

**MKT 7080 (Go7)**  
**DIGITAL MARKETING**  
**SUMMER 2021**

---

**INSTRUCTOR**

Name:	Jason J. Hamilton	Office Location:	WebEx
Phone:	By request	Office Hours:	M/W 5:30-6:15
Email:	Jason.hamilton@umanitoba.ca	Class Room:	WebEx
		Class Time:	M/W 6:15-9:30

**COURSE DESCRIPTION**

Internet-based technology is evolving how marketers gain insight and reach consumers. This course explores new and emerging tools, techniques and technologies that are making an impact on traditional marketing practices. Through assignments, readings and discussions this class will investigate how the Internet alters business practices and how entire industries have been disrupted by new technologies.

Discussions will focus on how marketers can use new and emerging digital marketing tools to create effective strategies to reach customers. Topics include: digital analytics, search engines, ecommerce, social media, email marketing, display advertising, mobile, and emerging technology.

**COURSE OBJECTIVES**

On course completion, you should be able to:

1. Assess the effectiveness and quality of existing digital marketing strategies
2. Discuss the changing landscape of marketing
3. Explain and assess commonly used digital marketing tools
4. Use data to adapt marketing strategies
5. Create a digital marketing strategy

## AACSB Assurance of Learning Goals and Objectives.

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement for the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the **learning goals and objectives** listed below for the **MBA Program**. The checked goal(s) and objective(s) will be addressed in this course and done so by means of the items listed next to the checkmark.

	<b>Goals and Objectives in the MBA Program</b>	<b>Goals and Objectives Addressed in this Course</b>	<b>Course Item(s) Relevant to these Goals and Objectives</b>
1	<b>Strategic Thinking</b> Students will think critically and creatively about solutions to organizational problems, considering short-term and long-term goals, resources, risks, and opportunities.		
	A. Students are able to identify situations where strategic thinking is necessary.	X	Entire Course
	B. Students are able to identify different strategies.	X	Entire Course
	C. Students are able to perform a basic strategic analysis.	X	Entire Course
	D. Students are able to recommend strategic alternatives and their implementations.		Entire Course
2	<b>Global Perspective</b> Students will adopt a global mindset in considering organizational decisions.		
	A. Students have an awareness of global diversity, and multicultural awareness.	X	Presentations
	B. Students have an awareness of different global perspectives.	X	Presentations
	C. Students have been exposed to global business environments through course materials	X	Presentations
3	<b>Ethical Mindset</b> Students will consider ethical and moral issues when analyzing and recommending solutions to organizational problems.		
	A. Students demonstrate an understanding of the responsibility of business in society.	X	Class Discussions
	B. Students demonstrate an understanding of ethical decision making.		
	C. Students demonstrate moral development in ethical decision making.		
	D. Students demonstrate an understanding of the responsibilities of a leader’s role as it relates to ethics.		
4	<b>Quantitative and Financial Proficiency</b> Students will demonstrate the ability to approach organizational issues using quantitative and financial analysis.		
	A. Students are able to identify that a problem containing a quantitative aspect exists.	X	Assignments and Group Projects
	B. Students are able to apply financial methodologies in the answering of business questions.	X	Simulation
	C. Students are able to demonstrate a basic financial proficiency in understanding the role and flow of money in an organization.	X	Simulation
	D. Students are able to interpret the results of a financial analysis.	X	Simulation

## COURSE MATERIALS

Readings include academic journal articles, cases, magazine articles and online resources. The success students read these materials prior to class and be ready to discuss the key points.

**Students will need to purchase access to the Digital Marketing Essentials online textbook and simulation available through Stukent** or through the University of Manitoba Book store. The instructor will email details for registering and accessing the Stukent resources prior to Class 1.

### Online Textbook and Simulation

Larson, J. & Draper, S. (2018). Digital Marketing Essentials. Stukent.

*Students will receive an email inviting them to join the MKT 7080 class on [www.stukent.com](http://www.stukent.com). Students will need to pay the license fee to have access to the digital textbook and the online simulation.*

This online text is updated at least quarterly and also contains very practical “Expert Sessions” from industry practitioners. Instructions as to key videos and when to watch them will be in your UM Learn page. Other additional readings and resources will be posted periodically to UM Learn. Additional readings are optional and for further reading on topics that may interest you and are not part of the assessment of this course unless explicitly assigned in class.

### Technology Requirements

This course will be conducted “live” via videoconferencing using WebEx (or other platform as decided by the class) and will not involve in-person instruction. Classes will be during the scheduled class time.

As classes will be delivered synchronously via videoconferencing, a device enabled with a camera and microphone is required. You should be in a location with a reliable Internet connection that is strong enough for streaming video. You may also want to consider using earphones/headset with a mic, unless you have a computer/tablet with good speakers/mic.

For recording attendance and class participation, you will be expected to have your camera and microphone on during class time and exams. The instructor may tell you to leave your camera/mic on for the duration of the class or may require you to mute yourself and unmute yourself only at certain times.

## COURSE ASSESSMENT

This course includes a variety of formats including class discussions, readings, a simulation, out of class assignments and a final paper and presentation. The In-Class Presentation will be done in a group of 3. The Digital Marketing Strategy will also be done in a group of 3 but will not need to be the same group. Further details on each assignment are available on Learn. Weekly folders, including all assignments and their due dates, will be provided prior to each week.

**NOTE: Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it is required. The professor decides how to deal with the impact of missed classes on your final grade.**

Your course grade is comprised of seven components. The components and their weighting in the calculation of your grade are listed below:

In-Class Presentation.....	15%
Research Paper Review .....	10%
Mid-Term Exam .....	20%
Social Media Audit .....	10%
Mimic Pro Simulation .....	10%
Digital Marketing Strategy .....	25%
Class Participation.....	10%

Cumulative Marks	Grade	GPA	Performance
92-100	A+	4.5	Excellent
82-91.99	A	4.0	Very Good
75-81.99	B+	3.5	Good
70-74.99	B	3.0	Satisfactory
65-69.99	C+	2.5	Marginal
60-64.99	C	2.0	Unsatisfactory
50-59.99	D	1.0	Unsatisfactory
49.99 and below	F	0.0	Unsatisfactory

In the event of a skewed distribution of grades, the total course marks may be curved up or down as necessary (the weighting of each component will remain unchanged).

## COURSE SCHEDULE

Participation will be through WebEx (or other platform as decided by the class) during our scheduled class time and via discussion on class discussion boards – consistent and valuable contributions in both formats will be assessed towards your participation mark. Class discussions will assume completion of readings and other materials in advance of the class. In addition, completion of the prior week’s Simulation round will be required prior to class so that we may discuss results. The following schedule is approximate and subject to change upon prior notice by the Instructor:

Class	Date	Topic	Readings	Simulation
1	July 19	The evolution of marketing in the digital age  <i>Topics: Introduction to digital marketing; evolution of the marketing mix; (micro-) niche marketing</i>	Textbook: Larson & Draper: Ch. 1 + Jackson & Ahuja (2016) + Edelman and Heller (2015)	
2	July 21	Web Design  <i>Topics: The Internet; Websites, Mobile first design</i>	Ch 2, Ch 12	Simulation Instructions Given
3	July 26	Analytics & Data  <i>Topics: real-time data; digital analytics; A/B testing</i>	Ch 3	Round 1
4	July 28	Search Engine Optimization  <i>Topics: Consumer behavior; On-site &amp; Off-site SEO</i>  <b>* Research Paper Review due</b>	Ch 4, Ch 5	Round 2
5	Aug 4	Paid Search  <i>Topics: Search Advertisements; Keywords, Quality Score;</i>  <b>*Mid-Term Exam (online) due by Aug 6th (Ch 1-6, 12)</b>	Larson & Draper (2018): Ch 6	Round 3

6	Aug 9	Online Advertising		Round 4
		<i>Topics: display advertising; cookies; behavioral targeting; media theories; attribution modelling</i>	☒ Larson & Draper (2018): Ch. 7	
7	Aug 11	Social Media	☒ Larson & Draper (2018): Ch. 9 & 10	Round 5
		<i>Topics: building blocks of social media; influencers; electronic word-of-mouth</i>		
8	Aug 16	Inbound Marketing	☒ Larson & Draper (2018): Ch. 8	Round 6
		<i>Topics: inbound; email marketing; content marketing</i>		
		<b>* Social Media Audit due</b>		
9	Aug 18	E-Commerce	☒ Larson & Draper (2018): Ch. 11	
		Topics: disruption by design; the long tail; online reputation management		
10	Aug 23	* Digital Marketing Strategy due	Larson & Draper (2018): Ch 13	

## ACADEMIC REGULATIONS AND STUDENT SERVICES

### HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. When in doubt, please talk to your instructor.

Instructions and forms to apply for human ethics approval can be found at:

<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

If you will be collecting data only from other students in the class, you do not need REB approval. If you have any questions, please contact [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or your instructor.

### UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

## STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

<b>For Information on...</b>	<b>...follow this link</b>
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	<a href="#">MBA Course Information</a>
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 14 of the MBA Student Handbook</i>	<a href="#">MBA Student Handbook</a>
Help with research needs such as books, journals, sources of data, how to cite, and writing	<a href="#">Library Resources</a>
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	<a href="#">Writing and Learning Support</a>
Support and advocacy for students with disabilities to help them in their academic work and progress	<a href="#">Student Accessibility Services</a>
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	<a href="#">Copyright Office</a>
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	<a href="#">Academic Integrity</a>
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	<a href="#">Student Discipline</a>
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	<a href="#">Student Advocacy</a>
Your rights and responsibilities as a student, in both academic and non-academic contexts	<a href="#">Your rights and responsibilities</a>
Full range of medical services for any physical or mental health issues	<a href="#">University Health Service</a>
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	<a href="#">Health and Wellness</a>
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	<a href="#">Student Counselling Centre</a>
Support services available for help regarding any aspect of student and campus life, especially safety issues	<a href="#">Student Support Case Management</a>
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	<a href="#">Live Well @ UofM</a>
Help with any concerns of harassment, discrimination, or sexual assault	<a href="#">Respectful Work and Learning Environment</a>
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	<a href="#">Violent or Threatening Behaviour</a>



## ACADEMIC INTEGRITY

---

I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating." Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

## FACULTY BIOGRAPHY

---

I.H. Asper School of Business, The University of Manitoba

### **Jason J. Hamilton, LI.B., MBA**

Department of Marketing  
I.H. Asper School of Business

I am a two-time graduate of the University of Manitoba, (Bachelor of Laws, 1996, and a Masters of Business Administration, 2007.)

Prior to teaching I enjoyed a 20-year career where I have worked at:

a large corporation,  
for the Province of Manitoba,  
as a business consultant,  
as an entrepreneur,  
and for a small non-profit.

I love the variety of work that I have been able to do. For the past 4 years I have been teaching primarily at the Asper School of Business in Marketing, generally in Consumer Behaviour and Digital Marketing. Recently I have joined Red River College in their Applied Business and Commerce Education program, teaching in Marketing, Law, Project Management and other courses. I hope my experiences provide an interesting perspective balancing theory and application and I very much look forward to discussions of your own experiences with business. While I love my own stories, I've heard them and much prefer to hear yours! Most of our classes have room for me to tailor our classes and materials to the areas that are most interesting and important to you and your plans, so let me know what you're interested in!

As someone who returned to university later in life, I can tell you, classes are much easier and more rewarding when you review the recommended readings prior to class. Text slides have been provided well in advance of class so that we can actively discuss the material, rather than spending our short time together reading slides and taking extensive notes. Our discussions will very much guide our assessments and exams and I tend to use the text as a starting off point, rather than as the body of knowledge to be examined. I look forward to engaging in the material with you.