

MMC 5731: DIGITAL SALES & ENGAGEMENT

SPRING 2018 | COLLEGE OF JOURNALISM AND COMMUNICATIONS | UNIVERSITY OF FLORIDA

INSTRUCTOR: ADRIANA CHERRY

SECTIONS: 1494, 281A, 15AE, 2h21

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MEETING TIME

- This course is asynchronous
- All lectures will be recorded and available on Canvas
- Check Canvas for course announcements, weekly modules, lectures, assignment details, and due dates

CONTACT

- If you have questions on course content or assignments, please email me directly. I will get back to you within 48 hours
- If you think your question could be helpful for other students as well, please use the Discussion Forum – 'General Course Questions' so that everyone can see your questions and my answers

COURSE WEBSITE & ACCESS

- This course is accessible via Canvas. Go to <http://lss.at.ufl.edu>. Click the blue e-Learning button.
- Login with your GatorLink username and password
- Your course will be listed in the Courses menu in the top left navigation bar of the canvas. You might have to click on View All at the bottom depending on how many courses you have taken at UF

COURSE PHILOSOPHY

- This course is part of an integrated Sales Certificate and it is designed for those who are interested in digital media sales or those who are already in the digital media sales field
- Whether your goal is to work in digital media sales for a publisher in the advertising industry, or increase sales utilizing digital media selling tools and best practices for your own business, this course will help you understand digital media concepts better and how applications of various tools can assist you to become more successful
- Course textbooks and articles are supplemental elements to engaging lectures. My goal is to not only provide you with industry information and current digital media trends, but also to paint the picture with real life examples and applications
- My role, as your instructor, is to encourage you and push you to not only understand the concepts planned for each lesson, but more importantly, how to think strategically and develop successful digital media plans for prospective clients and/or customers
- With the exception of two lessons which are LIVE, this course is delivered online asynchronously and will require every participant to stay engaged throughout the duration of the term. Interactive participation will be pivotal for a maximized learning experience

LEARNING GOALS

At the end of the class, you should have a solid understanding of digital media sales, the digital environment and how to:

- Identify and explain key concepts related to sales efforts in digital and social media
- Implement digital and social media in sales efforts for either B2C and B2B
- Explain ways that social media complements face-to-face sales activities
- Develop a B2C or B2B digital media plan and justify integrated efforts with research, measurements and trends

REQUIRED TEXTBOOKS & ADDITIONAL MATERIALS

COURSE TEXTBOOKS:

- Engage! The Complete Guide for Brands and Businesses to Build, Cultivate, and Measure Success in the New Web. Solis, Brian (2012). New York: John Wiley and Sons, Inc.
- Facebook for Business Owners. Tom Corson-Knowles (2013).

ADDITIONAL REQUIRED READINGS:

- 2015 Consumer Usage Digital Trends
<http://www.iab.com/wp-content/uploads/2016/04/IAB-Report-2015-Year-in-Review-Consumer-Usage-Digital-Trends-Final.pdf>
- Salesforce Advertising Index, 2015 Annual Report
<https://www.marketingcloud.com/sites/exacttarget/files/deliverables/q4-2015-advertising-index-salesforcemarketingcloud.pdf>
- How to Reach Baby Boomers, Gen-Xers and Millennials with Your Online Marketing
<https://www.quicksprout.com/2016/07/08/how-to-reach-baby-boomers-gen-xers-and-millennials-with-your-online-marketing/#more-36018>
- 10 Tips on How to Research Your Competition
<http://www.inc.com/guides/201105/10-tips-on-how-to-research-your-competition.html>
- What is SEM & Paid Search Marketing
<http://searchengineland.com/guide/what-is-paid-search>
- Why SEO is Actually All About Content Marketing
<https://blog.kissmetrics.com/seo-is-content-marketing/>
- The Changing TV Experience: Attitudes and Usage Across Multiple Screens
<http://www.iab.com/wp-content/uploads/2015/05/TheChangingTVExperience.pdf>
- User Experience: Designing Your Website for B2B vs. B2C
<https://www.semrush.com/blog/user-experience-designing-your-website-for-b2b-vs-b2c/>
- Differences in Selling B2B vs. B2C
<http://www.forbes.com/sites/chuckcohn/2015/06/16/differences-in-selling-b2b-vs-b2c/#83205581314f>
- The Definitive Guide to Influencer Targeting
<https://blog.kissmetrics.com/guide-to-influencer-targeting/>
- Defining and Measuring Digital Ad Engagement in a Cross-Platform World
https://www.iab.com/wp-content/uploads/2015/05/Ad_Engagement_Spectrum2014_FINAL2-5-2014-EB.pdf

- How to Build Your Brand, Think Bigger and Develop Self Awareness
<https://www.youtube.com/watch?v=xg2ygCywnd4>

TECHNICAL REQUIREMENTS

As part of this course, you will be required to submit assignments that will require the use of technology. For this class, you will need:

- Microsoft Word, Excel, PowerPoint. Students can obtain free Office 365 software
<http://www.it.ufl.edu/gatorcloud/free-software-downloads-office-365-proplus/get-o365-proplus/>
- Recording Device: Webcam on computer (Desktop or Laptop) OR Digital Camera/Video Recorder/Phone
- Free screen recording software is available from various sources such as
<https://screencast-o-matic.com/home>
- YouTube or Vimeo account to upload and host presentations

COURSE POLICIES

ATTENDANCE POLICY:

Because this is an online asynchronously delivered course (except for 2 live classes), attendance in the form of calling roll will not occur; however, you are expected to sign into the course site at least once each day to check for course updates in the Announcements and Discussion sections of the site. Additionally you are expected to watch lectures and complete readings and assignments accordingly.

LATE WORK AND MAKE-UP POLICY:

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be granted for extenuating circumstances such as catastrophic emergencies or major illness that can be documented. Minor inconveniences such as family vacation, work conferences, or minor illnesses are not valid reasons for extensions. There will be no credit for late work.

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.

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. Your academic advisor is Tiffany Robbert, and she may be reached

at trobber@jou.ufl.edu .

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 watch the lectures, actively participate, 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.

COURSEWORK SUBMISSIONS & DEADLINES

This syllabus and all lectures, assignments, discussion items, instructions are on the course website in Canvas. Lectures provided by the instructor are intended to lead into the week’s assignments. You are required to watch the lectures.

ASSIGNMENT	SUBMIT TO CANVAS	WEEKLY DUE DATE (SUNDAYS @ 11:59pm ET)
Weekly Reading Discussions	<ul style="list-style-type: none"> Submit for instructor feedback Weeks 1-6, 8 	Sundays before 11:59pm ET
Quizzes	<ul style="list-style-type: none"> Submit for grading Weeks 2, 4, 6, 8, 10 	Sundays before 11:59pm ET
Mid-Course Research Paper & PowerPoint Presentation	<ul style="list-style-type: none"> Initial Focus & Company Selection due Week 2 Competitive Focus Outline due Week 4 Research Paper due Week 7 Power Point Presentation due Week 7 	Sundays before 11:59pm ET
Final Project & Video Presentation	<ul style="list-style-type: none"> Digital Media Plan Copy For Peer Feedback due Week 9 <ul style="list-style-type: none"> Peer Review Due Week 10 Digital Media Plan Final due Week 11 Power Point Presentation Slides due Week 11 Video Presentation Delivery due Week 11 	Sundays before 11:59pm ET

GRADING STRUCTURE

LETTER GRADES:

A	100%	to	93%
A-	< 93%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 83%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 73%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 63%	to	60%
F	< 60%	to	0%

GRADE COMPOSITION:

Weekly Discussions.....	20%
Five (5) Quizzes.....	20%
Mid-Course Project.....	20%
Final Project.....	40%
Total.....	100%

There will be various assignments throughout the course including weekly discussion posts, quizzes, and two projects.

I do round up to next decimal. 92.7 is an A. Current UF grading policies for assigning grade points: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

This course will be rigorous but it will also be very informative to you. Start your projects early, manage your time, review your text notes and re-listen to the lectures. Most importantly, make sure you **always** ask questions. You should be very successful in class and more importantly in your job if you follow this procedure.

COURSE & ASSIGNMENT DETAILS

WEEKLY DISCUSSIONS (7 TOTAL):

Each week you will be assigned readings from the required textbooks and articles listed on the syllabus. Readings will supplement each lecture. Every week, students will be expected to participate in a discussion posts (500 word minimum), showcasing their understanding for that week's topics of discussion.

Time management is critical and the suggested preparation work flow is as follows:

- Read assigned chapters and articles first
- Watch the lecture
- Participate in weekly discussion post using key take-aways from the readings and lectures

The purpose of the weekly discussion assignment is to stimulate deeper understanding and application of the various topics discussed in lecture. Student are NOT required to comment on other students' weekly posts, however, everyone is highly encouraged to review other classmates' responses and provide constructive commentary if desired.

Once your post has been submitted, you will not be able to edit further, so make sure you take your time and proofread your content prior to submission.

CRITERIA	EXCELLENT	GOOD	UNSATISFACTORY
<p>CONTENT</p> <p>30</p>	<p>POST ADDRESSES ALL QUESTIONS ASKED; IS APPROPRIATE LENGTH AND INCLUDES ORIGINAL THOUGHT. INFORMATION CLEARLY RELATES TO THE MAIN TOPIC. INCLUDES SEVERAL SUPPORTING DETAILS AND/OR EXAMPLES.</p>	<p>ORIGINAL POST IS APPROPRIATE LENGTH, BUT IDEAS DEVELOPED FOR DISCUSSION ARE MINIMAL OR VAGUELY DEVELOPED. INFORMATION MARGINALLY RELATES TO THE MAIN TOPIC. NO DETAILS AND/OR EXAMPLES ARE GIVEN.</p>	<p>POST IS SHORT, DOES NOT ADDRESS ALL QUESTIONS ASKED, AND DOES NOT DEVELOP IDEAS. OR - RESPONSE HAS LITTLE OR NOTHING TO DO WITH THE MAIN TOPIC.</p>
<p>POST CONNECTS TO COURSE MATERIALS</p> <p>30</p>	<p>AUTHOR MAKES CONNECTIONS BETWEEN COURSE CONTENT AND PERSONAL REFLECTION, CURRENT EVENTS, ETC.</p>	<p>AUTHOR MAKES SOME CONNECTIONS BETWEEN COURSE CONTENT AND PERSONAL REFLECTION OR CURRENT EVENTS, BUT CONNECTIONS ARE NOT SUFFICIENT OR CLEARLY EXPLAINED.</p>	<p>AUTHOR DOES NOT CONNECT COURSE CONTENT TO PERSONAL REFLECTION OR CURRENT EVENTS</p>

CRITERIA	EXCELLENT	GOOD	UNSATISFACTORY
ORIGINAL INSIGHT 20	CONTRIBUTION IS THOUGHTFUL, ANALYTICAL, AND ORIGINAL.	CONTRIBUTION SHOWS ADEQUATE EVIDENCE OF ORIGINAL THOUGHT, BUT LACKS IN ORIGINALITY.	CONTRIBUTION LACKS ORIGINAL INSIGHT INTO/ SHOWS LITTLE UNDERSTANDING OF THE QUESTIONS ASKED.
MECHANICS 20	PRECISE SYNTAX AND SUPERIOR USAGE OF GRAMMAR, PUNCTUATION AND SPELLING RESULT IN A COHERENT AND INTELLIGIBLE RESPONSE.	SYNTAX IS CLEAR AND THE RELATIVELY FEW GRAMMAR, PUNCTUATION OR SPELLING ERRORS DO NOT IMPEDE UNDERSTANDING.	SYNTAX IS SOMETIMES GARBLED AND ERRORS IN GRAMMAR, PUNCTUATION AND SPELLING DISRUPT UNDERSTANDING.

QUIZZES (5 TOTAL):

Concepts discussed in class and the textbooks will be tested throughout the course in the form of quizzes. Students are expected to have read the material to succeed. Quizzes may be delivered in the form of multiple choice and true/false.

All quizzes will be timed at 60 minutes, will consist of 10 questions, each delivered for assessment one at a time. Please make sure you are prepared having read all assigned readings and watched weekly lectures prior to attempting the assessment. Quizzes are intended to maintain students to date with the lectures. Grades will be available soon after the completion of the assessment. **Correct answers will be available every Monday following the quiz at 12:00am ET.**

MID-COURSE PROJECT (TOTAL 100 PTS):

Competitive research is the key to building any business and driving sales. This project will be the building base for the final project of the class. Students are expected to select a business in their industry of choice and put together a competitive analysis presentation. For this assignment, students will select to focus their project in Business to Consumer (B2C) or Business to Business (B2B) digital sales. Detailed expectations for this assignment and all questions will be answered on the first lecture module in order to prepare students.

The purpose of this project is to assess understanding of the competitive environment in the field or industry selected by the student. Student must select a B2B or B2C focus for this project and through the end of the semester. Students will research various competitors' digital efforts and study the effectiveness and justification of different digital outlets and executions.

Business to Business (B2B) Focus:

Student must select 3 or 4 corporations or brands to investigate. Student will be required to provide both quantitative and qualitatively evidence of various digital efforts via all different outlets. Personal insight utilizing key learned concepts from lecture is required.

EXAMPLE:

Focus: B2B

Industry Selected: Soft Beverages

Company/Brand Selected: Coca Cola

Competitors: 7Up, Pepsi, Dr Pepper

7Up:

- Advertising Digital Efforts:
 - Social Media: Include all outlets, examples of metrics, creative digital executions.
 - Paid Media: Include all outlets, examples of metrics, creative digital executions.
 - Earned Media: Include all outlets, examples of metrics, creative digital executions.
- Analysis of why the brand team selected one digital media more over another?
- Insight and examples
- Industry Trends Affecting the Industry

Business to Consumer (B2C) Focus:

Student must select 3 or 4 companies or brands to investigate. Student will be required to provide both quantitative and qualitatively evidence of various digital efforts via all different outlets. Personal insight utilizing key learned concepts from lecture is required.

EXAMPLE:

Focus: B2C

Industry Selected: Party Planning

Company/Brand Selected: You Are Invited, LLC.

Competitors: ABC Parties, RSVPd Inc., PartiesbyMel.com

ABC Parties:

- Advertising Digital Efforts:
 - Social Media: Include all outlets, examples of metrics, creative digital executions.
 - Paid Media: Include all outlets, examples of metrics, creative digital executions.
 - Earned Media: Include all outlets, examples of metrics, creative digital executions.
- Analysis of why the brand team selected one digital media more over another?
- Insight and examples
- Industry Trends Affecting the Industry

PROJECT FORMAT & GRADE ALLOCATION

In order to ensure students stay on track to deliver a quality mid-course project, there will be two (2) checkpoints where materials will be due in order to alleviate work load and promote success in the assignment and part of total points for midterm assignment.

• **Initial Focus & Company Selection (10 PTS Due Week 2)**

Description: Select a focus and company for the assignment and provide reasoning in the form of paper. Will you be focusing your research assignment in B2B or B2C? Why?

Length: 1 page, double spaced || Document Format: PDF

CRITERIA	EXCELLENT 10-8 PTS	GOOD 7-5 PTS	POOR 4-1 PTS	UNSATISFACTORY 0 PTS
SUBMISSION, CONTENT, REASONING	SUBMITTED ON TIME AND STUDENT THOROUGHLY ANSWERS THE QUESTION PROVIDING MULTIPLE REASONS FOR SELECTION.	SUBMITTED ON TIME AND STUDENT ANSWERS THE QUESTION PROVIDING SOME REASONS FOR SELECTION.	SUBMITTED ON TIME BUT STUDENT FAILS TO ANSWER THE QUESTION AND DOES NOT PROVIDE REASONING FOR SELECTION.	STUDENT FAILS TO TURN IN ASSIGNMENT ON TIME.

• **Competitive Focus Outline (10 PTS Due Week 4)**

Description: Select 3-4 competitors for your research assignment and provide an outline organizing top-line information that will be critical to understanding the reasoning behind the selections.

Number of Competitors for Analysis: Three (3) or Four (4)

Length: 2 pages, double spaced || Document Format: PDF

CRITERIA	EXCELLENT 10-8 PTS	GOOD 7-5 PTS	POOR 4-1 PTS	UNSATISFACTORY 0 PTS
SUBMISSION, CONTENT, REASONING	SUBMITTED ON TIME, TOP LINE AND THOROUGH INFORMATION OF 3-4 COMPETITORS IS PROVIDED.	SUBMITTED ON TIME, TOP LINE INFORMATION OF 3-4 COMPETITORS IS PROVIDED, BUT COULD HAVE EXPANDED FURTHER.	SUBMITTED ON TIME, FAILS TO PROVIDE INFORMATION OF 3-4 COMPETITORS.	STUDENT FAILS TO TURN IN ASSIGNMENT ON TIME.

• **Research Paper (60 PTS Due Week 7)**

Media Channels to Analyze: Owned Media, Paid Media, AND Earned Media

Number of Competitors for Analysis: Three (3) or Four (4)

Length: Paper must be at least 4 pages, double spaced (at least 1,000 words)

Maximum pages allowed is 7 pages, double spaced || Document Format: PDF

CRITERIA	EXCELLENT	GOOD	UNSATISFACTORY
<p style="text-align: center;">ORGANIZATION</p> <p style="text-align: center;">10</p>	<p>UTILIZES THE CHECKPOINTS EFFECTIVELY GIVING CAREFUL THOUGHT AND INSIGHT TO FOCUS AND COMPETITOR SELECTIONS.</p> <p>THE INFORMATION IS ORGANIZED EFFECTIVELY AND PRESENTED LOGICALLY WHERE IDEAS CLEARLY TRANSITION FROM ONE TO ANOTHER.</p>	<p>UTILIZES THE CHECKPOINTS EFFECTIVELY GIVING CAREFUL THOUGHT AND INSIGHT TO FOCUS AND COMPETITOR SELECTIONS.</p> <p>THE INFORMATION IS ORGANIZED WELL BUT LACKS LOGICAL ORDER AND CLEAR TRANSITIONS.</p>	<p>THE CHECKPOINTS WERE NOT USED TO EFFECTIVELY PLAN AND ORGANIZE THE FLOW OF THE PAPER.</p> <p>THE INFORMATION LACKS LOGICAL ORDER AND CLEAR TRANSITIONS.</p>
<p style="text-align: center;">DETAILED EVIDENCE ON COMPETITIVE SELECTIONS</p> <p style="text-align: center;">25</p>	<p>EFFECTIVELY UNDERSTANDS THE VARIOUS DIGITAL MEDIA CHANNELS AND CAN ALIGN THE VARIOUS COMPETITOR'S DIGITAL EFFORTS WITH THE CORRECT MEDIA CHANNEL.</p> <p>PROVIDES DETAILED INFORMATION FOR EACH COMPETITOR.</p>	<p>UNDERSTANDS SOME OF THE DIGITAL MEDIA CHANNELS AND CAN ALIGN SOME OF THE COMPETITOR'S DIGITAL EFFORTS WITH THE CORRECT MEDIA CHANNEL.</p> <p>PROVIDES INFORMATION FOR EACH COMPETITOR.</p>	<p>LACKS UNDERSTANDING OF THE DIGITAL MEDIA CHANNELS USED BY COMPETITORS.</p> <p>PROVIDES INFORMATION FOR EACH COMPETITOR BUT LACKS DETAIL.</p>
<p style="text-align: center;">QUANTITATIVE & QUALITATIVE COMPETITIVE ANALYSIS</p> <p style="text-align: center;">20</p>	<p>PROVIDES COMPLETE QUANTITATIVE AND QUALITATIVE DATA AND ANALYSIS OF DIGITAL EFFORTS DISCOVERED FOR ALL COMPETITORS.</p> <p>PROVIDES CITED REASONS FOR INDUSTRY TRENDS DRIVING SPECIFIC DIGITAL ADVERTISING DECISIONS.</p>	<p>PROVIDES COMPLETE QUANTITATIVE AND QUALITATIVE DATA AND ANALYSIS OF DIGITAL EFFORTS DISCOVERED FOR ALL OF COMPETITORS.</p> <p>PROVIDES CITED REASONS FOR SOME INDUSTRY TRENDS DRIVING SPECIFIC DIGITAL ADVERTISING DECISIONS.</p>	<p>PROVIDES INCOMPLETE QUANTITATIVE AND QUALITATIVE DATA AND ANALYSIS OF DIGITAL EFFORTS DISCOVERED FOR COMPETITORS.</p> <p>FAILS TO PROVIDE CITED REASONS FOR INDUSTRY TRENDS DRIVING SPECIFIC DIGITAL ADVERTISING DECISIONS.</p>

CRITERIA	EXCELLENT	GOOD	UNSATISFACTORY
MECHANICS 5	PRECISE SYNTAX AND SUPERIOR USAGE OF GRAMMAR, PUNCTUATION AND SPELLING RESULT IN A COHERENT AND INTELLIGIBLE RESPONSE.	SYNTAX IS CLEAR AND THE RELATIVELY FEW GRAMMAR, PUNCTUATION OR SPELLING ERRORS DO NOT IMPEDE UNDERSTANDING.	SYNTAX IS SOMETIMES GARBLED AND ERRORS IN GRAMMAR, PUNCTUATION AND SPELLING DISRUPT UNDERSTANDING.

• **Power Point Presentation (20 PTS Due Week 7)**

Media Channels to Analyze: Owned Media, Paid Media, AND Earned Media

Number of Competitors for Analysis: Three (3) or Four (4)

Graphics, Visuals & Creative Examples: Must provide graphical examples of the competitive information gathered for the selected competitors. Must also utilize this medium to provide visuals and any other pertinent examples to showcase the digital competitors' advertising efforts.

Length: Minimum 5 slides, maximum 7 slides. || Document Format: PPT into PDF

NOTE: The PowerPoint slides will be submitted along with your Research Paper and used to provide graphical examples related to your selected competitors for analysis. You will not need to present the slides or record a video for this particular assignment. These slides will help you organize your competitive research analysis to be used on your final project and presentation.

CRITERIA	EXCELLENT 20-17 PTS	GOOD 16-13 PTS	POOR 12-7 PTS	UNSATISFACTORY 6-0 PTS
RESEARCH, SUPPORT & SUBMISSION	SUBMITTED ON TIME, TOP LINE AND THOROUGH INFORMATION OF 3-4 COMPETITORS IS PRESENTED.	SUBMITTED ON TIME, TOP LINE INFORMATION OF 3-4 COMPETITORS IS PRESENTED, BUT COULD HAVE EXPANDED FURTHER.	SUBMITTED ON TIME, FAILS TO PRESENT INFORMATION OF 3-4 COMPETITORS.	STUDENT FAILS TO TURN IN ASSIGNMENT ON TIME.

FINAL PROJECT & VIDEO PRESENTATION (100 PTS)

Utilizing competitive research findings from the mid-course project, students will put together a complete digital media plan to present via video along with a PowerPoint Presentation. Students are expected to apply key learnings from all lectures and readings to design their presentation. Students are also required to develop creative digital activations for their business and provide logical rationale for each activation.

The purpose of this project is to assess understanding of the steps required to develop a digital media plan with either a B2B or B2C focus. Students will be required to implement the competitive research gathered from the mid-course project with derived logical justification for creative ideation for their various digital activations for their selected company or brand.

PROJECT FORMAT & GRADE ALLOCATION

In order to ensure students stay on track to deliver a quality final project, there will be one (1) checkpoint where materials will be due in order to alleviate work load and promote success in the assignment.

• **Digital Media Plan Copy For Peer Feedback (10 PTS Due Week 9)**

Description: Students will put together a draft of their media plan for peer evaluation. They must provide all competitive research relevant to their business focus and industry, creative ideas for digital executions, justification for ideas and digital media outlets selected.

Format: Word Document

Length: Minimum 500 words, double spaced

CRITERIA	EXCELLENT 10-8 PTS	GOOD 7-5 PTS	POOR 4-1 PTS	UNSATISFACTORY 0 PTS
SUBMISSION, CONTENT, CREATIVITY	SUBMITTED ON TIME, PROVIDES ALL COMPETITIVE RESEARCH RELEVANT TO THEIR FOCUS AND INDUSTRY. PROVIDES VARIOUS CREATIVE IDEAS FOR DIGITAL EXECUTIONS ALONG WITH DETAILED JUSTIFICATION FOR EACH.	SUBMITTED ON TIME, PROVIDES SOME COMPETITIVE RESEARCH RELEVANT TO THEIR FOCUS AND INDUSTRY. PROVIDES SOME CREATIVE IDEAS FOR DIGITAL EXECUTIONS BUT LACKS DETAIL IN JUSTIFICATIONS.	SUBMITTED ON TIME, FAILS TO PROVIDE COMPETITIVE RESEARCH AND DIGITAL EXECUTIONS WITH JUSTIFICATION FOR USE.	STUDENT FAILS TO TURN IN ASSIGNMENT ON TIME.

• **Digital Media Plan Copy Peer Evaluation (10 PTS Due Week 10)**

Description: Students will provide break up into teams of two (2) to review a classmate’s digital media plan copy/outline. Utilizing take aways from lectures and readings, each student will be expected to provide feedback:

- About competitors selected
- About selection and justification of Digital Media Formats and Platforms used
- Provide initial reaction to the creative executions developed and areas for improvement

Format: Word Document

Length: Minimum 500 words, double spaced

CRITERIA	EXCELLENT 10-8 PTS	GOOD 7-5 PTS	POOR 4-1 PTS	UNSATISFACTORY 0 PTS
SUBMISSION, FEEDBACK, REACTION	SUBMITTED ON TIME, STUDENT PROVIDES ENLIGHTENING FEEDBACK ON OVERALL COPY, AND PROVIDES THOUGHTFUL AND CONSTRUCTIVE REACTION TO DIGITAL EXECUTIONS DESIGNED BY PEER	SUBMITTED ON TIME, STUDENT PROVIDES FEEDBACK ON OVERALL COPY, AND PROVIDES SOME CONSTRUCTIVE REACTION TO DIGITAL EXECUTIONS DESIGNED BY PEER	SUBMITTED ON TIME, STUDENT PROVIDES FEEDBACK ON PART OF THE COPY, BUT FAILS TO PROVIDE REACTION TO DIGITAL EXECUTIONS DESIGNED BY PEER.	STUDENT FAILS TO TURN IN ASSIGNMENT ON TIME.

• **Digital Media Plan Final (80 PTS TOTAL - 3 PARTS)**

Description: Using peer feedback along with additional class material, students will improve on their existing digital media plan.

Final digital media plan must include:

- Proposed campaign dates with justification
- Competitive research relevant to their business focus and industry
- Creative ideas for digital executions
- Justification for ideas and digital media outlets selected
- Graphics and creative examples of executions
- Industry trends and reasoning for digital choices

• **PART 1 - Digital Plan**

Format: PDF

Length: Plan must be at least 4 pages, double spaced (at least 1,000 words)

Maximum pages allowed is 7 pages, double spaced

• **PART 2 - Power Point Presentation Slides**

Description: Students will need to present their media plan in the form of a PowerPoint presentation as part of their pitch. The presentation should be engaging and include pertinent information, creative examples, and any other information the student believes necessary to convey their sales pitch.

Format: PowerPoint Slides converted into PDF

Length: Minimum 14 slides. Please limit your presentation to 20 slides

• **PART 3 - Video Presentation Delivery**

Description: Students will need to orally deliver their digital media plan pitch via a video presentation with the aid of their PowerPoint slides. Students will record presentation and upload to YouTube or

Vimeo account. Students will submit link to presentation in assignment.

Format: URL link to presentation hosted by YouTube or Vimeo

Length: Minimum 7 minutes. Please limit your presentation to 10 minutes.

CRITERIA	EXCELLENT	GOOD	UNSATISFACTORY
<p>ORGANIZATION & COHERENCE</p> <p>15</p>	<p>USES LOGICAL STRUCTURE APPROPRIATE TO SUBJECT, PURPOSE AND AUDIENCE. IDEAS ARE DEVELOPED WELL AND TRANSITIONS ARE LOGICAL GUIDING READERS THROUGH CHAIN OF REASONING.</p>	<p>USES LOGICAL STRUCTURE APPROPRIATE TO SUBJECT, PURPOSE AND AUDIENCE. MOST IDEAS ARE DEVELOPED WELL. SOME LOGICAL LINKS MAY BE FAULTY, BUT EACH SECTION RELATES TO THE CENTRAL IDEA.</p>	<p>FAILS TO USE LOGICAL STRUCTURE APPROPRIATE TO SUBJECT, PURPOSE AND AUDIENCE. MOST IDEAS ARE DEVELOPED WELL. IDEAS MAY NOT BE IN ORDER OR RELATED TO CENTRAL IDEA.</p>
<p>SUPPORT & RESEARCH</p> <p>15</p>	<p>USES RESEARCH APPROPRIATELY AND EFFECTIVELY, PROVIDING SUFFICIENT EVIDENCE AND EXPLANATION TO CONVINC.</p>	<p>OFFERS REASONING TO SUPPORT POINTS USING VARIED RESEARCH. INTERPRETS EVIDENCE BUT EXAMPLES MAY BEAR SOME RELEVANCE.</p>	<p>OFTEN USES GENERALIZATIONS TO SUPPORT POINTS. OFTEN DEPENDS ON UNSUPPORTED OPINIONS OR PERSONAL EXAMPLES.</p>
<p>CREATIVITY & ENGAGEMENT</p> <p>25</p>	<p>CONTENT DEVELOPED FOR THE VARIOUS DIGITAL EXECUTIONS IS RELEVANT AND ENGAGING. IT IS EVIDENT STUDENT UNDERSTANDS EACH TYPE OF DIGITAL MEDIA AND HOW TO EFFECTIVELY CREATE ENGAGING AND CONTENT FOR THE SELECTED BRAND.</p>	<p>CONTENT DEVELOPED FOR THE VARIOUS DIGITAL EXECUTIONS IS RELEVANT AND ENGAGING. STUDENT SHOWS STRONG UNDERSTANDING FOR EACH TYPE OF DIGITAL MEDIA AND HOW TO EFFECTIVELY CREATE ENGAGING AND CONTENT FOR THE SELECTED BRAND.</p>	<p>CONTENT DEVELOPED FOR THE VARIOUS DIGITAL EXECUTIONS IS SOMEWHAT RELEVANT. STUDENT FAILS TO SHOW UNDERSTANDING FOR EACH TYPE OF DIGITAL MEDIA. THE CONTENT CREATED FOR THE SELECTED BRAND IS NOT ENGAGING.</p>

CRITERIA	EXCELLENT	GOOD	UNSATISFACTORY
<p style="text-align: center;">PRESENTATION</p> <p style="text-align: center;">25</p>	<p>DELIVERY IS POISED, CONTROLLED AND VOICE IS CLEAR.</p> <p>GOOD LANGUAGE SKILLS AND PRONUNCIATION IS USED.</p> <p>SLIDES ARE WELL PREPARED, INFORMATIVE, AND NOT DISTRACTING WITH MORE OF A VISUAL FOCUS.</p> <p>LENGTH OF VIDEO PRESENTATION IS 7-10 MINUTES.</p> <p>INFORMATION IS WELL COMMUNICATED.</p>	<p>DELIVERY IS SOMETIMES POISED, CONTROLLED WITH A CLEAR VOICE, BUT SOMETIMES IT IS NOT.</p> <p>GOOD LANGUAGE SKILLS AND PRONUNCIATION IS USED BUT SOME WORDS MAY BE HARD TO HEAR.</p> <p>SOME SLIDES ARE WELL PREPARED, INFORMATIVE, AND NOT DISTRACTING WITH MORE OF A VISUAL FOCUS.</p> <p>PRESENTATION IS SLIGHTLY SHORTER OR LONGER THAN REQUIRED.</p>	<p>DELIVERY IS GENERALLY NOT CONTROLLED AND VOICE IS NOT CLEAR.</p> <p>MANY WORDS MAY NOT BE PRONOUNCED WELL AND SOME WORDS MAY BE HARD TO HEAR.</p> <p>SOME SLIDES ARE GENERALLY NOT WELL PREPARED, LACKING INFORMATION, AND HAVE A DISTRACTING DESIGN.</p> <p>PRESENTATION IS UNDER OR OVER THE REQUIREMENT BY TWO MINUTES OR MORE.</p>

CLASS SCHEDULE - SPRING 2018

(Subject to minor changes as the semester progresses. Advance notice will be given.)

WEEK	DATES	TOPIC	READINGS	WORK DUE
1	1/8/2018 - 1/14/2018	<p><u>Course Introduction</u> Review syllabus, expectations, assignments.</p> <p><u>Industry History & Consumer Behavior</u> What is digital media? How are people consuming media today? How does consumer behavior affect the way people think, consume and make decisions online? Old Media vs. New Media. Social Media Manifesto.</p>	<p><i><u>Engage:</u></i> Chapters 1-3</p> <p><i><u>Article(s):</u></i> IAB's Consumer Usage Digital Trends</p> <p><i><u>Facebook For Business</u></i> <i><u>Owners:</u></i> Chapters 1-5</p>	Week 1 Discussion Post Due
2	1/15/2018 - 1/21/2018	<p><u>Traditional Marketing Models</u> What is traditional media and what are some examples?</p> <p><u>Benefits of Digital vs. Traditional Media</u> Why choose one over the other?</p>	<p><i><u>Engage:</u></i> Chapters 4-6</p>	Week 2 Discussion Post Due Quiz 1 Due Initial Focus & Company Selection Due
3	1/22/2018 - 1/28/2018	<p><u>Selling on the Web: B2C & B2B</u> Understanding the difference between selling on the web directly to consumers versus selling on the web to other businesses. Different scenarios will be explored to build a foundation for future topics.</p>	<p><i><u>Article(s):</u></i> User Experience: Designing Your Website for B2B vs. B2C</p> <p>Differences in Selling B2B vs. B2C</p>	Week 3 Discussion Post Due

WEEK	DATES	TOPIC	READINGS	WORK DUE
4	1/29/2018 - 2/4/2018	<p><u>Digital Advertising Formats & Platforms</u> Choosing the right formats and platforms for your brand.</p> <p><u>Measurability of Digital Media</u> Evaluating the best use of digital media throughout consumer journey. How to measure performance across units.</p>	<p><i>Engage:</i> Chapters 7-9</p> <p><i>Article(s):</i> Defining and Measuring Digital Ad Engagement in a Cross-Platform World</p>	<p>Week 4 Discussion Post Due</p> <p>Quiz 2 Due</p> <p>Competitive Focus Outline Due</p>
5	2/5/2018 - 2/11/2018	<p><u>Social Media Trends</u> A look at Facebook, Twitter, LinkedIn, Instagram and important trends to note.</p> <p><u>Conversation Prism</u> Comprehensive and structured view of the Social Web, as well as the networks and communities that define it.</p>	<p><i>Engage:</i> Chapter 18, 24, 25</p> <p><i>Article(s):</i> Salesforce Advertising Index, 2015 Annual Report</p>	<p>Week 5 Discussion Post Due</p>
6	2/12/2018 - 2/18/2018	<p><u>Competitive Research: Understanding Your Audience</u> Learn about your audience, how to reach them. Learn about your competition, how they interact with their customers.</p> <p><u>REMINDER: Mid-Course Research Paper & PowerPoint Presentation Due on Week 7</u></p>	<p><i>Article(s):</i> How to Reach Baby Boomers, Gen-Xers and Millennials with Your Online Marketing</p> <p>10 Tips on How to Research Your Competition</p> <p><i>Facebook For Business Owners:</i> Chapters 6-10</p>	<p>Week 6 Discussion Post Due</p> <p>Quiz 3 Due</p>
7	2/19/2018 - 2/25/2018	<p><u>The Power of Search</u> Understanding the role of search engines in the consumer buying process.</p> <p><u>Geo-Location</u> Targeting local to improve your marketing results and drive sales.</p>	<p><i>Engage:</i> Chapter 10</p> <p><i>Article(s):</i> What is SEM & Paid Search Marketing?</p> <p>Why SEO is Actually All About Content Marketing</p>	<p><u>Mid-Course Research Paper & PPT Due Week 7</u></p>

WEEK	DATES	TOPIC	READINGS	WORK DUE
8	2/26/2018 - 3/4/2018	<p><u>Crafting Media Plan Proposals for Business-to-Business and Business-to-Consumer Focused Organizations</u> What is a RFP? What is a media plan? What is an insertion order? Outline key players, processes and steps for effective planning.</p> <p><u>REMINDER: Final Project Copy Due on Week 9 for Peer Feedback</u></p>	<p><i>Engage:</i> Chapters 11-13, 21, 26</p>	<p>Week 8 Discussion Post Due</p> <p>Quiz 4 Due</p>
9	3/5/2018 - 3/11/2018	<p><u>Influencers</u> What are influencers in new media and what value can they bring to a brand?</p>	<p><i>Engage:</i> Chapters 16, 19</p> <p><i>Article(s):</i> The Definitive Guide to Influencer Targeting</p> <p><i>Video:</i> How to Build your Brand: Think Bigger & Develop Self Awareness</p>	<p><u>Final Project Copy Due</u></p>
10	3/12/2018 - 3/18/2018	<p><u>Improving Signal-to-Noise Ratio</u> How to avoid social network fatigue.</p> <p><u>The Social Marketing Compass</u> What is the social marketing compass, key players, platforms and emotions.</p> <p><u>Fusing The Me in Social Media and the We in the Social Web</u> The butterfly effect and building a positive reputation online. Defining rules of engagement.</p>	<p><i>Engage:</i> Chapters 14-15, 17, 20-23</p>	<p><u>Final Project Copy Peer Evaluation Due</u></p> <p>Quiz 5 Due</p>
11	3/19/2018 - 3/25/2018	<p><u>Digital Media Guest Speaker George Blue, CRO BrightLine</u> Discussion on digital media selling, trends, and what's ahead.</p>	<p><i>Article(s):</i> The Changing TV Experience: Attitudes and Usage Across Multiple Screens</p>	<p><u>Final Project (Plan, PPT, Video) Due</u></p>

WEEK	DATES	TOPIC	READINGS	WORK DUE
12	3/26/2018 - 4/1/2018	Final Course Take-Aways Final key course take-aways.		

TECHNICAL HELP

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP – select option 2
- <https://lss.atufl.edu/help.shtml>
- 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.
- Microsoft Word, PowerPoint, Excel
 - <http://www.it.ufl.edu/gatorcould/free-office-365-downloads/> for Office 365 for UF students.

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 distancesupport@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/sccr/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.