Meeting Times: TTh 1:40-2:55 p.m.
Location: TBD
Prerequisites: Senior standing, BMKT 325, BMKT 337, BMKT 343, and consent of instructor – course is limited to 18 students. BMKT 420 is not a required pre-requisite, but it is beneficial if students have taken that course. Basic understanding of Google Ads is a plus.

Instructor: Dr. Eric Van Steenburg
Jake Jabs College of Business & Entrepreneurship
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Office Hours
M 1:30-4 p.m.
TTh 11 a.m.-1 p.m.
or by Appointment

Required Materials
- ✓ **Accounts –** All students will need an individual Google account in order to use various Google tools such as Google Ads and Google Analytics.

- ✓ **Textbook** – There is no textbook required for this class. All course materials will be provided online through D2L and/or Google Docs.

Course Description
With a focus on digital marketing, the Internet Marketing Practicum introduces students to one of the most important and fastest growing sectors in marketing communications – digital advertising. The Practicum is a problem-based learning approach where student teams engage in facilitated, self-directed learning to solve a complex problem with no single correct answer. This approach helps develop critical thinking through flexible understanding as students become reflective thinkers who can use knowledge to take action. In the Practicum, students become active learners involved in an online marketing campaign, facing real pressures similar to those in the professional workplace (i.e., client relationships, financial constraints, market competition, time limitations, technology, etc.). Student teams work with actual clients in a live marketing platform using real money. Throughout their campaigns, students continually make finance, advertising, and marketing decisions.

The Practicum helps students learn effective online marketing via sound market analysis to optimize, manage, and update a Google Ads campaign. Students gather real world data and use Google Ads as the platform for gaining a stronger understanding of online marketing. Students also learn and leverage traditional advertising concepts such as copywriting, conversion rates, cost per thousand (CPM), and return on investment, as well as online marketing metrics such as click through rate (CTR), cost per click (CPC), return on ad spend (ROAS), cost per acquisition (CPA), landing page strategies, and search engine optimization (SEO) techniques.

At the same time, students will earn certifications in Google Ads, Google Analytics, and other applicable digital marketing tools.

Learning Outcomes
After participating in the Practicum, students will be able to:
- discover the complexity of implementing an online marketing campaign;
- create a practical and successful campaign that fits with the objectives of a client;
- demonstrate how to maximize targeted and relevant traffic to a client's website;
- use optimization techniques to refine and improve the effectiveness of an online campaign over the three-week competition period;
- confidently discuss online marketing and media planning issues with a client; and
- explain the technical and cultural factors affecting the success of online marketing campaigns.

The Practicum

1. Students working in teams of 3-4 receive $250 in online advertising with Google Ads.
2. Teams recruit a nonprofit organization with fewer than 100 employees that has a website that tracks analytics but doesn't use Google Ads.
3. Teams work with the firm to establish a Google Ads account and structure an effective online marketing campaign.
4. Teams implement, optimize, and refine their campaigns during a three-week window.
5. Teams submit two competition reports – one prior to implementing the campaign (pre-campaign strategy), and one following implementation (post-campaign summary).

Grading

Your final grade will be determined based on the following five (5) criteria:

1. **Webinars** – There will be five (5) online lectures on D2L in which I expect you to observe, listen to, and/or analyze presentations on issues related to adjacent lecture topics. **The online lectures are available starting at noon on the Tuesday specified in the course calendar and close at noon the following Tuesday**. **Webinars will not be reopened after the closing times**, so it is up to you to complete them in a timely fashion. You have 75 minutes (equivalent to one class period) to complete the questions that follow. The best approach is to treat these as an in-class guest lecture in which you take notes and are responsible for understanding the material.

2. **Mid-term Exam** – A mid-term exam will be given to evaluate your mastery of digital marketing principles and disciplines taught during the lecture portion of the semester. The exam consists of multiple choice, definition, and essay questions allowing you to demonstrate your comprehension of the material.

3. **Campaign Reports –** Students will develop a pre-campaign strategy report and a post-campaign summary report. Due dates are on the course calendar, and reports are evaluated via the following:
   - Pre-campaign report includes a client overview and Google Ads strategy. It will be graded for content, writing and readability, analysis and justification.
   - Post-campaign summary includes an executive summary, industry component, learning component, the channel execution summary (channel comparison and documented results), and will be graded on content, writing and readability, analysis and justification, and any relevant use of tables, figures, charts, and graphics.

4. **Participation** – Because students have a responsibility to initiate and participate in discussions regarding the assigned materials and course activities, it is essential that you are prepared to engage. Therefore, you must attend class in order to know all the material in which you will be evaluated. I also expect 100% participation in the assignments and reports, and will take immediate corrective action should there be evidence of non-participation on your part. **Participation grades are based on attendance, classroom discussions, assignments, preparedness, peer evaluations, and the instructor's continuous evaluation**.

   Class participation and continuous evaluation – You are expected to adopt a positive and respectful attitude while in class and while working with group members. You are expected to read the assigned materials as outlined, to arrive on time and fully prepared for all classes, and to meet all deadlines during the course. I will monitor your attendance, the frequency and quality of your participation, the amount of interest shown in the course (inside and outside the classroom), and how much you enrich the class through your work. The participation scale that I will use is the following:

   0-20 points: People who don't attend class regularly and when they do don't participate.
   25 points: People who attend class but just sit and listen.
   30 points: People who attend class and participate occasionally.
   35 points: People who attend class and participate often.
   40 points: People who attend class and participate often and also show interest outside of the classroom.
   45 points: People who attend class and have extensive participation and constant interest outside the classroom.
   50 points: People who meet all the previous standards and enrich the class with voluntary extra work.

5. **Presentation** – Students will deliver a PechaKucha style presentation the final week of the semester that includes their overall campaign strategy, implementation, and evaluation. Presentations are 6 minutes, 40 seconds long as 20 slides advance automatically every 20 seconds. Clients and other interested parties will be in attendance. See the included description of a PechaKucha presentation for additional direction on what is expected.

PechaKucha Presentations

On presentation day, project groups are required to use the PechaKucha 20x20 oral presentation format. This is a simple PowerPoint presentation format in which you show 20 images/slides, each for 20 seconds or a total of 6:40. The slides or images must advance automatically.

Students must use PowerPoint to create the presentations, and cannot use Google Slides as they do not advance automatically in the proper time allotment.

To setup a PowerPoint for a PechaKucha presentation, see some very basic guidelines at:

https://www.youtube.com/watch?v=I9zxNTpNMLo

https://www.youtube.com/watch?v=32WEzM3LFhw

If you are interested in the origins of PechaKucha in Tokyo, Japan from a couple of architects, please visit the original website for background on PechaKucha background and some visual examples. The website is: http://www.pechakucha.org.

Presentations will be evaluated based on the following items:

1. **Opening –** Started with a great story, question to be answered, or curiosity-building idea to grab client's attention. Offered a basic overview of the project by introducing the campaign goals and operational details.

2. **Analysis –** Overall campaign performance is appropriately measured and evaluated. Key performance indicators and/or key metrics for relevant Ad Groups, ads, and keywords are presented and explained.

3. **Knowledge –** Used AdWords concepts appropriately. Presented sufficient depth and level of analysis with a focus on recommendations and rationale for strategies. Demonstrated an understanding of the subject matter.

4. **Visuals/Timing –** Used appropriate visuals at right times to help client understand key points. Items were well-prepared, did not distract from presentation, and contained no errors. Presenters used the time appropriately, presentation flowed with the auto-advancement of the slides.

5. **Conclusion –** Presented a clear summary of the presentation and key items that tied together the entire campaign and helped focus the client's attention on important campaign aspects. Offered simple, actionable, and well justified advice on future recommendations.

Your final grade will be determined based on the following criteria:

Webinars – 5 @ 20 points each	100
Mid-term Exam	50
Campaign Reports	250
Presentation	50
Participation	50
Total	**500**

Grades will be earned based on the following:

91%-100% (455-500 points)	A
90% (450-454 points)	A-
89% (445-449 points)	B+
81%-88% (405-444 points)	B
80% (400-404 points)	B-
79% (395-399 points)	C+
71%-78% (355-394 points)	C
70% (350-354 points)	C-
69% (345-349 points)	D+
61%-68% (305-344 points)	D
60% (300-304 points)	D-
Less than 60% (fewer than 300 points)	F

> **PLEASE NOTE:**
>
> **Feb. 7** is the last day to drop a course without a grade
>
> **April 19** is the last day to drop a course with a "W." After this date students can drop a course only for an extraordinary reason such as illness or a death in the family

All final grades are just that – FINAL. Please don't wait until the end of the semester to see me if you are having trouble. If you need help, or cannot complete work due to personal difficulties, please see me right away.

Grade Appeals, Withdrawals, and Incompletes
Please refer to the university's Academic Policies for information governing these actions. If you have any questions, please contact your academic advisor for clarification.

Tips to Succeed
1. Read the required readings *before* coming to class.
2. Attend all class sessions, come to class prepared, and participate fully in classroom discussions.
3. Ask questions in class, particularly when you don't understand something just discussed.
4. Take notes. Research shows that note taking correlates to higher grades.
5. Participate fully in the group project.
6. Make revisions to your pre-campaign report immediately after you receive feedback and comments.
7. Form study groups to exchange ideas, lecture notes, understand key topics, and help prepare for the exam.
8. Complete all work on time and by announced deadlines.
9. Take advantage of non-graded points. Extra credit opportunities *may* present themselves.

Desire2Learn
The Desire2Learn System is used to support the class administratively as well as deliver some course content.
Check D2L regularly, particularly before a class. Some specific functions include:
- Syllabus or Calendar updates/changes
- Webinars
- Supplemental materials
- Announcements
- Grade posting

Contacting Me
Please **use my MSU email** to contact me (eric.vansteenburg@montana.edu)**.** I will typically respond within 24 hours and always within 48 hours. However, do not be surprised if there is a delay should you email me between 3 p.m. Friday and 8 a.m. Monday. When you do contact me, you must write in complete, coherent sentences with proper salutation as well as correct grammar, spelling and punctuation. Emails that are not written professionally, contain GSP errors, are written in texting language, or do not contain complete sentences will be ignored.

Classroom Etiquette
Regular class attendance is required by the university and necessary to keep up with assigned readings, lectures and projects. Excessive class absences, tardiness and/or failure to keep up with assigned readings will inevitably result in lower grades. I'm quite accommodating, but habitual or extensive tardiness is disruptive to the entire class. If you are late for class, see me immediately at the end of that class to explain why you did not arrive on time. If you do not, you will be counted as absent.

The use of mobile phones, tablets, or laptops for non-course related purposes is prohibited during class. If your phone rings or buzzes, I will be happy to speak with the party attempting to contact you and let them know that you are unavailable Tuesdays and Thursdays at this time. If you are using your phone, tablet, or laptop for social networking, I will be happy to join in the conversation at a moment's notice.

Makeups & Absences
Makeup exams and opportunities to participate in an online quiz after the deadline has passed will only be granted for excused absences in which the student contacts me *in advance*. Likewise, students must contact me in advance of missing any class or they will be counted absent, which will lower their participation grade appropriately. **Contacting me prior to missing a class or exam constitutes a reason; contacting me after missing a class or exam constitutes an excuse**.

Health-Related Class Absence
Please evaluate your own health status regularly and refrain from attending class and other on-campus events if you are ill. MSU students who miss class due to illness will be given opportunities to access course materials online. You are encouraged to seek appropriate medical attention for treatment of illness. In the event of contagious illness, please do not come to class or to campus to turn in work or attend class. Instead notify me by email me about your absence as soon as practical, so that accommodations can be made. Please note that documentation (a Doctor's note) for medical excuses is not required. MSU University Health Partners – as part their commitment to maintain patient confidentiality, to encourage more appropriate use of healthcare resources, and to support meaningful dialogue between instructors and students – does not provide such documentation.

ADA Compliance
Montana State University is dedicated to the principles of equal educational opportunity and access for students with disabilities. If you have a documented disability for which you may be requesting an accommodation(s), please let me know as soon as possible and have your Accommodation Notification or Blue Card. Accommodations are approved through the Office of Disability Services located in SUB 174 or at 406-994-2824. You can find information about disability services at www.montana.edu/drv.

Religious Accommodations
Students should notify faculty by no later than the end of the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the Office of Institutional Equity in Hamilton Hall, room 116, or at 406-994-2042 if you have additional questions.

Diversity & Non-Discrimination
MSU is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based upon race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran's status, sex, age, political ideas, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation. Should you encounter any discrimination, please report it to the Director to MSU's Office of Institutional Equity at discrimination@montana.edu.

Intellectual Property Rights
This syllabus, course lectures and presentations, and any course materials provided throughout this term are protected by U.S. copyright laws. Students enrolled in the course may use them for their own research and educational purposes. However, **reproducing, selling, or otherwise distributing these materials, including providing materials to commercial platforms, without written permission of the copyright owner is expressly prohibited. Doing so may constitute a violation of U.S. copyright law as well as MSU's Code of Student Conduct.**

Academic Honesty

The integrity of the academic process requires that credit be given where credit is due. Accordingly, it is academic misconduct to present the ideas or works of another as one's own work, or to permit another to present one's work without customary and proper acknowledgment of authorship. Students may collaborate with other students only as expressly permitted by the instructor. Students are responsible for the honest completion and representation of their work, the appropriate citation of sources, and the respect and recognition of others' academic endeavors.

Students writing in an academic setting are responsible for approaching all assignments with rigor, integrity, and in compliance with the University Code of Student Conduct. This responsibility includes:

- consulting and analyzing sources that are relevant to the topic of inquiry;
- clearly acknowledging when they draw from the ideas or the phrasing of those sources in their own writing;
- learning and using appropriate citation conventions within the field in which they are studying; and
- asking their instructor for guidance when they are uncertain of how to acknowledge the contributions of others in their thinking and writing.

PLAGIARISM

The term plagiarism includes, but is not limited to, the use, by paragraph or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency, and engaging in the distribution of exams, term papers or other materials.

When students fail to adhere to these responsibilities, they may intentionally or unintentionally "use someone else's language, ideas, or other original (not common-knowledge) material without properly acknowledging its source." When the act is intentional, the student has engaged in *plagiarism*.

Plagiarism is an act of academic misconduct, which carries with it consequences including but not limited to receiving a course grade of "F" and a report to the Office of the Dean of Students. Unfortunately, it is not always clear if the misuse of sources is intentional or unintentional, which means that you may be accused of plagiarism even if you do not intentionally plagiarize. **If you have any questions regarding use and citation of sources in your academic writing, you are responsible for consulting with your instructor *before* the assignment due date. In addition, you can work with an MSU Writing Center tutor at any point in your writing process, including when you are integrating or citing sources. You can make an appointment and find citation resources at www.montana.edu/writingcenter.**

Academic dishonesty is not limited to plagiarism. Other examples of academic dishonesty include cheating on tests or homework, taking an exam or writing a paper for someone else, and selling or uploading unauthorized documents from a class. The term "cheating" includes, but is not limited to (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff of the university.

If you engage in academic dishonesty related to this class, you will receive a failing grade on the test or assignment, and a failing grade in the course. In addition, the case will be referred to the Office of the Provost and Vice President for Academic Affairs for appropriate disciplinary action. This policy is intended to protect the honest student from unfair competition with unscrupulous individuals who might attempt to gain an advantage through cheating.

Code of Conduct

Montana State University expects each student to maintain acceptable standards of behavior on campus and in the community and to manifest a serious purpose by maintaining a satisfactory scholastic standing in the courses undertaken. No student who shows persistent unwillingness or inability to comply with these requirements will be permitted to continue his or her affiliation with the University. The responsibilities of all MSU students are defined by the Student Code of Conduct. All students are expected to abide by the Student Code of Conduct and Academic Integrity, found at: http://catalog.montana.edu/code-conduct-policies-regulations-reports/.

Student PRIDE Code of Excellence

We, the students of the MSU Jake Jabs College of Business & Entrepreneurship (JJCBE), understand that in choosing to enroll at MSU we are investing in our professional futures. Therefore, we proudly commit to the following Code of Excellence:

Performance
   I am accountable for and take pride in my own learning and conduct.

Respect
   I treat with respect all members of my community, including peers, staff, and faculty.

Integrity
   I am ethical in all that I do.

Diligence
   I do my best work at all times.

Engagement
   I challenge myself to invest proactively in my academic, professional, and personal development.

College & University Policies
Please visit http://www.montana.edu/policy/ for full details on any university policies.

Calendar – BMKT 484.001 – Spring 2023

(NOTE: Changes may be made at the discretion of the instructor)

Week Beginning	Lecture Topics	Readings	Key Info
1/16/2023	Course Intro & Syllabus Overview		
1/23/2023	Digital Advertising Landscape	*Zero Moment of Truth*	
1/30/2023	Leveraging Analytics Display Advertising	*Data Driven Delight; Click-to-Call Display*	*Webinar* – Intro to Web Analytics
2/6/2023	Google Analytics Certification		*Webinar* – Intro to SEO
2/13/2023	Search Engine Optimization Paid Search	*Beginners Guide to SEO; How Mobile Search Helps Find Customers*	*Webinar* – Getting Keyword Search Right
2/20/2023	Google Ads Certification	*Best Practices for AdWords; Writing Effective AdWords Copy*	*Webinar* – PPC & Data-Driven Decisions
2/27/2023	Landing Pages	*Landing Page Optimization; Landing Page Effectiveness*	*Webinar* – Content Marketing Strategies
3/6/2023	**Mid-term Exam**	*How Mobile Search Helps Find Customers*	
3/13/2023	*SPRING BREAK*		
3/20/2023	Pre-campaign reports		
3/27/2023	**Pre-campaign reports due**		**AMA @ ICC 3-30 to 4-1**
4/3/2023	*Ads campaigns live*		
4/10/2023	*Ads campaigns live*		
4/17/2023	*Ads campaigns live*		
4/24/2023	Metrics & Measurement		
5/1/2023	**Post-campaign reports due**		
5/8/2023	**Presentations**		