

COMM 213 DIGITAL FOUNDATIONS

Spring 2023
MoWeFr 9:20AM - 10:10AM
Corboy Law Center Room 201

Instructor	Email
Minjin (MJ) Rheu, PhD	mrheu@luc.edu
Assistant Professor	
She/her/hers	
Office	Office hours
SOC Room 216	In person or via Zoom by appointment*

*Making an appointment in advance will ensure that we'll have enough time to talk.

Course Introduction

This course is designed to introduce students the world of digital advertising and marketing. Digital environments have shifted how brands, non-profit organizations, government agencies, and other stakeholders build strategies to achieve communication and business goals. For the last couple of decades, the advertising and PR industry has undergone a major transformation to adapt to fast-changing digital environments. At the center of the change is the data. Through this class you will have an opportunity to develop basic skills to read and interpret data and draw insights from the data to create effective digital advertising strategies and action plans. The class will introduce you to the core concepts, terms, and tools that are foundational to digital advertising and marketing data analytics. We will also discuss some of the emerging topics, including ethical considerations related to the user of personal data, algorithmic transparency, and eXplainable artificial intelligence.

At the end of the course, students should:

1. Be able to understand and explain the fundamental characteristics of digital environments and how they influence brands and organizations set up their communication and business strategies.
2. Become familiar with the principles, concepts, and tools used in digital advertising.
3. Be able to derive meaningful insights from organic data to create an effective digital advertising strategy.
4. Be able to think critically about ethical issues related to data, algorithm, AI, and other topics.

Course Materials

We will use various materials from a broad range of sources including various textbooks, books about marketing, advertising, and psychology, news articles, and relevant websites. Textbooks

are available in the Loyola libraries either online or as a hard copy. Other reading or viewing materials will be shared on Sakai.

- Hermann & Berbary (2018) Digital Marketing Analytics (2nd edition)*
- Kingsnorth, S. (2019). Digital Marketing Strategy: An Integrated Approach to Online Marketing (2nd edition)**
- Crestodina, A. (2018). Content Chemistry: The Illustrated Handbook for Content Marketing (5th edition)**

*Electronic version is available on the Loyola Libraries website

**Hard copies of previous and current editions are available in the library

Course Activities at a Glance

Item	Type	Points
Participation and Professionalism	Individual & Group	10
Group Project: Digital Marketing Project <ol style="list-style-type: none"> 1. Situational Analysis 2. SEO & Web Analytics 3. Social Media Analytics 4. Digital Marketing Strategy 5. Final Presentation 	Group	50*
Take-home Quizzes	Individual	30 (10 each)
Personal Branding Website <ol style="list-style-type: none"> 1. Website brief 2. Finished online portfolio 	Individual	10 (P/F)
Extra Credit	Individual	Up to 5

*Group project score will be weighted based on the peer evaluation score

Course Activities

Participation and Professionalism (10 points)

Your basic responsibilities as a student are to attend class regularly and on time, complete assigned readings and viewings, turn in assignments on their due dates and regularly participate in class discussions.

Attendance will be checked at random throughout the semester. If you have a good reason for being absent, you should inform me prior to the absence. Importantly, you are expected to not

only be physically but also mentally attend to the class. If a student is consistently distracted by other devices or activities (such as watching something else on a laptop, texting, or working on different class material, etc.) and not fully engaged in class, they will be asked to discontinue the use of their devices or leave the classroom.

Failing to meet these basic responsibilities will negatively impact your participation and professionalism score. Note that this score is not guaranteed and may be zero if you frequently miss class or deadlines, are inattentive during class, or free ride on group projects.

I intend to create a class where all individuals' unique values and integrity are well respected and appreciated, regardless of gender, sexuality, race, ethnicity, disability, age, socioeconomic status, and cultural background. This principle applies to all members of the class, including myself. Act with consideration, respect, and empathy toward your peers and the professor. Any inappropriate or disrespectful utterance or behavior will not be tolerated, and those engaging in it may be asked to leave the classroom.

Digital Marketing Project (10 each, 50 points in total)

You will complete X modules of digital marketing project with your group. Students will be teamed up with other classmates based on expertise and interest identified by the skill survey.

Module 1: Situational Analysis

Module 2: Search Engine Optimization

Module 3: Web Analytics

Module 4: Social Media Analytics

Module 5: Digital marketing strategy

Detailed information about each Module will be shared on Sakai. The goal of this project is for students to learn how to gather, analyze, and interpret data from various sources and apply their understanding of the brand to make meaningful observations and conclusions. Then these observations and conclusions will inform you to develop effective advertising and marketing ideas for the brand.

Another important goal of this project is for students to learn how to effectively work as a team. Therefore, peer evaluations will be considered when calculating individual group member's grade for each of the group assignments. I understand that group work can be sometimes difficult and stressful. If there are any issues among group members, please make an appointment to talk to me to discuss them.

Personal Branding Website (10 points)

One of the main goals of this class is for students to have an established online profile by the end of the class. The essence of an online portfolio is to show your potential employers or work partners your interests, specialties, experiences, and skillsets. On your website, you should showcase samples of your past work (including projects done in this class), certificates, and other key highlights of your education and career. The assignment is comprised of two components (1) submitting a 2-page website development brief, and (2) submitting the link of your final website by the end of the class.

Based on the feedback you received on your brief, create your online website that best shows your unique value and strength. You will be asked to apply the principle of digital marketing and public relations to build your personal brand on your website. You can submit the link for your website anytime it is ready before the end of the semester on Sakai.

Take-home Exams (10 each, 30 in total)

Each time one module is finished, you will take a quick takehome exam. There will be three take-home exams throughout the semester. Exam questions will be comprised of multiple-choice, short answer, and short essay questions. More details about Exams will be announced in class and posted on Sakai.

Extra Credit

You will have an opportunity to raise your final grade by up to 5 points by getting a digital certificate freely available by Google or other organizations. This extra credit point opportunity is only eligible to those who get the chosen certificate for the first time. Ones you acquired before this class will not count. If you have already taken the certificate below, please come talk to me to find another option.

Google Digital Garage : Fundamentals of digital marketing

<https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing>

Grading Schemes

There is a total of 100 points that students can receive in this course. The grading scale is:

A	94+	C+	77 to 79
A-	90 to 93	C	74 to 76
B+	87 to 89	C-	70 to 73
B	84 to 86	D+	67 to 69
B-	80 to 83	D	64 to 66

Weekly Plan

Week	Topics	Assignments
Week 1 (1/17-1/20)	<p>Introduction to the Course Deep dive into the syllabus Set up for your group project</p> <p>Friday Online Lab #1 (ZOOM meeting) Digital marketing project overview, group formation</p>	
Week 2 (1/23-1/27)	<p>Digital Advertising Ecosystem An overview of the digital advertising ecosystem Digital goals and KPI</p> <p>Read & View Kingsnorth (2019) Chapters 1 and 2 Hemman & Burbary (2018) Chapters 1 and 13</p> <p>Friday WFH Meet with your group and find your brand – report it to me Syllabus Quiz on Sakai</p>	Syllabus Quiz
Week 3 (1/30-2/3)	<p>Understanding Evolving Digital Consumers Online vs. offline customer behavior The traces they leave – the ladder of loyalty</p> <p>Read & View Hemann & Burbary (2018) Chapters 4 and 5 Kingsnorth (2019) Chapters 4 and 15</p> <p>Friday Online Lab #2 (ZOOM Meeting) Utilizing digital tools to understand your audience</p>	
<p>GDG Progress Check – Google Digital Garage Certificate: Take a business online (4)</p>		
Week 4 (2/6-2/10)	<p>Search Engine Optimization (SEO) – Part 1 Building and improving online presence</p> <p>Read & View Kingsnorth (2019) Chapter 8 Google Search – How Google Search Works READ & VIEW</p> <p>Friday Online Lab #3 (ZOOM Meeting) How to write a better keyword and utilize Google trends</p>	Submit your group project #1 – Situational Analysis

<p>Week5 (2/13-2/17)</p>	<p>Search Engine Optimization (SEO) – Part 2 Building and improving online presence</p> <p>Read & View Kingsnorth (2019) Chapter 9</p> <p>Friday WFH – Takehome Quiz #1</p>	
<p>GDG Progress Check – Make it easy for people to find a business on the web (5)</p>		
<p>Week6 (2/20-2/24)</p>	<p>Web Analytics – Part 1 Establishing basic concepts of web analytics Reading data and draw insight</p> <p>Read & View Hemann & Burbary (2018) Chapter 2</p> <p>Friday Online Lab #4 (ZOOM Meeting) Google Analytics exercise</p>	
<p>Week7 (2/27-3/3)</p>	<p>Web Analytics – Part 2 Google Analytics exercise User experience checklist</p> <p>Read & View Kingsnorth (2019) Chapter 16</p> <p>Friday WFH – Group Project #3 Submission Due</p>	<p>Submit your group project #3 – SEO and Web Analytics</p>
<p>GDG Progress Check – Track and measure web traffic (3)</p>		
<p>Week8 (3/6-3/10)</p>	<p>Spring Break 😊 No Class</p>	
<p>Week9 (3/13-3/17)</p>	<p>Social Media Analytics – Part 1 Social media metrics Social listening and monitoring</p> <p>Read & View Kingsnorth (2019) Chapter 11</p> <p>Friday WFH – Takehome Quiz #2</p>	<p>Submit your personal branding website brief</p>

Week10 (3/20-3/24)	<p>Social Media Analytics – Part 2 The nature of social influence occurring online</p> <p>Read & View Hemann & Burbary (2018) Chapter 8 Freberg (2021) Chapter 6 Research in Social Media: Monitoring, Listening and Analysis (will be shared on Sakai)</p> <p>Friday Online Lab #5 (ZOOM Meeting) Social media analytics practices</p>	Submit your group project #3 – Social Media Analytics
Week11 (3/27-3/31)	<p>Content Marketing Attracting customers – social media, email, blog, etc.</p> <p>Read & View Kingsnorth (2019) Chapters 12, 13, 14 and 17 Crestodina, A. (2018) Chapters 5,6, and 7</p> <p>Friday WFH – Takehome Quiz #3</p>	
GDD Progress Check – Reach more people locally, on social media or on mobile (7)		
Week12 (4/3-4/7)	<p>Developing Digital Marketing Strategy Create effective content strategy for different channels</p> <p>Read & View Kingsnorth (2019) Chapter 20 Hemann & Burbary (2018) Chapters 14 and 15</p> <p>Fri – Easter Holiday 🐰</p>	
Week13 (4/10-4/14)	<p>Ethics of Digital Marketing Mon – Easter Holiday 🐰</p> <p>Data, privacy, algorithmic transparency, etc.</p> <p>Friday WFH – Project Day (Zoom meeting upon request)</p>	Submit your group project #4
Week14 (4/17-4/21)	1:1 Group Meetings	
Week15 (4/24-4/28)	Final Presentations	
Week16 (5/1-5/5)	Submit Final Group Report, Individual Website etc.	

Note. Any additional reading or viewing materials will be shared on Sakai. Be sure to check on Sakai regularly.

Other Important Course Policies

Email and Communication Policy

I will try to respond to emails within 24 hours during the week. If you contact me during the weekend or holidays, it may take more time for me to get back to you. Although I will try my best to respond to your email as soon as I am able, if you have not received any response during this period, please feel free to approach us again to ensure your communication was received. Also, Students are responsible for any information distributed via email and/or Sakai. Please check Sakai and your Loyola email accounts regularly to stay up-to-date on announcements.

Late Work Policy

Life happens. Therefore, I strongly encourage you to plan ahead to complete your work by the due date. You are expected to turn in all assignments on their assigned due dates and times. If you think you cannot submit the work by the assigned time, make sure that you communicate it with me **in advance**. Late work will only be accepted in certain situations, including but not limited to illness or family emergencies. If an assignment is turned in late without prior communication with me, it will receive a zero.

Academic Honesty and Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a guiding principle for all academic activity at Loyola University Chicago, and all members of the University community are expected to act in accordance with this principle. Failing to meet the following standard is a serious violation of personal honesty and the academic ideals that bind the University into a learning community. These standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards.

1. Students may not plagiarize.
2. Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).
3. Students may not fabricate data.
4. Students may not collude.
5. Students may not cheat.
6. Students may not facilitate academic misconduct.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the instructor
- Providing information to another student during an examination
- Obtaining information from another student or any other person during an examination
- Using any material or equipment during an examination without the consent of the instructor, or in a manner which is not authorized by the instructor

- Attempting to change answers after the examination has been submitted
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. Plagiarism involves taking and using specific words, phrases, or ideas of others without proper acknowledgement of the sources. Students may not:

- Submit material copied from a published or unpublished source.
- Submit material that is not cited appropriately.
- Use another person's unpublished work or examination material.
- Allow or pay another party to prepare or write an assignment.
- Purchase, acquire, or use a pre-written assignment for credit.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is an act of personal and professional courtesy, as well as intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism.

Your assignments will be checked for originality using academic honesty software. If you turn in an assignment that contains plagiarized material, you will receive zero points. This is *non-negotiable*.

In addition, a student may not submit the same paper or other work for credit in two or more classes without the expressed prior permission of all instructors. A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors will be judged guilty of academic dishonesty and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course.

All instances of academic dishonesty must be reported by the instructor to the chairperson of the department involved, and to the Dean of School of Communication. The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances.

The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans. Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations. (The School of Communication policy is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)

Please refer to the following sources for further information.

- <https://www.luc.edu/academics/catalog/undergrad/reg.shtml>
- <http://www.plagiarism.org/>

Additionally, using ChatGPT or any other AI language model for generating content for class assignments without proper indication or citation will be considered plagiarism. If you are unsure about whether a specific use of a language model would be considered plagiarism, it is best to consult with your instructor or academic advisor.

Intellectual Property

All lectures, notes, PowerPoints, and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.

Limits to Confidentiality

Under the Illinois Abused and Neglected Child Reporting Act, all personnel of institutions of higher education are classified as "mandated reporters" who must report to the Illinois

Department of Children and Family Services (DCFS) if the reporter has reasonable cause to believe that a minor under 18 years of age known to the reporter in his or her official or professional capacity may be abused (physically or sexually) or neglected.

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including professors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of Loyola University Chicago community members and others. As the instructor, I must report the following information to other University offices if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the LUC Health Center.

Accommodations for Students with Disabilities

Any student with a disability that needs special accommodation during exams or class periods should provide documentation from the Student Accessibility Center to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

Accommodations for Students with Children

Students who are the caretakers, guardians, or parents of children are allowed to bring their children with them to class in the event of an emergency, if childcare plans fall through, etc. Please let me know ahead of time if you will be bringing your child/children to class and also sit near the door in the event that the student needs to leave the classroom to tend to the child/children. If the child/children are using devices like phones, tablets, etc., to entertain them during class time, I also ask that the student who is their caretaker/guardian/parent to make sure to provide headphones as to not disturb the rest of the class.

COVID-19

The Loyola COVID-19 webpage provides comprehensive information regarding coming back to school. Please refer to the following websites for information about COVID-19. Covid testing is available at the wellness center located at 26 E. Pearson, 3rd floor. If you are experiencing symptoms that may be perceived as COVID-19, or if you have been in contact with someone with Covid, *immediately let me know* so I can accommodate the class accordingly.