

Syllabus for  
**MKT 350 – Digital Marketing**  
3 Credit Hours  
Spring 2020  
Professor Megan Weinkauf

**Instructor:** Ms. Megan Weinkauf, Instructor of Management      **Class Location:** GC 3116  
**Office Location:** College of Business Hall 3F11                      **Class Times:** MWF 2:15pm – 3:05pm  
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**ORU VISION**

“Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased.”

**ORU MISSION**

To build Holy Spirit-empowered leaders through whole person education to impact the world with God’s healing.

**ORU College of Business Mission**

The College of Business at Oral Roberts University is firmly grounded in a concept of abundant life and the belief that all people are capable of finding prosperous living with God as their Source. The comprehensive integrated curriculum is designed to provide a business education with a commitment to the Christian way of life. The College of Business seeks (1) to graduate well-qualified professionals who provide expert leadership as corporate executives, entrepreneurs, government officials, counselors, nonprofit administrators, and teachers; and (2) to provide an education that enables business graduates to manage people and resources within the context of Christian love and Biblical principles of concern for the welfare of the whole person. To this end, students are challenged to develop a perspective of wholeness in their personal lives so that they might help their clients or students develop wholeness as a way of life.

**I. COURSE DESCRIPTION**

Introduces a paradigm of dynamically and directly interacting with customers through digital means by providing a framework and tools for managing and analyzing an organization’s virtual presence for marketing purposes. Applies concepts of digital marketing in practice through applicable projects and assignments. Students are given the opportunity to experience and analyze the effects of creating, promoting, and adapting an online identity for a marketing, entrepreneurial or digital media organization.

Prerequisites: MKT 130 Principles of Marketing

**II. COURSE GOALS**

- A. From email marketing to traditional media advertising; search engine optimization to marketing strategy, Internet Marketing explores the process of planning for, targeting and creating interactive marketing tools designed to reach the right audience with the right

message at the right time. Students in this course will learn the fundamentals of copywriting, design, online behavior, & SEO through the exploration of sample online marketing campaigns.

B. In line with the purpose of this University, this course seeks to do the following:

1. Contribute to the education of the whole person.
2. Encourage each student to place faith in Jesus Christ at the center of their lives.
3. Encourage the synthesis and integration of the common bond of knowledge provided by the university into a unified whole.
4. Sharpen the communication, computation, and critical analysis skills of each student.
5. Develop appreciation for differing cultures.
6. Increase the students' recognition of God's order, diversity, and creativity and their consequences in the social and historical sciences.
7. Demonstrate that knowledge and experience are related, not separated.
8. Assist the students' development of basic skills, acquiring of basic knowledge, and formulation of a world vision.
9. Advocate the examination of this field of knowledge in the context of its influence upon and its being influenced by others.

C. In line with the purpose of the marketing program, this course is designed to prepare a student for an active role in marketing industry. An objective of this program is to combine the broad foundation of business administration with marketing skills and decision-making experience so that the student has the potential for maximum personal achievement and maximum benefit to their future employers. Through all of the courses in marketing, it is the purpose of the program to develop an integrated person--spiritually alive, intellectually alert, physically disciplined, socially adept and professionally competent.

D. In line with the departmental objectives, this course seeks to prepare the student in the following areas:

1. Critical thinking (skills in reasoning, objectivity, analysis, interpretation, research, or decision making relevant to the discipline)
2. Communication (abilities in areas such as written, oral, and nonverbal communication; group process; information technology and/or media production)
3. Broad, comprehensive, foundational knowledge for the professional standards of the major
4. Broad interpretation of the dynamics of business within the social and professional context
5. Internalization of Christian business ethics and professionalism

### III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of Internet Marketing, the student will be able to do the following:

1. Describe internet marketing as a critical component of the new marketing mix.
2. Understand the essential components of Internet marketing, including websites, SEO, social media, PPC advertising, email marketing and more.
3. Ultimately, each student will develop an in-depth understanding of the processes and planning involved in the creation of blogs, content creation, effective online advertising and marketing campaigns.

#### IV. TEXTBOOK AND OTHER LEARNING RESOURCES

##### A. Required Material

###### **Textbook**

Digital Marketing Essentials. Stukent. ISBN: 978-0-692-22688-9

**Google AdWords Certification:** Google AdWords is the premium ad platform online. Students will go through the AdWords fundamentals modules in class and on their own and select an additional module for certification. Certification will be self-paced but we will discuss student questions in class.

**HubSpot Inbound Certification:** The HubSpot Inbound Certification is a comprehensive marketing course that covers the core elements of the Inbound Methodology. The self-paced curriculum introduces the fundamentals of how to attract visitors, convert leads, close customers, and delight customers into promoters. The HubSpot Inbound Certification is free.

**HubSpot SEO Training Course:** This introductory course will teach you how to build a Search Engine Optimization (SEO) strategy for your business, how to build links to your website, how to use blogging for SEO, and much more.

##### B. Other Required Materials

1. Selected Readings: Each student is responsible for locating and reading assigned articles and cases.
2. Tulsa City County Library Card
3. Laptop - all tests/quizzes will be taken online through D2L

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. *Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences may reduce a student's grade or deny credit for the course.*
2. Students taking a late exam because of an unauthorized absence are charged a late fee.
3. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat

or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments.” Plagiarism is usually defined as copying someone else’s ideas, words, or sentence structure and submitting them as one’s own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another’s work as one’s own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students’ majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

**B. COB Attendance Policy:**

Course Policy and Procedures

1. *(Note: the numbering may change depending on the individual syllabus.)*
2. Attendance Policy
  - a. In line with the University policy, attendance is mandatory and is taken at the beginning of class. All students who miss class including those who are administratively excused are expected to obtain class notes and materials and to turn in assignments within a reasonable time period determined by the professor. In business, employees are allowed personal days or sick leave to be absent from the job without penalty. Similarly, students may miss class up to the number of times per week a class meets without penalty (see table below). This allowance is for illness, personal business, and/or emergencies. The professor has the discretion to excuse any absence beyond those described above.

- b. If a student has excessive *unexcused* absences, a penalty will be assessed as follows:

Number of days the class meets per week	Number of absences <u>not</u> resulting in a penalty	For <u>each additional day</u> the student incurs an unexcused absence beginning with absence number:	The student's total number of points will be reduced by*:
3	3	4	2%
2	2	3	3%
1	1	2	7%

\*Based on a 15-week semester and the number of days per week the class meets.

- c. Whether excused or unexcused, excessive absences may negatively impact the student's performance/grade and may cause the student to fail the course.
- d. The professor has the prerogative to assign bonus points (if any) for perfect attendance.

### 3. Tardy Policy

- a. Tardy is defined as missing *any* portion of class.
- b. Being consistently tardy to class is disruptive to the class and disrespectful to the professor and to fellow class members. This type of behavior is unacceptable in business. Thus, three unexcused tardies will be equal to one unexcused absence.
- c. Depending on the amount of the class missed, makeup work may be required, or a student may be marked absent for that class.
- d. To not be counted absent altogether, the student is responsible to inform the professor that he/she was tardy immediately following that class.

### 4. Exams

Exams consist of questions over the text, handouts, and class lectures.

Any disputes regarding exam questions or grades must be submitted in writing. Students should indicate the accepted response, his or her response, and justification for the accuracy of his or her response.

#### Quizzes

- a. If a student arrives to class after the time of the distribution of the quiz, the student will not be allotted any additional time to compensate for his or her tardiness.
- b. If a student arrives to class after the quiz has been completed and has a valid excuse, the student may take quiz but will result in a deduction of 20%.

#### Assignments

- a. Failure to submit assignments when due will result in a late submission penalty. Late submission penalties are as follows: a) submitted same class period but after due date, 10% loss, b) submitted same day, 10% loss, c) submitted the next day, 20% loss; d) submitted more than 2 days late, 50% loss; after 2 days late homework may not be accepted (at the instructor's discretion).

Note: Excessive tardiness may lead to a loss of points

5. Whole Person Assessment Requirements: None.

## Course Format

This is a course that teaches and utilizes current digital marketing technology applications for teaching purposes. Therefore, some of the content may be fluid due to changes by a website or vendor. That means class assignments may need to be revised or revisited. We may need to spend more time on a topic because the platform has changed. We will take the opportunity when there are adjustments to the course syllabus and content to discuss the particular implications of these changes at all levels of our professional lives.

## Teaching Philosophy

My teaching philosophy is that of learner-centered learning, which means:

- Content is used and not just covered
- Learners take responsibility for their own learning
- Professor is facilitator and guide
- Students participate in groups or teams
- Students teach others what they have learned
- Students participate in self-assessment
- All must be prepared (Weimer 2002)

## Classroom Environment

Students enrolled at Oral Roberts University courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in class that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor. Specifically, it is expected that students show respect for the class by **not using cell phones during class** and by not packing up until after the instructor has indicated the class is over. In addition, students may take notes by laptop, tablet or phone.

## Grade Determination

Grades are evaluated on the following assignments including class attendance.

Assignment	Points	Type	Weight
Quizzes (10 @ 20 Points Each)	200	Individual	20%
Exams	200	Individual	20%
Google AdWords Certification	50	Individual	5%
HubSpot Inbound Certification	50	Individual	5%
HubSpot Social Media Certification	50	Individual	5%
HubSpot SEO Training Course	50	Individual	5%
Presentation	50	Team	5%
Participation	100	Individual	10%
Course Blog (5 Posts @ 40 Points Each)	200	Individual	20%
Final Blog Assessment	50	Individual	5%
<b>Total</b>	<b>1000</b>		<b>100%</b>
	<b>A</b>	<b>900-1000</b>	
	<b>B</b>	<b>800-899</b>	
Last Revision: 10/11/2019	<b>C</b>	<b>700-799</b>	
	<b>D</b>	<b>600-699</b>	
	<b>F</b>	<b>599 or Below</b>	

## **ASSIGNMENT DESCRIPTIONS:**

### **Weekly Quizzes (200 Points):**

Weekly quizzes will be given for each chapter. Quizzes will be online and due through Stukent no later than fifteen minutes after class starts on the designated day. You must be in class to get credit. You may bring in your own handwritten notes but no other material to use to take the quiz.

### **Digital Marketing Presentations (50 points):**

Each student team of two-three will select one recent article focusing on a case study in Digital marketing. Teams will make a 6 to 8-minute presentation reviewing the article and its implications for Digital Marketing. A case setting means telling the story of how the company used technology in marketing using the following outline: 1) The ethical or business dilemma the company faced 2) How digital marketing technology helped solve or address or cause the problem, 3) The results and how success was measured and 4) Suggested next steps. Teams will reference relevant course material in their presentations.

Teams will then lead a class discussion on the article and three related discussion questions for another 7 to 9 minutes for a total of 15 minutes. Submit PowerPoint slides in D2L in the designated presentation area before presenting in class. You do not have to get permission if you use an article from the Wall Street Journal, 1to1media.com, marketingprofs.com, hubspot.com, socialmediaexaminer.com or marketingcharts.com. Professional demeanor and presentation attire (business casual) is expected. In the presentation students should:

- Explain the issue(s) or case scenario to the class in a clear manner.
- Outline how the issue(s) or case scenario relates to Digital Marketing.
- Reference concepts from the appropriate chapter.
- Provide an analysis of the issue or case scenario and implications for marketing.
- Pose three discussion-based (not yes or no) questions for the class.
- Provide each team member's opinion of the questions in a point/counterpoint format.

Grading of the presentation is outlined below.

- Is Organized: Presentation is organized, follows guidelines above and tells a logical story, uses rules of 3, 7 x7, tell us what you are going to say, tell us and summarize (5 points)
- Is Prepared: Slides (if used) are loaded in advance, knows how to work technology (5points)
- Looks at audience: Not down, not at other group members, stands away from podium when not demonstrating a web site (10 points)
- Knows material: Could give the talk without slides, understands what is on the slides, applies course concepts (10 points)
- Uses helpful Audio visual aids (10 points)
- Sticks to time guidelines (5 points)
- Can answer questions (5 points)

### **Course Blog (250 points):**

*NOTE: These Blog instructions include tasks relating to creating and managing your Blog, as well as expectations that you reflect and discuss your activities – in order for me to be able to grade your work, be sure to provide all necessary information to access your blog post in D2L in the designated area on the due date. We will go over the necessary technology in class to get you started blogging and analyzing the results.*

#### *Blog 1 The Setup (40 Points)*

Enter the unique URL (permalink) to your blog post as indicated in D2L.

1. Select a topic of interest that you will blog about throughout the course, a topic that is hopefully related to your major area of study and can continue with after the course is over. Ideally, pick something that you are passionate about and can stick with throughout the whole semester. We will be working through many aspects of Digital Marketing and other course materials that can help you build an audience for your blog.
2. Write a brief paragraph/description as a blog post describing what your blog will be about. Stats will be analyzed through Blogger account.
3. Create a Google Alerts account to get updates on your topic. Sign up for alerts and promotions via Google Alerts, email, and Twitter. Use Google Trends or any other tool where you can access analytics. How can you use this information to improve your blog strategies? How can you reach your demographic/your persona best?

#### *Blog 2 The Social Side (40 Points)*

1. Post one piece of content from another source on your blog and your analysis of that content.
2. Share content from your blog on other social sites (Facebook, LinkedIn, Twitter, etc.) several times over the next week.
3. Review your analytics. Where is your traffic coming from? Is there an impact from the postings? What is driving the traffic?
4. Answer these questions in the text box for this assignment.

#### *Blog 3 The Email (40 Points)*

1. Share at least one original piece of content on your blog.
2. Create an email to a list of contacts with whom you regularly communicate using MailChimp or a similar tool
3. Share content from your blog via that email tool.
4. Review your analytics on blogger and the Email Marketing tool. What was your click through and open rate? What do these numbers mean and how could you improve?
5. Where is your traffic coming from? Is there an impact from the email? What is driving the traffic?
6. Answer these questions in the text box for this assignment.



*Blog 4 Weeks The Picture (40 Points)*

1. Create one new post using images (photos) and videos (you can link from other sites).
2. Analyze traffic after posting the images and identify the impact. What is working and what isn't?
3. Look at three other blogs from the class and identify methods or posts that you believe are interesting or impactful. Why?
4. Answer the above questions in the textbox for this assignment.

*Blog 5 The Content and Wrap Up (40 Points)*

Post one new piece of content on your blog in a long form post, 1200-1500 words.

1. Promote this post using email, social and any other channel
2. What posts are getting the most traffic? Why? Where are they coming from?
3. Which channel is driving the more activity?
4. Identify your bounce rate. Attempt to improve the bounce rate over this assignment period. What are the results?
5. Discuss in the textbox for this assignment.

*Final Assessment (50 Points):* Post a final assessment of your blog activities and the activities of the blogs that you were following. Answer the following questions:

1. How many posts have you created/submitted in total?
2. What are your traffic results in terms of views, clicks, bounce rate, and time on site?
3. Where did your traffic come from? How many page views did you get?
4. Examine the results from your analytics and other sources for your blog and report on any insights obtained.
5. Where is your traffic coming from and how can you increase traffic to your site?
6. What platforms were the most used by your blog readers?
7. What have you learned from this exercise?
8. Answer the questions on the textbox for this assignment.

**Blog Post Grading Rubric (40 points each)**

- Follows assignment guidelines 5 points
- Answers questions thoroughly 10 points
- Demonstrates critical analysis 10 points
- Applies course concepts 5 points
- Uses correct spelling and grammar 5 points
- Cites course material/other sources 5 points

**Final Blog Post Assessment Rubric (50 points)**

- Follows assignment guidelines 5 points
- Answers questions thoroughly 10 points
- Demonstrates critical analysis 10 points
- Applies course concepts 10 points
- Uses correct spelling and grammar 10 points
- Cites course material/other sources 5 points

**Certifications (200 points):** Fifty points awarded for each for certificate/course completion.

**Exam (200 points):** There will be two application exams, one in the middle of semester and one at the end.

**VI. COURSE CALENDAR (TBA)**

**Course Inventory for ORU's Student Learning Outcomes**  
*Internet Marketing, MKT 350*  
*Spring 2020*

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Address the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Address the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The student Learning glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

<b>OUTCOMES and Proficiencies/Capacities</b>		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	<b>Outcome #1 – SPIRITUALLY ALIVE</b>				
	<i>Proficiencies/Capacities</i>				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior	X			

2	<b>Outcome #2 – INTELLECTUALLY ALERT</b>				
	<i>Proficiencies/Capacities</i>				
2A	Critical thinking	X			

2B	Analytical problem solving		X		
2C	Global and historical perspectives			X	
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		
2F	Information literacy		X		

3	<b>Outcome #3 – PHYSICALLY DISCIPLINED</b>				
	<i>Proficiencies/Capacities</i>				
3A	Healthy lifestyle				X
3B	Physically active lifestyle				X
3C	Properly balanced nutrition plan				X

4	<b>Outcome #4 – SOCIALLY ADEPT</b>				
	<i>Proficiencies/Capacities</i>				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural and linguistic differences			X	
4D	Responsible citizenship			X	
4E	Leadership capacity		X		

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