# Digital Marketing

## SECTION I: Course Overview

**Course Code:** MKT340BCN
**Subject Area(s):** Marketing
**Prerequisites:** See below
**Language of Instruction:** English
**Required Supplies:** Laptop and smartphone
**Total Contact Hours:** 45
**Recommended Credits:** 3

## COURSE DESCRIPTION

This digital marketing course aims at answering how to professionally present, promote, and place what we want an audience to sell and buy online, considering the most effective and attractive resources to do it. To that end, a semester will be devoted to exploring the "Three Ts of Marketing." This course will focus on trade, trends, and tools in both theory and practice. Readings, debates, guest speakers, and multiple activities will provide students with insight and expertise in a growing and attractive field.

## LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Analyze the core characteristics of modern marketing, and their application to the digital setting.
- Classify professional profiles related to digital marketing
- Identify the most relevant trends connected to digital marketing that shape our roles as both companies and customers in digital environments.
- Develop a marketing plan using the knowledge of strategic, operational, and technological aspects (e.g. social media) of digital marketing.
- Apply the concepts of trade, trends, and tools to devise a real-world marketing project.

## PREREQUISITES

Prior to enrollment, this course usually requires you to have completed course work in the following subject area(s): Marketing.

# SECTION II: Instructor & Course Details

## INSTRUCTOR DETAILS

| | |
|---|---|
| **Name:** | TBA |
| **Contact Information:** | TBA |
| **Term:** | SEMESTER |

## ATTENDANCE POLICY

This class will meet twice weekly for 75 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

| ALLOWED ABSENCES – SPRING & FALL SEMESTERS | | |
|---|---|---|
| **Courses Meeting X day(s) Per Week** | **Allowed Absence(s)** | **Automatic Failing Grade at Xth Absence** |
| Courses meeting **2** days per week | **2** Absences | **8th** Absence |

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

| ATTENDANCE DOCKING PENALTIES | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Absence** | **1st** | **2nd** | **3rd** | **4th** | **5th** | **6th** | **7th** | **8th** |
| **Penalty** | **No Penalty** | **No Penalty** | **0.5 Grade Docked** | **1 Grade Docked** | **1.5 Grades Docked** | **2 Grades Docked** | **2.5 Grades Docked** | **Automatic Failure** |
| **HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES** | | | | | | | | |
| **Grade** | **A+** | **A+** | **A** | **A-** | **B+** | **B** | **B-** | **F** |

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

## GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

| | |
|---|---|
| **Class Participation** | **10%** |
| **Quiz - Principles, Roles, & the Digital Marketing Funnel** | **10%** |
| **Group Project 1 - Digital Distribution Channels** | **10%** |
| **Group Project 2 - E-commerce Management** | **10%** |
| **Group Project 3 - Inbound Marketing Tools and Strategy** | **10%** |
| **Group Project 4 - Metrics in Digital Marketing** | **10%** |
| **Digital Marketing Project** | **20%** |
| **Final Exam** | **20%** |

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions–including earned grades for courses taken abroad–are ultimately made by your home institution.

| CEA GRADING SCALE | | | |
|---|---|---|---|
| **Letter Grade** | **Numerical Grade** | **Percentage Range** | **Quality Points** |
| A+ | 9.70 – 10.0 | 97.0 – 100% | 4.00 |
| A | 9.40 – 9.69 | 94.0 – 96.9% | 4.00 |
| A- | 9.00 – 9.39 | 90.0 – 93.9% | 3.70 |
| B+ | 8.70 – 8.99 | 87.0 – 89.9% | 3.30 |
| B | 8.40 – 8.69 | 84.0 – 86.9% | 3.00 |
| B- | 8.00 – 8.39 | 80.0 – 83.9% | 2.70 |
| C+ | 7.70 – 7.99 | 77.0 – 79.9% | 2.30 |
| C | 7.40 – 7.69 | 74.0 – 76.9% | 2.00 |
| C- | 7.00 – 7.39 | 70.0 – 73.9% | 1.70 |
| D | 6.00 – 6.99 | 60.0 – 69.9% | 1.00 |
| F | 0.00 – 5.99 | 0.00 – 59.9% | 0.00 |
| W | Withdrawal | N/A | 0.00 |
| INC | Incomplete | N/A | 0.00 |

## ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (10%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

| CLASS PARTICIPATION GRADING RUBRIC |
|---|

| Student Participation Level | Grade |
| --- | --- |
| You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics. | **A+** (10.0 – 9.70) |
| You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research. | **A/A-** (9.69 – 9.00) |
| You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings. | **B+/B** (8.99 – 8.40) |
| You make voluntary but infrequent comments that generally reiterate the basic points of the required readings. | **B-/C+** (8.39 – 7.70) |
| You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings. | **C/C-** (7.69 – 7.00) |
| You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings. | **D** (6.99 – 6.00) |
| You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings. | **F** (5.99 – 0.00) |

**Quiz - Principles, Roles & the Digital Marketing Funnel (10%)**: This quiz intends to assess your progress in understanding the digital marketing sector and your ability to synthesize and apply your newly acquired knowledge. Questions will address the grounding principles of digital marketing, the professional roles connected with it, the marketing funnel in the digital realm and the various trends associated with it.

**Group Project 1 - Digital Distribution Channels (10%)**: Students will work in small groups to investigate one of the digital distribution channels most commonly used today (direct sales, online stores, sales clubs, social media, marketplaces etc.) and will then present a PowerPoint with the outcomes of their research.

**Group Project 2 - E-commerce Management (10%)**: Students will work in small groups to conduct a deep dive into an e-commerce tool that their assigned channel might use. Covered topics include: online sales strategy, customer acquisition, conversion, and operations. Students will present their findings to the class through a PowerPoint.

**Group Project 3 - Inbound Marketing (10%)**: The third project focuses on the philosophy and strategy of inbound marketing. Students will prepare and present a content strategy for an assigned product or service. The goal is to capture customer attention through effective content creation, position their brand, create leads and manage the customer journey throughout the marketing funnel.

**Group Project 4 - Metrics in Digital Marketing (10%)**: In the last of the structural projects, students will be assigned a fictitious company and are required to identify a range of important metrics (e.g. North Start metrics, NSM, or other key measurements of success) that best aligns with the company's core business objectives and then optimize the metric for success. Findings will be presented in class.

**Digital Marketing Project (20%):** For the final project, each student will be asked to create a personal project involving digital marketing. Although the details of this project will be presented once the semester starts, students will offer a new product or service and provide a digital marketing strategy for it. In this project, students will demonstrate their understanding of emerging trends contouring companies/clients in the digital sector, practice with key social media platforms and tools to develop their own marketing project and reflect

on the links between trade, trends, and tools to be able to devise, project, and successfully apply their marketing project to the real world.

**Final Exam (20%):** The final exam is designed to establish and communicate the student's progress in the course towards meeting the established learning objectives listed in the syllabus above. The final exam will assess the student's abilities in three important areas of competency: the amount of information the student has mastered; the accuracy of the information the student presents; and the significance the student ascribes to the facts and ideas the student has integrated across their study in this course. The final exam will cover all course material including the required readings.

## EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city, as well as bring the local community into the classroom. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP).

- **Field Studies:** Visits to digital marketing agencies.
- **Guest Lectures:** Local entrepreneur and directors from local promoters.

## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings–whether assigned from the text or assigned as a selected reading–must be completed according to the due date assigned by the course instructor.

I. **REQUIRED TEXT(S)**: You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

> Kingsnorth, S. *Digital Marketing Strategy: An Integrated Approach to Online Marketing*. Kogan Page, London, 2016, 344pp.

> Kotler, P. et al. *Marketing 4.0: Moving from Traditional to Digital*. Wiley John and Sons, Hoboken, 2017, 208pp.

> Ries, A & Trout, J. *The 22 Immutable Laws of Marketing*. NYC, NY HarperCollins, 1994, 160 pp.

II. **SELECTED READING(S)**: The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

> Avery, J & Israeli, A. *Influencer Marketing*. Published on March 6, 2020.
> https://store.hbr.org/product/influencer-marketing/520075.

> Becker, John. *How to Do a Competitive Analysis in 5 Easy Steps*. IMPACT. Published on April 10, 2020. https://www.impactbnd.com/blog/5-ways-to-perform-a-competitive-analysis-establish-your-presence

> Carroll, David. *United Breaks Guitars Story & Case Studies*.
> https://www.davecarrollmusic.com/united-breaks-guitars-story-and-case-studies/

> Dawar, Nirah. *Marketing in the Age of Alexa*. Harvard Business Review. Published in May 2008.
> https://hbr.org/2018/05/marketing-in-the-age-of-alexa

*Digital Disruption: What Is It and How Does It Impact Businesses?* Oxford College of Marketing. Published on February 22, 2016. https://blog.oxfordcollegeofmarketing.com/2016/02/22/what-is-digital-disruption/

*Dimension: Communication Planning in a Disrupted World.* Kantar Media. Published on April 20, 2017. https://www.kantarmedia.com/us/thinking-and-resources/reports/dimension-communication-planning-in-a-disrupted-world

Gillum, Scott. *Three Hidden Reasons Why Brands Struggle with Authenticity.* Ad Age. Published on July 2, 2015. http://adage.com/article/agency-viewpoint/hidden-reasons-brands-struggle-authenticity/299304

*Google Analytics for Beginners.* Google. https://analytics.google.com/analytics/academy/course/6

*Google Ads Search Certification.* Skillshop. https://skillshop.exceedlms.com/student/path/18128-google-ads-search-certification

Gregory, Sonia. *19 Important Digital Marketing Metrics for Measuring Success.* Fresh Sparks. Published on August 13, 2019. https://freshsparks.com/digital-marketing-success/

McPherson, Susan. *8 Corporate Social-Responsibility (CSR) Trends to Look For in 2018.* Forbes. Published on January 12, 2018) https://www.forbes.com/sites/susanmcpherson/2018/01/12/8-corporate-social-responsibility-csr-trends-to-look-for-in-2018/

Morrison, Kimberlee. *The Power of Brand Authenticity on Social Media [Infographic].* Ad Week. Published on April 6, 2015. http://www.adweek.com/socialtimes/the-power-of-brand-authenticity-on-social-media-infographic/618262

Smith, Aaron & Anderson, Monica. *Social Media Use in 2018.* Pew Research Center. Published on March 1, 2018. http://www.pewinternet.org/2018/03/01/social-media-use-in-2018

Steenburgh, Thomas; Avery, Jill & Dahod, Naseem. *HubSpot: Inbound Marketing and Web 2.0.* Harvard Business Review. Published on May 15, 2009. https://store.hbr.org/product/hubspot-inbound-marketing-and-web-2-0/509049

*What is Inbound Marketing?* HubSpot. http://www.hubspot.com/inbound-marketing


VMO. *A/B Testing Guide* https://vwo.com/ab-testing/.

Whitler, Kimberly A; Boyd, D. Eric & Morgan, Neil A. *The Criticality of CMO-CIO Alignment.* Harvard Business Review. Published on May 1, 2017. https://store.hbr.org/product/the-criticality-of-cmo-cio-alignment/BH808

## RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Charlesworth, A. *Digital Marketing: A Practical Approach.* Routledge, London, 3rd edition, 2014, 368pp.

Davenport, Thomas H. & Ronanki, Rajeev. *Artificial Intelligence for the Real World.* Harvard Business Review. Published in January 2018. https://hbr.org/2018/01/artificial-intelligence-for-the-real-world

Davis, Chris; Hieronimus, Fabian; Singer, Marc & Dahlstrom, Peter. *The Rebirth of the CMO.* Published on August 5, 2014. https://hbr.org/2014/08/the-rebirth-of-the-cmo

Dodson, I. *Art of Digital Marketing.* Wiley Academic, Hoboken, 2016, 400pp.

Hubspot Academcy https://academy.hubspot.com/

Papachristos, Anna. *Digital disruption: 101: How Customer Behaviors Impact Strategic Innovation*. https://www.ttec.com/articles/digital-disruption-101-how-customer-behaviors-impact-strategic-innovation

Rosenbaum, Mark, Losada Otalora, Mauricio & Contreras Ramirez, German. *How to Create a Realistic Customer Journey Map*. Harvard Business Review. Published on January 1, 2017. https://store.hbr.org/product/how-to-create-a-realistic-customer-journey-map/BH792

Tripodi, Joe. *Coca-Cola Marketing Shifts from Impressions to Expressions*. Harvard Business Review. Published on April 27, 2011. https://store.hbr.org/product/coca-cola-marketing-shifts-from-impressions-to-expressions/H00766

## SELECTED VIDEOS

A YouTube playlist will be created by the professor. This will include free clips for educational purposes and non-commercial use to be shared with students. Students will be encouraged to share other clips with the class so that the playlist becomes as participatory as possible.

Kipp Bodnar (Hubspot) on Spotting AI hype | TNW Conference (2018)
https://www.youtube.com/watch?v=RjRFp3c7oYM&t=162s

Introduction to Amplitude Analytics | Paul Koullick (2018)
https://www.youtube.com/watch?v=_5OcYf1w_lg

The Future of Shopping | Bain & Company (2013)
https://www.youtube.com/watch?v=ssPjL9P2_Ww

The Science of Shopping and Future of Retail: Devora Rogers | TEDxWakeForestU (2013)
https://www.youtube.com/watch?v=qVJAr5eGOKA

Forbes CMO Interviews
https://www.youtube.com/watch?v=BWE_jGmPrMc
https://www.youtube.com/watch?v=S1oaW1xIoUI
https://www.youtube.com/watch?v=lWBFTjUik_8

## ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library**: As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library here or through your MyCEA Account. You must comply with UNH Policies regarding library usage.

- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources.

Moodle includes the normal array of forums, uploadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the "While You're Abroad Tab" and make sure you are under the "Academics" sub-menu. There you will see a link above your schedule that says "View Online Courses." Select this link to be taken to your Moodle environment.

- **Online Reference & Research Tools**: The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library. As well, the websites of key social media platforms and resources will be presented during the semester with relation to the *Trends and Tools* learning blocks.

  **Dictionary of the American Marketing Association**
  https://www.ama.org/resources/Pages/Dictionary.aspx

  **Statista: The Statistics Portal**
  https://www.statista.com

  **Social Media Examiner**
  https://www.socialmediaexaminer.com

  **Internet & Tech Interactives**
  http://www.pewinternet.org/category/interactives

  **Pew Researcher Center: State of the News Media**
  http://www.pewresearch.org/topics/state-of-the-news-media

  **Big Bang Data: Exhibition Series**
  http://bigbangdata.cccb.org

  **Mary Meeker's Most Important Trends on the Internet**
  https://www.vox.com/recode/2019/6/11/18651010/mary-meeker-internet-trends-report-slides-2019

| COURSE CALENDAR<br>*Digital Marketing* | | | |
|---|---|---|---|
| **SESSION** | **TOPICS** | **ACTIVITY** | **READINGS & ASSIGNMENTS** |
| 1 | **Course Introduction:**<br>Review Syllabus & Classroom Policies<br><br>**What is Marketing? (I)**<br>The Discipline & The Digital Evolution | Course Overview<br><br>Lecture & Discussion | Kingsnorth. Ch. 1 (5-29pp)<br><br>Kotler et al. Ch. 4 (87-104pp) |
| 2 | **What is Marketing? (II)**<br>Strategic & operational marketing<br>in a marketing plan | Lecture & Discussion<br><br>**Group Activity**<br>Practicing with positioning maps | Kingsnorth. Ch. 2 to 4 (30-88pp)<br><br>Kotler et al. Ch. 8 (181-199pp)<br><br>*Dimension: Communication Planning in a Disrupted World.* |
| 3 | **Digital Marketing Trade** | **Debate**<br>What is a (successful) marketer? | **Viewing:**<br>Forbes CMO Interviews |
| 4 | **Digital Marketing Tools:**<br>Web 2.0 & Social Media Platforms | Lecture & Discussion<br><br>**Group Activity**<br>SWOT analysis of<br>social media platforms | Kingsnorth. Ch. 5 to 8 (89-164pp)<br><br>Kotler et al. Ch. 10 & 11 (226-271pp) |
| 5 | **Marketing Digital Transformation** | Lecture & Case Discussion<br><br>Group Activity<br><br>Case Study | Davis, Hieronimus, Singer & Dahlstrom. *The Rebirth of the CMO.*<br><br>**Quiz:** Principles, Roles & the Digital Marketing Funnel |
| 6 | **Data Driven Marketing** | Lecture & Discussion<br><br>Group Activity | *Google Analytics for Beginners* |

| 7 | **Digital Advertising** | Lecture & Discussion<br><br>**Group Activity**<br>Compare with Facebook Ads | *Google Ads Search Certification.* |
|---|---|---|---|
| 8 | **New Consumer Behaviour<br>in the Digital Age I** | Lecture & Case Discussion<br><br>Group Activity<br><br>Case study | Dawar. *Marketing in the Age of Alexa.* |
| 9 | **New Consumer Behavior<br>in the Digital Age II** | Lecture & Case Discussion<br><br>Group Activity | Whitler, Boyd & Morgan. *The Criticality of CMO-CIO Alignment.* |
| 10 | **Digital Disruption** | In-Class Work Groups | Papachristos. *Digital Disruption 101*<br><br>**Briefing**: Group Project 1 |
| 11 | **Digital Distribution Channels** | Group Presentations | Morrison. *The Power of Brand Authenticity on Social Media [Infographic].*<br>Gillum. *Three Hidden Reasons Why Brands Struggle with Authenticity*<br><br>**Presentation**: Group Project 1 |
| 12 | **E-commerce I** | Lecture & Discussion<br><br>Group Activity | Ries & Trout. Ch. 5 & 6.<br><br>**Viewing:**<br>The Science of Shopping and Future of Retail<br>https://youtu.be/qVJAr5eGOKA<br><br>**Briefing**: Group Project 2 |
| 13 | **E-commerce II** | Group Presentations | Ries & Trout. Ch. 7 & 8<br><br>**Viewing:**<br>The Future of Shopping<br>https://youtu.be/ssPjL9P2_Ww<br><br>**Presentation**: Group Project 2 |
| 14 | **Values Based Marketing & Authenticity** | Lecture & Discussion<br><br>Group Activity<br><br>Case Study | Becker. *How to Do a Competitive Analysis in 5 Easy Steps.*<br>Morrison, Kimberlee. *The Power of Brand Authenticity on Social Media* |

| 15 | **Consumer Journeys & Buying Behavior** | Lecture & Discussion<br><br>Group Activity | Davenport & Ronanki. *Artificial Intelligence for the Real World.*<br><br>**Rosenbaum, Losada Otalora & Contreras Ramirez.** ***How to Create a Realistic Customer Journey Map.*** |
|---|---|---|---|
| 16 | **Inbound Marketing I** | Lecture & Discussion<br><br>**Group Activity**<br>Practicing content marketing | *What is Inbound Marketing?*<br><br>**Briefing**: Group Project 3 |
| 17 | **Inbound Marketing II** | Group Presentations | Kotler et al. Ch. 5 & 6 (105-159pp)<br>Kingsnorth. Ch. 13 & 14 (231-283pp)<br><br>**Presentation:** Group Project 3 |
| 18 | **Class Challenge:**<br>Social Media Crisis | Lecture & Discussion<br><br>Individual & Group Activity | **Case Study:** United Breaks Guitars |
| 19 | **Machine Learning & Neural Marketing** | Lecture & Discussion | **Viewing:**<br>Kipp Bodnar (Hubspot) on Spotting AI hype<br>https://www.youtube.com/watch?v=RjRFp3c7oYM&t=162s |
| 20 | **Real Time Marketing I** | Lecture & Discussion<br>Group Activity | *A/B Testing Guide*, VMO |
| 21 | **Influencer Marketing** | Lecture & Discussion<br>Group Activity | *Influencer Marketing* Harvard Business Review |
| 22 | **Platforms & Platform Marketing** | Lecture & Discussion<br>Group Activity | Ries & Trout. Ch. 1 & 2. |

| 23 | **Guest Lecture** | Guest Lecture | Tripodi. *Coca-Cola Marketing Shifts from Impressions to Expressions.*<br><br>Ries & Trout. Ch. 3 & 4. |
|---|---|---|---|
| 24 | **HubSpot** | Workshop<br>Case Study | Steenburgh, Avery & Dahod. *HubSpot: Inbound Marketing and Web 2.0.*<br><br>Review *Hubspot Academy*<br><br>Ries & Trout. Ch. 9 – 12. |
| 25 | **Metrics in Digital Marketing I** | Lecture & Discussion | Gregory. *19 Important Digital Marketing Metrics for Measuring Success.*<br><br>Ries & Trout. Ch. 12 – 18<br><br>**Briefing**: Group Project 4 |
| 26 | **Metrics in Digital Marketing II** | Group Presentations | Ries & Trout. Ch. 18 – 22<br><br>**Viewing:**<br>Introduction to Amplitude Analytics<br>https://youtu.be/_5OcYf1w_lg<br><br>**Presentations:** Group Project 4<br><br>**Briefing**: Digital Marketing Plan |
| 27 | **Project Presentations I** | Project Presentations & Debate | **Presentations:** Digital Marketing Plan |
| 28 | **Project Presentations II** | Project Presentations & Debate | **Presentations:** Digital Marketing Plan |
| 29 | **The Future of Digital Marketing:**<br>Individual contributions & class discussion | Course Wrap Up | — |
| 30 | **FINAL EXAM** | | |

# SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

> Class & Instructor Policies can be found [here](here)
> General Academic Policies can be found [here](here)