
- Assignments   In Canvas
- Mid-term   In Canvas
- Final Presentation   Live, Via Zoom, and uploaded to Canvas

Deadlines

This class, like others, involves many deadlines. Here is a reminder. The new lecture starts on Mondays:

- Discussion Question- Initial Post   5 PM EST Wednesdays the week of lecture
- Discussion Question – Peer Response   5 PM EST Sunday the week of lecture
- Assignments   5 PM EST Sunday the week assigned
- Mid semester project   5 PM EST Sunday week 6
- Final Presentation   In Class, Live, Week 12

Grading

All assignment grading will be on 100 point scale.

Your work will be evaluated according to the following distribution

Weekly Discussion Questions	25%
Mid-Term Project	15%
Final Project	25%
Content Marketing Certification	5%
Inbound Marketing Certification	5%
Weekly Assignments	20%

Your final grade will be rewarded as follows.

A	100%	to	93.5%
A-	< 93.5%	to	89.5%
B+	< 89.5%	to	86.5%
B	< 86.5%	to	83.5%
B-	< 83.5%	to	79.5%
C+	< 79.5%	to	76.5%
C	< 76.5%	to	73.5%
C-	< 73.5%	to	69.5%
D+	< 69.5%	to	66.5%
D	< 66.5%	to	63.5%
D-	< 63.5%	to	59.5%
F	< 59.5%	to	0%

UNIVERSITY POLICIES

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Class Demeanor

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Other Resources

Other are available at http://www.distance.ufl.edu/ getting-help for:

- Counseling and Wellness resources
    - http://www.counseling.ufl.edu/cwc/ 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distancesuppport@jou.ufl.edu or visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu

Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

Academic Honesty

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional 14 misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct
https://www.dso.ufl.edu/%20sccr/process/student-conduct-honor-code

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

COURSE & ASSIGNMENT DETAILS

Weekly Lectures

The Instructor will post a lecture video to Canvas for 10 of the 12 weeks and two additional videos – one is an introduction to the course and course topic and the other will cover the syllabus. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

There will also be 2 live lectures. In week 6, the first live lecture, you will meet the client for the course. Week 12 will be a live presentation of the final project.

If you cannot make week 6, you will be able to catch up by watching a recording.

There is no supplement to missing week 12. It is the final presentation and your team is depending on you being there.

However, you are expected to do all you can to participate live. The aim for this interaction is to provide you with more skills and ideas for your assignments and story writing.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings.

Assignment Details

Discuss Questions Details/Rubric:

Each week will have a discussion question based off of the lectures and assigned reaching.

Grading for students initial post and peer responses will follow the below rubric. A good rule-of-thumb is to spend ~1hr for each post (initial and peer response) though this time will depend on the student.

	Outstanding (90-100 points)	Good (80-89 points)	Average (70-79 points)	Limited (60-69 points)	No posting (0 points)
Comprehension	Shows serious contemplation of weekly lectures and readings Demonstrates original thoughts and perspectives that go well beyond obvious	Indicates reading and viewing was completed Addresses some of the implications and outcomes of the discussion question	Responses are based mostly on summary of the presented material	Indicates that the weekly lectures and readings were scanned but not thoroughly consumed Relies heavily on ideas written by other posters	
Research	Thorough research with source(s) presented Uses specific example(s) from industry to support point	Additional insight from outside sources	Relies on relevant sections of weekly lectures and readings to make point	Missing key principles of weekly lectures and readings	
Clarity and cohesion	Clear and articulate Correct grammar and punctuation Quotes and research (if relevant) are cited	Contains minor errors that don't confound meaning	Contains multiple spelling and grammatical errors that make comprehension difficult The point of the post is hard to follow	Post is sloppy It is difficult to understand what point the poster is trying to make	

Engagement with peers	Shows honest effort to engage with others Advances discussion beyond the obvious Interacts with classmates with respect and compassion, even if, and especially if, they disagree	Pays attention to other posts in the thread Acknowledges ideas presented by other students	Minimal interaction with other student contributions Summarizes other contributions without adding to the discussion	Does not acknowledge, misrepresents or is disrespectful to other posts or posters	

Weekly Assignment Details

Each week (except Week 12) will have an assignment. This assignment will build off of the week's theme, as presented in the lectures, readings and discussion questions.

For weeks 1-5, the assignments will:

- Help you complete a portion your mid-term project
- Prepare you for the final project

For weeks 6-11, the assignments will focus on doing work for the client, Wild We Wander, as part of your final project to launch an inbound campaign.

Please refer to the rubrics in the mid-term and final project documents for clarity on how your work will be assessed.

COURSE SCHEDULE

WEEKLY MODULE DATES

State when your weekly module starts and ends (typically open Monday, end Sunday). Provide specific instructions for week 1 modification if the semester does NOT start on Monday.

Week 1: 5/14-5/20
Week 2: 5/21-5/27
Week 3: 5/28-6/3
Week 4: 6/4-6/10
Week 5: 6/11-6/17
Week 6: 6/18-6/24
Week 7: 6/25-7/1
Week 8: 7/2-7/8
Week 9: 7/9-7/15
Week 10: 7/16-7/22
Week 11: 7/23-7/29
Week 12: 7/30-8/5

Course Introduction & Syllabus
- Course Introduction
- Syllabus introduction

NOTE: This is a rough outline and is subject to change. It is provided for transparency. The true source of record on the work that needs to be done each week is in Canvas. Proceed farther ahead at your own discretion!

Week 1 – The Essentials of Inbound Strategy
Learning Objectives:
- Students will be able to compare and contrast inbound and outbound strategy
- Students will be able to demonstrate how inbound can help companies/brands attract, convert and close leads and customers.
- Students will understand the four key principles of an effective inbound strategy: Contacts, Personas, Buyer's Journey, Goals
- Students will be able to articulate how content and context drive inbound strategy

Watch:
- Watch Inbound Marketing Fundamentals lesson in Inbound Marketing Certification

Required Readings:
- Build an inbound strategy in 24 hours (guide)
- How to create Detailed Buyer Personas (link)
- Ultimate Guide to Buyer Personas (link)

Assignments:
- Read the mid-term project. Pick the company you will use for your project.
- Weekly discussion question
- Create the Buyer Persona for your business

Week 2 – Attracting People to Your Brand

Learning Objectives
- Students will be able to describe the different channels, technologies and strategies businesses can use to attract attention.
- Students will be able to adapt their "attract" strategies to the changing landscape of search engine marketing, social media, and aggregation theory

Watch
- Weekly lecture
- How to Find the Search Engine Strategy that Suits Your Business (link)
- Topic Cluster lesson from Inbound Marketing Certification
- Social Media Promotion video from Inbound Marketing Certification

Required Readings
- Aggregation Theory
- Defining Aggregators (link)
- Google's Walled Garden (link)

Assignments
- Weekly discussion question
- New channel proposal for your mid-term company

Week 3- Creating a Long-Term Content Strategy

Learning Objectives
- Students will be able to explain why and how content is essential to an effective inbound strategy
- Students will be able to explain how businesses/brands can ensure they get the most value possible out of the content they create.
- Students will be able to explain how content empowers each part of an inbound strategy (attract, convert, close)

Watch:
- Weekly lecture
- Content Marketing Certification, Lessons 1-6 (Understanding Content Marketing through Becoming an Effective Writer)

Required Readings:
- The Compound Interest of Content Marketing

Assignments
- Weekly discussion question
- Content audit

Week 4 – Content Creation and Promotion

Learning Objectives
- Students will be able to create topic clusters
- Students will be able to understand how to do link-building and why it is such an important part of a content strategy
- Students will understand the basic principles of video marketing (guide)

Watch:
- Weekly lecture
- Content Marketing Certification, Lessons 7-11 ("Extending the Value of Your Content Through Repurposing" through "Developing a Growth Marketing Mentality")
- Topic Clusters video from Content Marketing Certification

Required Readings
- The Definitive Guide to Link-Building
- Guide to Video Marketing

Assignments
- Weekly discussion question
- Link-building exercise
- Repurposing blog post activity

Week 5 – Conversions: Turning visitors into leads

Learning Objectives
- Students will be able to describe the basics of the funnel, understanding what happens on and off site
- Students will be able to define and measure the core conversion metrics, VTL
- Students will be able to articulate how conversion strategy can impact the unit economics of a business or brand (CAC to LTV)

Watch
- Weekly lecture
- Conversions, Conversion Fundamentals and Conversations classes of inbound marketing cert

Required Readings
- How to build a conversion funnel (guide)

Assignments
- Weekly discussion question
- Conversion-rate optimization exercise

Week 6 – Project Kick-Off – Meet Wild We Wander – This will be a live session

Learning Objectives
- Students will be able to define the "Why," mission, vision and values of the course client "Wild We Wander.
- Students will be able to recognize how they will use their previously learned skills to create, launch and measure a marketing campaign for Wild We Wander.

Watch
- Weekly lecture
- Supplemental introduction and explanation videos from Wild We Wander

Required Readings
- 3 Steps to Creating a Content Inventory for the Buyer's Journey (link)

Assignments
- Weekly discussion question
- Conduct a content audit of Wild We Wander's existing content
- Create a Persona for Wild We Wander
- Set up a time to meet virtually with your teammates. Assign roles and submit them to professor

Week 7 – All About HubSpot

Learning Objectives
- Students will be able to list the different resources they have to learn about the HubSpot software
- Students will be able to identify the different places they can go to get help with the HubSpot software if they have problems.

Watch
- Weekly lecture
- The first 13 minutes of this HubSpot product demo (link)

Required Readings
- HubSpot Email User Guide (link)
- HubSpot Workflows User Guide (link)
- HubSpot Campaigns User Guide (link)
- HubSpot Blogging User Guide (link)

Assignments
- Accept your invitation to Wild We Wander's HubSpot account.
- Create your team's campaign in HubSpot
- Weekly discussion question

Week 8 – Running a Marketing Campaign

Learning Objectives
- Students will be able to associate each part of a marketing campaign with the correct tool in HubSpot
- Students will be able to create SMART goals for a marketing campaign

- Students will be able to identify a campaign that will drive value for a business or brand
- Students will be able to work collaboratively to create an asset around which to launch a campaign

Watch
- Weekly lecture

Required Readings
- Running a Campaign in HubSpot (link)

Assignments
- Weekly discussion question
- Creating your content offer: Identify offer, establish creation roles.
- Identifying your conversion path
- Create your campaign goals
- Start mapping out your promotion strategy
- Determine how you will nurture contacts

Week 9 – The Contact/CRM

Learning Objectives
- Students will be able to describe the importance of a CRM for the modern brand or business
- Students will be able to describe how a CRM can improve the way brands market to, sell and service their leads and customers.

Watch:
- Weekly lecture

Required Readings
- Creating a Contact Management Strategy for Growth (link)

Assignments
- Weekly discussion question
- Content Database Audit: Determine which information Wild We Wander should be gathering to identify and nurture their contacts.

Week 10 – Marketing and Sales Alignment – Technology and Process

Learning Objectives
- Students will be able to design a marketing to sales hand-off strategy for a business
- Students will be able to explain how marketing efforts impact the ability for a brand or business to grow revenue.

Watch
- Weekly Lecture
- "Introduction to Sales Enablement" and "Using Buyer Personas in Sales Enablement" classes from Sales Enablement Certification"

Required Readings
- What is Sales Enablement and Why Does the Success of Your Business Depend on it (link)

- Weekly discussion question
- Activity: Ideal user profile, measuring user readiness, lead qualification matrix for Wild We Wander

Week 11 – Lead Nurturing – Turning Leads into Customers

Learning Objectives
- Students will be able to create an effective lead nurturing workflow that uses the Buyer's Journey and Buyer Personas from a brand or business
- Students will be able to create a lead nurturing workflow to nurture the leads generated from their Wild We Wander campaign.
- Students will be able to identify the ideal triggers and recommended follow-ups for a behavioral email strategy

Watch
- Weekly Lecture
- Lead Nurturing class of the Inbound Marketing Certification

Required Readings
- The Ultimate Lifecycle Email Marketing Guide (link)

Assignments:
- Identify triggers for Wild We Wander based on their existing website.
- Set up a date-based workflow in HubSpot (article)

Week 12 – Final Class, Presenting your Final Projects – This will be a live session

Students will present their final projects to the panel of judges.