

MMC6936: SEARCH & DISPLAY ADVERTISING

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INSTRUCTOR BIO: Bryan Ruiz has over 14 years of professional digital sales and marketing experience having worked for The Walt Disney Company and Sony Pictures Entertainment to help drive partnerships and sales against their digital solutions.

He has now worked at Google for over 5 years, working with brands to not only driving brand awareness across Google's suite of products including YouTube, but also work closely with them around lower funnel conversion efforts including Google Search within the Google Ads interface. This has included strategies to properly set up campaigns, optimization tactics and measurement for search, Google shopping and Gmail sponsored promotions.

Bryan holds a Masters of Arts in Communication Management from the University of Southern California, a Bachelors of Science in Advertising with a minor in Business from the University of Florida as well as a Certificate in Finance from London School of Business and Finance.

CONTACT: For general questions and comments related to course concepts, assignments, policies and procedures and also any matter more personal in nature (i.e. grades, emergencies), please email me directly so we can handle.

OFFICE HOURS: Virtual (via Facetime/Google Hangout) or phone, by appointment. To schedule, please contact me via email or text message. I will do my utmost best to respond to you within 24 hours.

COURSE SITE: In Canvas. To access, go to <http://lss.at.ufl.edu> and log on with your GatorLink account.

TECHNICAL HELP: For technical issues with course access or e-learning in Canvas, contact UF Helpdesk at <http://lss.at.ufl.edu/help.shtml> / (352) 392-HELP (4357) / Learning-support@ufl.edu

COURSE DESCRIPTION:

This Performance Marketing course's goal is to educate and instill core values around methodologies and strategies to launch and maintain performance campaigns within Google's Google Ads platform including search, display and video strategies.

This course is designed to learn the importance, techniques and strategies of Google Ads by understanding the various products from search, display to video within the interface and what KPIs they can fulfill for a company's marketing goals.

Students will learn when to use which methods, how to structure campaigns, optimize for optimal performance and drive ROI for companies to drive low cost-per-acquisitions and high volumes of conversions.

This course requires that students have a fundamental understanding of what performance marketing is within the marketing landscape, however, a deeper overview and analysis of the marketplace as well as specific topics tied to the Google Ads platform will be taught throughout the semester.

COURSE OBJECTIVES:

By the end of this course, students will:

- The overall performance marketplace and how it's driving online conversions for businesses
- A thorough understanding of the Google Ads platform and ability to build and drive performance marketing campaigns with Google's products
- Ability to write an Google Ads strategy briefs, compile pitch presentations & media plans for your clients
- Search Marketing & Key Strategies for Execution/Optimization including Keyword Analysis, Identifying Opportunities & Trends and writing ad copy with Google Ads
- Display Banner Marketing & Key Strategies for Execution/Optimization with Google Ads including A/B testing strategies and using Google Ads to build creative
- Video Marketing & How Can It Drive Performance & Move from Branding Only with Google Ads
- Ability to identify ideal budget recommendations for Google Ads campaigns
- Audience Targeting Analysis and Strategies in Google Ads
- Measurement Techniques in Google Ads

COURSE FORMAT & EXPECTATIONS:

Performance Marketing is a 16-week course that is divided into 16 modules. Each of these modules contains a designated series of lectures, readings and videos that lead into that respective week's discussion topic and assignments.

Throughout the semester, there will be **discussion posts (4), assignments (4), quizzes (2), and projects (2)**. All lectures, readings, discussion topics, assignments, reference videos and other instructions are on the course website in [Canvas](#).

You are expected to complete work on time and participate in class discussions in a professional manner while respecting the instructor and fellow students.

OWNERSHIP EDUCATION:

As graduate students, you are not passive participants in this course. All students in the Digital Strategy masters 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 ARTICLES (AVAILABLE FOR DOWNLOAD OR ONLINE): Available in each weekly module

PREREQUISITE KNOWLEDGE & TECHNICAL REQUIREMENTS:

Students taking this course should have strong writing skills through academic or work experience and have the ability to communicate effectively and creatively.

To successfully complete these course assignments, students will need to have access to Google Ads (utilizing a new Gmail account), and working knowledge of Microsoft products:

- Microsoft Word, PowerPoint
 - UF students can download Office 365 Pro Plus software for free at <http://www.it.ufl.edu/gatorcloud/free-software-downloads-office-365-proplus/>

[ACTION ITEM] GOOGLE ADS SET-UP AND ORGANIZATION:

Students will be working within the Google Ads interface all semester. In order to set-up an Google Ads account, please follow the below instructions:

- Set-Up Gmail Account
 - Try and Use the following format when creating Gmail **FirstInitial&LastNameUFPerf2018 @gmail.com**
 - For Example, BRuizUFPerf2018@gmail.com
 - Use the following password for the Account: UFPerf2018!
- Log Into Google Ads Account
 - Go to [Google Ads.com](https://www.google.com/ads) and login with your new gmail address

Students will lean on this account for the entire quarter and will have to spend around \$50-\$100 within the account.

TEACHING PHILOSOPHY:

As an educator, I consistently strive to improve the range of knowledge of my students and inspire them to want to learn more about the fundamental concepts of sales, marketing and communication industry today. As an experience marketing and advertising professional, I want to introduce real life concepts that I have encountered and encourage critical thinking. My ultimate goal is to have a healthy balance of class lecture and hands-on learning to give a full breadth of what this field of study is all about.

I approach the assessment of my class two different ways. First, students must be able to master the general concepts and terms taught and discussed during the course, which is measured by giving exams throughout the semester. Second, students work on projects that allow them to use real life concepts that apply to the coursework currently being discussed. While my expectations may be high, I offer my time and always make myself available via email since I understand the various schedules of students taking an online course. I also encourage students to submit drafts of projects prior to the due date so I can give feedback and provide guidance to make sure the project is on the right track to a satisfactory grade.

COURSE POLICIES:

You are responsible for knowing and honoring the following Power Presentation 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

throughout the 12-week term to check for course updates in the Announcements and Discussion sections of the site.

LATE WORK & MAKE-UP POLICY: Because deadlines are critical to this class, you will be expected to complete all course work on or before the due date. Deadline extensions are only granted for emergencies or extenuating circumstances and will require preapproval and proper documentation. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions.

Unless a preapproved extension has been granted, work submitted within 24 hours of the due date will automatically receive a penalty deduction of 25%. No work will be accepted 24 hours after the due date.

Technical Issues uploading work is not a valid excuse for late submissions. If you are having technical difficulties with Canvas, you are expected to submit completed work via email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

EMERGENCY & 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.

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>

GRADING:

All assignments will be graded on 100-point scale. Your work in this course will be weighted as follows:

Discussion Posts (4).....	15%
Assignments (3).....	15%
Quizzes (2).....	20%
Project: Search (3 Parts).....	25%
Project: Display & Video (3 Parts)	25%

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 policies for assigning grade points can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Assignment Type	Submit to Canvas	Weekly Due Dates
Discussion Posts	Completed Week 1, 2, 4, 3, 16	11:59PM (EST) on Sunday
Assignments	Completed Week 8, 13, 14	11:59PM (EST) on Sunday
Quizzes	Completed Week 7, 15	11:59PM (EST) on Sunday
Course Project #1: Search	Completed 4, 5, 6	11:59PM (EST) on Sunday
Course Project #2: Display & Video	Completed Week 9, 10, 11	11:59PM (EST) on Sunday

COURSE & ASSIGNMENT DETAILS:

This section provides an overview of (and respective due dates for) the coursework and assignments that will be used to evaluate your mastery of the course material. Please refer to each individual module on the course site in Canvas for additional details regarding lectures, discussion topics and readings.

WEEKLY DEADLINES: This class, like others, involves many deadlines. Here is a reminder.

- Discussion Posts 11:59PM (EST) Sunday
- Assignments 11:59PM (EST) Sunday
- Quizzes 11:59PM (EST) Sunday
- Course Project 11:59PM (EST) Sunday

WEEKLY COURSE LECTURES: I will post lecture videos to Canvas each week. Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the video content week to week according to the schedule will be easier as many build off the other along with the weekly readings. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

DISCUSSION POSTS (4): Discussion will be an integral part of this course. In addition to reviewing weekly module lectures, readings and videos, you will also be required to participate in discussions in Canvas. I will post a question or scenario prompt for you to respond to (after you've completed reviewing the module materials) in a written post.

Discussion topics will vary – some may ask you to share feedback or reaction to course material, while others may ask you to respond to a question that requires you apply relevant course learnings. You must review the prompt and respond with thoughts, comments, ideas that provide a meaningful contribution to the discussion. Your response should not be a summary of the material presented or covered in the readings/videos, but rather provide an original response/reaction.

You will not be able to edit your copy once it has been posted so please take time to review and proofread before you officially post.

HOMEWORK ASSIGNMENTS (3): Google Ads homework assignments will be an integral part of this course. In addition to reviewing weekly module lectures, readings and videos, you will also be required to perform tasks in Google Ads. Each assignment will have a one sheet with all details to successful complete the assignments.

Google Ads homework topics will vary based on the weekly modules. Your homework should try and be as precise as possible.

Weekly homework assignments are due by 11:59PM (EST) on Sundays the week they are assignment. I will grade shortly after that and provide notes to you.

Criteria	Excellent	Good	Unsatisfactory
Overall Google Ads Cognitive Ability (60%)	<p>Google Ads account structured is built correctly with all settings, Campaigns, Ad Groups, etc. optimally complete.</p> <p>Knowledge of Google Ads is strong, precise and able to showcase understanding of the platform.</p>	<p>Google Ads account structure is near perfect with all settings, Campaigns, Ad Groups, etc. primarily correct</p> <p>Knowledge of Google Ads is good, and basic understanding of the platform.</p>	<p>Google Ads account structure is sloppy and set up incorrectly and all settings, Campaigns, Ad Groups, etc. are missing are incorrect</p> <p>Knowledge of Google Ads is poor with inability to show knowledge of the platform</p>
Connecting to Course Materials (40%)	Strong connection between the course content and Google Ads set-up	Basic connections between the course content and Google Ads set-up	Minimal to no connection between the course content and Google Ads set-up

QUIZZES (2): Concepts discussed in class & textbooks as well as Google Ads homework will be tested throughout the course in the form of quizzes. Students are expected to have read the material and do the homework to succeed. Quizzes may be delivered in the form of multiple choice, true/false or short answer.

All quizzes will be timed at 30 minutes; will consist of at least 15 questions, each delivered for assessment one at a time. Please make sure you are prepared having read all assigned readings, watched weekly lectures and up-to-date on Google Ads homework prior to attempting the assessment. Quizzes are intended to maintain students to date with the lectures and Google Ads homework. Grades will be available soon after the completion of the assessment. Correct answers will be available every Monday following the quiz deadline of Sundays at 11:59PM EST.

COURSE GOOGLE ADS PROJECT SEARCH & DISPLAY/VIDEO: In this course, you will learn about Google Ads but interacting with it throughout the entire course.

The search project for this course will be submitted in 3 parts and will be as follows:

- **PLANNING:** Keyword, Ad Group & Ad Writing Planning (5%)
- **BUILDING:** Search Building (10%)
- **OPTIMIZING:** Optimizing Your Search Campaign (10%)

The display/video project will be submitted in 3 parts and will be as follows:

- **PLANNING:** Audience Planning for Display and Video (5%)
- **BUILDING:** Display & Video Building (10%)
- **OPTIMIZING:** Optimizing Display & Video Campaigns (10%)

Details Information:

All project details are found in a document in Canvas outlining all requirements

Criteria for Search & Display Projects

Criteria	Excellent	Good	Unsatisfactory
Overall Google Ads Cognitive Ability (60%)	Google Ads account structured is built correctly with all settings, Campaigns, Ad Groups, etc. optimally complete.	Google Ads account structure is near perfect with all settings, Campaigns, Ad Groups, etc. primarily correct	Google Ads account structure is sloppy and set up incorrectly and all settings, Campaigns, Ad Groups, etc. are missing are incorrect
	Knowledge of Google Ads is strong, precise and able to showcase understanding of the platform.	Knowledge of Google Ads is good, and basic understanding of the platform.	Knowledge of Google Ads is poor with inability to show knowledge of the platform
Google Ads Settings & Implementation (40%)	Exhibits strong, strategic storytelling techniques. Content is very clear, coherent and relevant to argument	Demonstrates adequate storytelling techniques. Content is clear though may not all be entirely relevant to support of argument	Fails to demonstrate any relevant, strategic storytelling techniques. Content is not clear or coherent.

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>

CLASS SCHEDULE FOR THE SEMESTER

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

Week	Topic	Readings	Coursework & Due Dates
1	<p>Class Overview & Expectations</p> <p>Introduction to Performance Advertising</p>	<p><i>Article: IAB Digital Simplified Defining Performance Marketing</i></p>	<p><i>Discussion Post: Due 11:59PM at the end of the week</i></p>
	<p>Understanding the Value of Online Advertising & Introduction to Google Ads</p> <p><i>The Power of Google Ads Performance Marketing</i></p>	<p><i>Article: Wal-Mart Slows Store openings as focus turns to e-commerce</i></p> <p><i>Article: Macy's Names eBay Exec as President to Improve Ecommerce Expertise</i></p>	<p><i>Discussion Post: Due 11:59PM at the end of the week</i></p>
3	<p>What Is Google Search & Why?</p> <p><i>How It Works & Why It Matters</i></p>	<p><i>Article: Why you should be the adviser consumers are searching for</i></p> <p><i>Article: Why expectations for 'right now' are on the rise</i></p>	<p><i>Discussion Post: Due 11:59PM at the end of the week</i></p>
4	<p>Keyword & Ad Group Research & Planning Effective Search Ad Writing</p> <p><i>The Ability to Plan & Research Keywords</i></p>	<p><i>Article: Build Your Mobile Centric Strategy</i></p>	<p>Search Project: PLANNING</p> <p><i>Due 11:59PM at the end of the week</i></p>
	<p>Google Search Ad Types (Responsive, Dynamic, etc.)</p>		
5	<p>Bidding Strategies in Google Ads</p>		
	<p>Setting Up A Google Search Campaign</p> <p><i>Giving You The Ability To Set Up Your Own</i></p>	<p><i>Online Portal: Official Guide to Search Ad Extensions</i></p>	<p>Search Project: BUILDING</p> <p><i>Due 11:59PM at the end of the week</i></p>
6	<p>Search Recommendations</p>		
	<p>Reading & Optimizing Search Campaigns (Optimization Score, Demographics, Devices, etc)</p> <p><i>How To Evolve Your Strategy</i></p>		<p>Search Project: OPTIMIZING</p> <p><i>Due 11:59PM at the end of the week</i></p>
7	<p>Google Display Opportunities & Other Online Self-Service Display Players</p> <p><i>Why It Matters & What Options Are Available</i></p>	<p><i>Online Portal: Official Guide to Responsive Ads and Image Ads</i></p> <p><i>Article: Toll Brothers Builds Qualified Leads With the Google Display Network</i></p>	<p>Assignment & Quiz Due 11:59PM at the end of the week</p>
	<p>Google Video Opportunities & Other Online Self-Service Video Players</p> <p><i>Why It Matters & What Options Are Available</i></p>	<p><i>Article: YouTube Campaign Helped Drive Millions App Downloads Chick-Fil-A</i></p>	<p>Assignment Due 11:59PM at the end of the week</p>
8	<p>Google Video Opportunities & Other Online Self-Service Video Players</p> <p><i>Why It Matters & What Options Are Available</i></p>	<p><i>Article: YouTube Campaign Helped Drive Millions App Downloads Chick-Fil-A</i></p>	<p>Assignment Due 11:59PM at the end of the week</p>

9	<p>Building Target Audience Profiles for Display & Video Campaigns <i>Understanding All of the Ways to Target & Find The Right Audiences Online</i></p>	<p>Online Portal: Official guide to audiences in search ads in Google Ads</p> <p>Article: Libertarianism.org Spreads Brand Awareness With YouTube Bumper Ads</p> <p>Article: Growing Lyft's Ridesharing Community With In-Market Audiences</p>	<p>Display & Video Project: PLANNING <i>Due 11:59PM at the end of the week</i></p>
10	<p>Setting Up Display & Video Campaigns <i>Giving You The Ability To Set Up Your Own</i></p> <p>Optimizing Display & Video Campaigns <i>How To Evolve Your Strategy</i></p>	<p>Online Portal: Official Guide to Optimizing the Google Display Network</p>	<p>Display & Video Project: BUILDING <i>Due 11:59PM at the end of the week</i></p>
11	<p>Conversions Marketing & Strategies (Full Funnel) <i>The Power of Media for Sales (Text, Images, etc)</i></p> <p>Driving Conversions with Remarketing <i>The Power of Continuing Conversations</i></p>	<p>Online Portal: Official Guide to Display Remarketing on the Google Display Network</p> <p>Article: Starwood Hotels Uses RLSA to Engage High-Value Travelers With Timely Ads</p> <p>Article: Intel's RLSA Case Study</p>	<p>Display & Video Project: OPTIMIZING <i>Due 11:59PM at the end of the week</i></p>
12	<p>Google Shopping & Universal App Campaigns</p>	<p>Creative A Shopping Campaign</p> <p>Articles:</p> <ul style="list-style-type: none"> • How to turn browsers into shoppers with digital video • Think beyond the buy: Shopping is an omnichannel journey • Pixonic increases conversions by 85% using Universal App Campaigns • Universal App Campaigns deliver 130% of download volume target for KCB's mobile banking app 	
13	<p>Reporting & Measurement <i>Turning All Data into an Externally Friendly Report</i></p>	<p>Scheduling Reports in Google Ads</p> <p>Create Customized Reports in Google Ads</p>	<p>Assignment Due 11:59PM at the end of the week</p>
14	<p>Building a Multi-Product Media Plan <i>Turning Test Campaigns into Client Media Plans</i></p>	<p>Article: <i>Why We Overhauled Our Measurement Strategy</i></p>	<p>Assignment Due 11:59PM at the end of the week</p>
15	<p>Introduction to Google Analytics</p>	<p>Article:</p> <ul style="list-style-type: none"> • How to Use the 4 Most Helpful Reports in Google Analytics • Orange Poland boosts sales with data-driven insights from Google Analytics • 10 Best Google Analytics Case Studies 	<p>Final Quiz: <i>Due 11:59PM at the end of the week</i></p>
16	<p>Final Google Ads Conclusion & Resources <i>Ways to Be Successful Following This Course</i></p>	<p>Article: 4 Things You Need to Know About the Future of Marketing</p>	<p>Discussion Post: <i>Due 11:59PM at the end of the week</i></p>