



LEAD GENERATION

MMC 5737 | FALL 2019

University of Florida, Online Masters in Digital Strategy

3 Credit Hours

Instructor: Brianne Fleming

Instructor

Brianne Fleming

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[Connect with me on LinkedIn](#)

Contact Me

Please feel free to email, text, or call me with any questions or concerns. I strive to respond to students within 24 hours.

Office Hours

Virtually (such as Skype or FaceTime) or by phone appointment. Please email me in advance to coordinate.

About Me

Greetings, class! I'm Brianne and I'll be your instructor for this course. I'm so excited to teach you about the ever-changing landscape when it comes to lead generation and marketing!

I've always been the creative type, which led me to pursue an undergraduate degree in advertising and public relations from the University of Central Florida, and later a master's in web design from UF. I love the challenge of designing content, writing copy, or creating a piece of communication that will inspire an audience into action. That is essentially what lead generation is all about!

My career has been diverse. I've done marketing for several corporations and industries including real estate, fitness, childcare, and also non-profit. I now work as a freelance marketing

and branding consultant with a variety of clients, with a primary focus on fitness and lifestyle brands.

I can't wait to share my experience and best practices with you to help you become stronger marketers and brand strategists!

Course Website and Login

Your course is Canvas (UF e-Learning). Go to <http://lss.at.ufl.edu>. Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.

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

Course Description

This course teaches students marketing strategies that will attract new business, as well as retain and foster repeat customers in the world of digital selling. When executed effectively, these strategies will increase brand awareness, drive leads, boost referrals, maximize a brand's return on investment (ROI), and also create brand loyalists who refer others.

Why is this course important? Finding customers and generating sales is key to the success of any business, and companies can no longer rely on traditional strategies that once worked. The Internet has changed how people make buying decisions. Today, everyone has a channel and the ability to research products and services that interest them. This course will teach students creative ways to grab the attention and stay relevant amongst sophisticated consumers who are much less tolerant of advertising and sales.

Rather than jumping right into online lead generation tactics, students will first learn how to define a brand's vision and architecture, which will guide their lead generation strategy. From there, students will be able to develop a brand's tone of voice to reflect in the messaging across every digital touchpoint. An emphasis will be placed on lead generation and management through website, SEO, social media, email marketing, SEM, retargeting, content marketing, blogging, landing pages, analytics and an introduction to CRM.

Students will learn the strategies; tools and how to analyze results in order to formulate a comprehensive marketing plan for a business. The course requires that students have a basic understanding of the above listed marketing tactics as this course will aim to take a deeper exploration of these topics.

Learning Objectives

By the end of this course, students will be able to:

- Develop a brand's vision and architecture as a framework for content creation and lead generation strategy
- Write unique value propositions, website content, email content and landing page content that drives leads to convert to sales
- Generate more qualified leads with a cohesive and integrated digital footprint
- Perform keyword research and understand the major themes of search engine optimization
- Create a customer journey map and identify opportunities to improve the customer experience and retain customers
- Determine strategies to convert current customers into loyal brand ambassadors who refer others
- Complete Google Analytics certification to learn how to analyze performance for campaigns through website analytics to improve ROI

Recommended Textbook

Digital Selling: How to Use Social Media and the Web to Generate Leads and Sell More

by Grant Leboff

<https://www.amazon.com/Digital-Selling-Social-Media-Generate/dp/0749475072>

Prerequisite Knowledge and Skills:

Students are expected to have a basic understanding of advertising and copywriting. Students will not be graded on design principles but will be required to create sample ads, landing pages, etc. using Canva, Powerpoint, or a design program of their choice. Low fidelity sketches are also permitted. Students will be graded on their thought process, ideas, strategy, and copywriting vs. their design.

Students will learn the fundamentals of lead generation, which will set the foundation for more advanced courses in the program.

Course Layout

Weekly Modules

This course will be facilitated through weekly modules in Canvas. Weekly module will include:

- Course objectives specific to a lead generation topic
- Pre-recorded lecture

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- Assigned readings and/or supplemental videos
 - This includes textbook readings as well as online articles or videos
 - One discussion post + classmate responses
 - Projects (these do not occur EVERY week but due dates and details will clearly be addressed in the modules and lectures)
 - Ongoing Facebook Group interaction

The course will end with a comprehensive final project. Throughout the semester, students will also complete a Google Analytics certification. More details on this are outlined later in this syllabus.

Discussions

Discussion questions will not just promote conversation among the class -- they will be designed to keep you informed about the latest marketing and lead generation trends and to prepare you for future projects within the course.

- There will be one discussion question per week worth 40 points. There is no word requirement but if the question is not thoroughly answered or well supported, points will be deducted.
- Students are required to respond to at least two classmates' on each discussion. Again, there is no word count, but the responses should promote conversation and add value. Responses are worth 10 points.
- Together, your discussion response and replies to two classmates are worth 50 points.

Your discussion responses are due on Sundays at 11:59pm. Your classmate responses are due Wednesdays at 11:59pm each week.

Facebook Group

Since this is an online course, we will have a class Facebook group for additional interaction. Please feel free to use this group for questions, to collect feedback, share links, recommendations, etc. It is meant to be fun!

I will be sharing links and articles in the Facebook group often. Most of the links will come from assigned readings in your Canvas module for that week. You are not required to respond to every single link I share, but you will be graded on overall participation in the group. I encourage you to share your thoughts on the articles and topics we discuss in class by writing in the Facebook group. We work in an evolving field, so there will be lots to talk about!

Here is a link to the group: [Access Facebook Group here](#). Since it is a closed group, you will need to request entry and I will approve.

Projects

You will have six (6) projects throughout the semester which will focus on lead generation strategies for one specific brand of your choice. The projects will come together for one final project at the end of the semester. Lectures and discussions will help prepare you for these projects. Projects 1 through 6 are worth 100 points and the final project is worth 300 points.

The final project will be a comprehensive PDF presentation featuring each of the semester long projects with all previous feedback and learnings considered, as well as an overview of the company and an explanation of your strategy.

Google Analytics Academy

Google Analytics is a tool that marketers use to track the effectiveness of lead generation tactics and how it relates to website traffic and online conversions. Students will enroll in Google Analytics Academy and complete the training entitled “Google Analytics for Beginners” which requires about 4 to 5 hours total.

[Access the Training Here - Select Google Analytics for Beginners](#)

Students may complete the training at any time throughout the course, and it does not need to be done in one sitting. By the end of the semester, students will submit a copy of their certificate indicating that they completed the training.

Note: if you feel that you are already very proficient in Google Analytics, please email me and we can discuss enrolling you in one of the advanced Google Analytics courses to complete this requirement.

Weekly Schedule

Weekly Schedule

Week 1: Course Introduction + Selling in a Digital World

Topics: Traditional selling vs. digital selling, the new sales funnel, shifts in customer behavior, permission marketing

- Discussion 1
- Chapters 1 & 2 in *Digital Selling*

Week 2: Leads are People

Topics: Market research, audience personas, empathy mapping, consumer trust, value ladder,

- Discussion 2
- Semester-Long Project Companies Requested
- Chapter 3 in *Digital Selling*

Week 3: Defining a Brand Vision Architecture

Topics: Brand purpose, humanizing a brand, brand authenticity and identity

- Discussion 3
- Semester-Long Project Companies Assigned
- Project 1 Due: Target Audience Personas
- Chapter 4 in *Digital Selling*

Week 4: The Customer Journey

Topics: Direct response marketing vs. brand marketing, customer journey maps, defining communication barriers

- Discussion 4
- Project 2 Due: Brand Vision Architecture
- Suggested: Complete Section 1 in Analytics Academy

Week 5: Setting & Measuring Business Goals

Topics: The digital sales funnel, lead capture definition, measurement, analysis tools

- Discussion 5
- Project 3 Due: Customer Journey Map
- Chapter 5 in *Digital Selling*
- Suggested: Complete Section 1 in Analytics Academy

Week 6: Digital Footprint Part 1 - IMC + Creating Content

Topics: the science of shareable content, making content strategic, Inbound vs. outbound marketing, design, AI

- Discussion 6
- Chapter 6 in Digital Selling

Week 7: Digital Footprint Part 2 - Earned, Owned, and Paid Media

Topics: Types of media, website optimization, influencers, contests, partnership lead generation strategies

- Discussion 7
- Project 4 Due: Communications Strategy

Week 8: Optimizing Content

Topics: Decision making and user experience, conversion copywriting, calls-to-action

- Discussion 8
- Chapter 7 in Digital Selling
- Suggested: Complete Section 2 in Analytics Academy

Week 9: Converting Prospects to Leads

Topics: Voice technology, digital marketing, offers, landing pages, thank you pages, CRM

- Discussion 9
- Project 5 Due: Organic & Paid Content

Week 10: Search Engine Optimization

Topics: Discoverability on Google, Pinterest, and YouTube, keyword planning, SEO tools

- Discussion 10
- Project 6 Due: Landing Page & Welcome Email

Week 11: Lead Magnets & Content Upgrades

Topics: Building an email list, leveraging blog content, freebies/content upgrades

- Discussion 11
- Suggested: Complete Section 3 in Analytics Academy

Week 12: Transforming Leads to Customers

Topics: Capturing attention, lead generation campaigns, lead quality/scoring, lead nurturing,

- Discussion 12

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- Chapter 8 in Digital Selling
 - Project 7 Due: Email Designs

Week 13: Transaction vs. Relationship Marketing + Nurturing Relationships

Topics: Types of customers, personalization, social listening, using CRM data to create experiences

- Discussion 13
- Chapter 9 in Digital Selling

Week 14: Brand Loyalty

Topics: Brand equity, loyalty programs, leveraging existing customers

- Discussion 14
- Project 8 Due: Lead Magnet/Content Upgrade

Week 15: Analytics & Measurement

Topics: Actionable metrics, social share of voice, defining success

- Discussion 15
- Suggested: Complete Section 4 in Analytics Academy

Week 16: The Brand Experience

Topics: Creating memorable brand experiences, retention

- Discussion 16
- Final Projects

Grade Distribution

- Discussions - 16 at 50 pts each (800 points)
- Projects - 8 at 100 pts each (800 points)
- Analytics Academy - 200 points
- Final Project - 300 possible points

Grading

The final grade will be awarded as follows.

A	100%	to	92.5%
A-	< 92.5%	to	89.5%
B+	< 89.5%	to	86.5%
B	< 86.5%	to	82.5%
B-	< 82.5%	to	79.5%
C+	< 79.5%	to	76.5%
C	< 76.5%	to	72.5%
C-	< 72.5%	to	69.5%
D+	< 69.5%	to	66.5%
D	< 66.5%	to	62.5%
D-	< 62.5%	to	59.5%
F	< 59.5%	to	0%

Current UF grading policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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.

Late Work and Make-up Policy:

As with any course, deadlines are critical to this class. Students must adhere to the due dates outlined in this course, as there is a lot to learn and the class will move quickly! Extensions for deadlines will only be for preapproved emergencies. If you have a concern about a deadline, please reach out to me as far in advance as possible. 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 15 points off

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- More than 48 hours late
 - A week or more late

25 points off
Not accepted at all

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.

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 distancesupport@jou.ufl.edu or visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Course Evaluation:

Students in this class are participating in a new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's Canvas e-learning management system. Students can complete their evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals.

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 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.