

MARKETING IN THE DIGITAL AGE

NATIONAL UNIVERSITY OF SINGAPORE
NUS BUSINESS SCHOOL
MKT 3415
Spring 2018

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COURSE DESCRIPTION

This course will introduce you to fundamental concepts in digital marketing and provide you the tools and theoretical framework to apply digital marketing strategies effectively in your future employment or venture. Students will be exposed to current practices in the digital marketing landscape, academic research that bridge theory with practice, and introductory quantitative tools that measure and help inform the effectiveness of digital marketing campaigns. We will cover these topics using a mixture of case studies and lectures, and students will have the opportunity to apply what they learn through a semester long group project. By the end of the course, students will gain a solid understanding of digital marketing topics and the knowledge to navigate this yet-evolving industry.

COURSE OBJECTIVES

The course has four overarching objectives:

- To understand the interplay between consumers and firms as well as among users and other users at the level of the network.
- To acquaint you with the tools marketers use at the level of the firm.
- To understand the cognition, emotion, motivation, and behavior of digital media users at the level of the individual.
- To develop your skills in defining marketing problems, analyzing alternatives, identifying opportunities, and interpreting their implications through hands on exercises.

To meet these objectives, we will develop a systematic understanding of digital marketing by learning concepts and tools whose applicability will endure even as specific technologies and implementation procedures change. The course will primarily be lecture and discussion based, with cases and real-world situations used to anchor class discussions. Throughout the course, we will draw upon book chapters, articles, and academic papers that develop relevant theories and

subject them to rigorous scientific tests. Individual and group assignments will reinforce, and extend, concepts learned in class.

As with any class, the knowledge that you take away from the class will be determined in large part by the degree to which you rigorously pursue an understanding of the materials covered. This includes reading the assigned materials, asking informed questions, and productively interacting with your peers in team assignments.

METHOD OF EVALUATION

Assignment	Type	Proportion of Grade
(1) Class Participation	Individual	35%
(2) Individual Assignments	Individual	15%
(3) Group Assignments	Group	30%
(4) Final Presentation	Group	20%

(1) Class Participation

A portion of class time will be devoted to discussion and application of course concepts, which constitutes 35% of the total course grade. Class discussions are effective means of sharpening your critical thinking abilities. The discussion format provides an opportunity to argue your position and to learn from others by listening to their comments, analysis, and criticism.

Several criteria are considered when evaluating your class participation.

- Most important is the **quality** of the class participation. Sheer quantity is neither sufficient nor necessarily desirable.
- High quality class participation is thoughtful and includes comments that add to our understanding of a situation. It goes beyond mere repetition of case facts or simple truisms.
- High quality class participation is supported with qualitative and/or quantitative analysis based on marketing theory and concepts.
- Your comments should take into account the comments and analyses of your classmates and be relevant to the topic under discussion. Participation should move discussion forward.
- You need to be present in class in order to receive a strong class participation score.
- Tardiness is a hindrance to class discussion and a distraction. Please be on time.

(2) Individual Assignments

A key advantage of digital marketing is the ability to observe and analyze consumer behavior with more powerful quantitative techniques and sophisticated metrics. To help students gain an appreciation for some of these methods, individual assignments throughout the course will provide hands on opportunities to analyze and interpret the type of data you might encounter in your future role as a marketer, product manager, or entrepreneur. The assignments are to be completed and submitted individually, so you should not consult with your classmates. A background in statistics is

not required to understand the materials, although a basic understanding of inferential statistics will be helpful. In all, the individual assignments make up 15% of the final grade.

(3) Group Assignments

To ground theory with practice, students will work on a group project in teams of five, where you will be tasked to initiate and supervise a digital marketing campaign for a real brand or product of your choice. Throughout the course, there will be group assignments that require you to apply class lessons to your digital marketing strategy, including creating an effective online landing page to improve search marketing, creating viral content to increase word of mouth, and leveraging social media marketing to advertise effectively. The group assignments will culminate in a final presentation, where you and your team will present your digital marketing strategy for the brand or product you have worked on throughout the semester. These assignments will collectively make up 30% of the total grade.

(4) Final Presentation

On the last day of class, you and your team will need to present your digital marketing strategy for the chosen brand/product by drawing upon the various group assignments you have completed throughout the semester. The final presentation will constitute 20% of the total course grade.

COURSE MATERIALS

- Cases:
 - Amazon, Apple, Facebook, Google (513060-PDF-ENG)
 - Ford Fiesta (511117-PDF-ENG)
 - Sephora Direct (511137-PDF-ENG)
 - Star Digital (M347-PDF-ENG)
- Articles posted on course website
- Chapter excerpts posted on course website (see below):
 - Berger, Jonah (2016), *Contagious: Why Things Catch On*, Simon and Schuster.
 - Greenberg, Eric, and Alexander Kates (2014), *Strategic Digital Marketing*, McGraw-Hill Education.
 - Myers, David G (2007), *Social Psychology*, McGraw-Hill Education.
 - Rudder, Christian (2014), *Dataclysm: Who We Are (When We Think No One's Looking)*, Random House Canada, 2014.
 - Smith, Mike (2017), *The Native Advertising Advantage*, McGraw-Hill Education.
 - Soberman, David, and Dilip Soman, eds. (2012), *Flux: What Marketing Managers Need to Navigate the New Environment*, University of Toronto Press.
 - Watts, Duncan J. (2004), *Six Degrees: The Science of A Connected Age*, WW Norton & Company.

COURSE CULTURE

The purpose of the Course Culture is to promote a consistent classroom environment of mutual respect, preparation and engagement. Our expectation of you in class is to be:

Present: Your success depends on being on time and present for the entire class every session. Attendance will be part of your grade for class participation and students are expected to sit in their assigned seats.

Prepared: Bring your nameplate and complete any pre-work needed for class discussion. Expect the professor to cold call in class.

Participating: Active participation calls for no electronic devices such as laptops, tablet computers, or smartphones during class, except when the professor tells you as part of in-class work.

ACADEMIC HONESTY & PLAGIARISM

Academic integrity and honesty is essential for the pursuit and acquisition of knowledge. The University and School expect every student to uphold academic integrity & honesty at all times. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating at examinations/tests, or inappropriate use of resources.

Plagiarism is 'the practice of taking someone else's work or ideas and passing them off as one's own' (The New Oxford Dictionary of English). The University and School will not condone plagiarism. Students should adopt this rule - You have the obligation to make clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is being presented as entirely your own work. This is a minimum standard. **In case of any doubts, you should consult your instructor.** Additional guidance is available at:

<http://www.nus.edu.sg/registrar/adminpolicy/acceptance.html#NUSCodeofStudentConduct>

Online Module on Plagiarism:

<http://emodule.nus.edu.sg/ac/>

CLASS SCHEDULE – Spring 2018

Session	Topic	Subject Area	Assignment
1	Introduction to Digital Marketing	Network	<p>GROUP: Choose a brand/product for semester long project</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> - <i>Flux, Chapter 4 What Makes the Internet Different?</i> - <i>How Companies Learn Your Secret, NYT</i>
2	Social Contagion I	Network	<p>GROUP: Conduct market research for selected brand/product</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> - <i>Ford Fiesta (HBS Case)</i>
3	Social Contagion II	Network	<p>GROUP: Begin social media marketing for brand/product</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> - <i>Six Degrees, Chapter 2 The Origins of a “New” Science</i> - <i>Contagious: Why Things Catch On Introduction Chapter</i>
4	Social Networks	Network	<p><i>Reading:</i></p> <ul style="list-style-type: none"> - Berger and Milkman (2012), "What Makes Online Content Viral?" <i>Journal of Marketing Research</i>.
5	Video Marketing	Tools	<p>GROUP: Create video content for brand/product</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> - <i>Strategic Digital Marketing, Chapter 6 Video Marketing</i>
6	Display Marketing	Tools	<p>INDIVIDUAL: A/B Testing for display ad effectiveness</p> <p><i>Reading:</i></p>

			- <i>Star Digital (Stanford Case)</i>
7	Native Advertising and Search Marketing I	Tools	<p>GROUP: Create landing page for brand/product</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> - <i>The Native Advertising Advantage, Chapter 2 Where It Began, Where It's Going</i> - <i>Amazon, Apple, Facebook, Google (HBS Case)</i>
8	Search Marketing II	Tools	<p>INDIVIDUAL: Attribution case</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> - <i>Dataclysm, Chapter 1 Wooderson's Law</i>
9	Online Communities I: What Brings Us Together?	Behavior	<p><i>Reading:</i></p> <ul style="list-style-type: none"> - <i>Dataclysm, Chapter 3 Writing on the Wall</i>
10	Online Communities II: What Pulls Us Apart?	Behavior	<p><i>Reading:</i></p> <ul style="list-style-type: none"> - <i>Social Psychology, Chapter 9 Prejudice: Disliking Others</i>
11	Gamification	Behavior	<p><i>Reading:</i></p> <ul style="list-style-type: none"> - <i>Sephora Direct (HBS Case)</i>
12	Mobile Marketing and Future Directions	Tools and Behavior	<p><i>Reading:</i></p> <ul style="list-style-type: none"> - Netzer et al. (2012), "Mine Your Own Business: Market-Structure Surveillance through Text Mining," <i>Marketing Science</i>.
13	Final Presentation		GROUP: Present digital marketing campaign of brand/product in class