Course Syllabus – Fall 2016

Course Information

**Multichannel Marketing Campaigns**
RDMD 130

September 14, 2016 – November 22, 2016 (10 Weeks)
Online Course Week: Wednesday – Wednesday

**Instructor Information:**
Lora Kratchounova
Instructor
Division of Graduate Studies, Rabb School
Email: lkratchounova@brandeis.edu / lora@scratchmm.com
Phone: 978-494-2820

**Virtual Office Hours:**
By appointment – Thursdays 7 to 8 pm EST or Friday 8 to 10 am EST
Via Google Hangouts; Please email me 48 hours in advance to set up an appointment

**Course Site:**
https://moodle2.brandeis.edu/course/view.php?id=5229
https://hangouts.google.com/
I. Course Description

The Multichannel Marketing Campaigns course is set up as a strategic and practical guide to designing, conducting and measuring multichannel marketing initiatives – for B2B and B2C brands. The course is designed to teach the fundamentals of 21st Century Digital Marketing – based on creating on-going, seamless customer experiences across digital and traditional channels. Included in the foundational topics covered in this class are the three stages of marketing:

- The New Customer Journey, and Why the Marketing Campaign is dead
- Developing customer journeys – the fundamentals
- Content, Channels and Measurement for Consumer Journeys

In addition, this course will look at the principles of paid, owned, and earned as converged digital marketing, and the role of diagnosing the channels for acquiring new customers.

The practical aspects of the course - covered in Weeks 2-9, will entail developing a customer engagement plan, within groups of 3/4 students, for a selected company of choice (company options will be presented in week 4 – students will have a choice of choosing companies in B2B and B2C markets) across 5 key marketing areas:

1. Identifying and developing core personas
2. Mapping of key moments and content to support the journeys
3. Identifying and prioritizing the channels to support the journeys
4. Learning how to apply website/ mobile app personalization for anonymous and known visitors
5. Measurement and optimization of journeys

Week 10 will be the culmination of the course. During this final week, group presentations will be showcased using the steps learned in this course. This course is intended as a comprehensive multichannel marketing primer - equipping students with the core skills to be successful in joining a marketing team and making an impact – as consumer experience architects and managers.

II. Materials of Instruction

a. Required Texts: Required text or videos are noted for each week. For those interested in reading my top book picks, here’s an initial list:
   ○ Digital Adaptation, Paul Boag – pdf provided
○ Multichannel Marketing, Metrics and Methods for On and Offline Success, Akin Arikan

b. Required Software
○ Use of specific online tools will be detailed for each course. Students will learn to use digital listening and cross-channel analysis platforms such as Google Analytics, SimilarWeb.com, Crimson Hexagon, among others

c. Overall Course Outcomes
○ After successfully completing this course, students will be able to:
  • Understand the fundamentals of multichannel marketing, including how to plan, develop, orchestrate, and optimize multichannel initiatives and on-going consumer journeys across channels.
  • Provide the integrated aspect of managing customer relationships – the need for an integrated Paid, Owned and Earned (POE) approach to multichannel marketing.
  • Master the essentials of customer segmentation and persona development, planning of consumer engagement across channels via consumer journey maps, and the execution and measurement of multichannel prospect and customer engagement - including how to develop original content that maps to the consumer journey.
  • Plan and develop a multichannel marketing approach, with specific strategies, supporting and tactics, to effectively manage and optimize prospect and customer engagement over time.

d. Course Grading Criteria

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<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Component</th>
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<tbody>
<tr>
<td>50</td>
<td>10%</td>
<td>Week 1: Discussion/Online participation</td>
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<tr>
<td>300</td>
<td>60%</td>
<td>Weeks 2-9: Virtual Group presentations (7% per week)</td>
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<tr>
<td>100</td>
<td>20%</td>
<td>Weeks 2-9: Constructive feedback given for classmates’ presentations (2% per week – template for responses will be provided)</td>
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<tr>
<td>50</td>
<td>10%</td>
<td>Week 10: Final Multichannel Marketing Approach for Selected Company – Bringing it all together</td>
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<tr>
<td>500 PTS</td>
<td>100%</td>
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</table>
Virtual Office Hours

- I will be available to host virtual office hours every Thursday evening from 7-8pm EST and Friday morning from 8-10am EST. If you would like to set up an appointment, please email me at least 48 hours in advance.

III. Description of Assignments

A. Discussion Forums (Week 1)

- At the start of each week (Wednesday) you will receive a discussion forum prompt in the discussion forum link in each week’s course requirements. You will be required to post 1 initial response on Saturday and reply to 2 different classmate posts - one on Sunday and one on Tuesday.

  1. The initial responses posted on Saturday must be a minimum of 300 words and not to exceed 400 words.
     - Each Course Week will focus on 1 core topic with 2-3 sub-topics. Students will be required to post about the core topic, and optionally included one or more of the sub-topics.
     - These responses will need to be substantive – they need to convey a strong point of view and at least 3 supporting points derived from 3 different sources**

**In order to incorporate proof points and objective data into responses, students must utilize digital media sources (e.g. BusinessInsider.com), digital blogging platforms (e.g. Medium), and social media sources (e.g. LinkedIn and Twitter).

  2. Reply posts (on Sunday and Tuesday) must be a minimum of 200 words, maximum of 500 words.
     - These responses will need to be substantive and show an effort to reflect upon classmates’ points of view. Do you agree, disagree, etc.?
     - In order to grasp the concepts, students are asked to review the selected posts and provide constructive feedback to their classmates.

- Online participation will contribute 35% of the student’s final grade (Each week = 5%)
- Marketing is a collaborative discipline
Successful marketing practitioners always work as teams – being part of a team, collecting and incorporating feedback from others, is key to the successful outcomes of marketing plans, campaigns and deliverables.

Students will need to get comfortable with the types of available online channels, be able to differentiate opinions and interpretations from objective facts, and use various arguments (data points, visuals, video) to communicate their point. As more consumers move to online and mobile channels, with a fragmented attention span, students need to learn what it takes to effectively communicate and engage an always-on, ADD-like audience.

B. Virtual Teams (Week 2 - Week 9)

- Every week after Week 1 (Weeks 2-9), students will be required to work together as virtual teams. The assignments for these 8 weeks will be group-based, where students will need to work as a team to create and respond to the assignment, and post in the main forum. These assignments will need to clearly communicate the agreed-upon group position and then offer proof points from each individual student.
  - By Sunday (midnight) of these weeks, rather than posting to the general forum, teams (3-4 students) will have had to have presented their responses/thoughts via a virtual group setting (e.g. Google Docs, Adobe Connect) to the class.
- Students who are not presenting in a given virtual group session are expected to post their constructive feedback and additional insights for each of the other teams via the group forum by Tuesday (midnight).
- Virtual groups will need to present their weekly assignments as PowerPoint decks, with detailed speaker notes to help walk the intended audience through their material. In addition to the PPTs, virtual groups may record a team video 8-10 mins in length using their PPT material.
- Team groups will be distributed once class roster is finalized.

C. Multichannel Approach for Select Company (Week 10)

- The final week (Week 10) will be the culmination of the course, where students will present their aggregate Multichannel Strategy Assessment. This will be a mock presentation for the company chosen in Week 2 intended to showcase the multichannel approach the company can take, inclusive of key personas, persona journeys, channels/ content and measurement for engaging the key personas. More details for this final assignment will be provided as part of the assignment rubric.
IV. Evaluation Criteria

- The evaluation criteria for each Course Week assignment will include the following:

A. Discussion Forums (Week 1)

- Depth/Substance of initial weekly post (Saturday)
  - Substantive; Includes your own insights with a main idea and displays a clear point of view (POV) with at least 3 supporting points
    - Shows full grasp of the concept
    - Provides insightful interpretation/application of the concept to at least one practical example of choice
  - Includes references to readings and other sources: at least 3 outside sources
  - Answers questions completely
  - Sufficient detail; 300 words minimum – 400 words maximum
  - No spelling/grammatical errors: 4 points will be dedicated for grammar and spelling errors
  - Late submissions:
    - 1-2 days late - 3 points
    - 3-4 days late - 7 points
    - 5-6 days late - 10 points
    - 7 or more days late - not accepted

- Classmate engagement (Sunday and Tuesday)
  - Substantive reply to 2 student posts per week
  - Sufficient detail; 200 words minimum; 500 words maximum
  - No spelling/grammatical errors: 4 points will be dedicated for grammar and spelling errors
  - Late submissions:
    - 1-2 days late - 3 points
    - 3-4 days late - 7 points
    - 5-6 days late - 10 points
    - 7 or more days late - not accepted
B. Virtual Teams (Week 2 - Week 9)

- Virtual group participation:
  - For every week for the period of week 2-9, teams of 3/4 will need to submit a PowerPoint presentation of up to 20 slides that addresses the course week topic. For example, for week 5, students will need to submit a PowerPoint that explains how you would approach web or app personalization for the company assigned to you in week 2. You will explain how to construct and manage personalized experiences for anonymous or repeat visitors to your website, using triggers such as past visits and content viewed, or triggers based on the existing knowledge of a customer stored in such systems as Marketing Automation or CRM. Students will have the option to record a narrative via Adobe Connect that tells the story shared in the slides – the web or app personalization approaches they choose, the outcomes they want to achieve, and the ways they will measure and optimize based on the behavior of customers.

- Weekly response/ written feedback for virtual groups
  - Students will be asked to comment on their peer group’s PowerPoint and supporting narrative. The submissions will be done as joint written group assessments where each student will need to provide at least one key observation or constructive critique on the depth of effectiveness of their peer groups’ presentations. Responses from each student within a team should be at least 200 words but no more than 300 words to allow the instructor to have sufficient time to review and provide feedback. Template for responses is provided.
  - Responses will be evaluated as follows:
    - Substantive reply to at least 1 peer group presentations
    - Sufficient detail: 200 words minimum; 300 words maximum
    - No spelling/ grammatical errors: 4 points will be dedicated for grammar and spelling errors
    - Late submissions:
      - 1-2 days late -3 points
      - 3-4 days late -7 points
      - 5-6 days late -10 points
      - 7 or more days late - not accepted
## Qualitative Rubric for Final Multichannel Campaign Plan:

<table>
<thead>
<tr>
<th></th>
<th><strong>Excellent</strong></th>
<th><strong>Good</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Less than acceptable</strong></th>
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<tbody>
<tr>
<td><strong>Points</strong></td>
<td>25-23</td>
<td>22-20</td>
<td>19-18</td>
<td>&lt;18</td>
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<tr>
<td><strong>Depth of content</strong></td>
<td>Complete follow-through on all sections of weekly the topic; executive summary and detailed proof points for each finding and recommendation</td>
<td>Adequate follow-through on all sections of the weekly topic; executive summary and detailed proof points for some finding and recommendation. Could have gone a bit deeper.</td>
<td>Partial follow-through on all sections of the weekly topic; limited proof points for some finding and recommendation.</td>
<td>Partial follow-through on some sections of the weekly topic; minimal proof points for finding and recommendation.</td>
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<tr>
<td><strong>Grasp of Marketing Concepts</strong></td>
<td>Final document (PowerPoint) uses all key digital marketing concepts – POE, web and social KPIs and metrics. Concepts are introduced and then supported with data</td>
<td>Final document (PowerPoint) uses some key digital marketing concepts – POE, web and social KPIs. Concepts are introduced and then supported with partial data</td>
<td>Final document (PowerPoint) uses 1-2 key multi-channel marketing concepts only - POE, web and social KPIs. Concepts partially introduced/explained introduced supported with tangential data</td>
<td>Final document (PowerPoint) doesn’t make use of concepts</td>
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<td><strong>Proficiency with Tools</strong></td>
<td>Student uses at least one digital marketing tool for each section of the course; tools are clearly labeled, data is displayed clearly and analysis for the data is provided</td>
<td>Student uses at least one digital marketing tool for each section of the course; tools are clearly labeled, data is displayed clearly and limited analysis for the data is provided.</td>
<td>Student uses at some digital marketing tool throughout the course; tools are clearly labeled, data is displayed clearly and limited analysis for the data is provided</td>
<td>Student uses 1-2 digital marketing tool throughout the course; data is not displayed clearly and no analysis for the data is provided</td>
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<td>Critical/ Creative Thinking</td>
<td>Explores <strong>all</strong> concepts and consistently exhibits the ability to pursue, consider, and/or assess relevant perspectives. Consistently exhibits the ability to systematically analyze, synthesize and express the complexities in a given issue.</td>
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<td>Explores <strong>most</strong> concepts and exhibits proficiency in the ability to pursue, consider, and/or assess relevant perspectives. More often than not exhibits the ability to systematically analyze, synthesize and express the complexities in a given issue.</td>
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<td>Explores <strong>some</strong> concepts and adequately exhibits the ability to pursue, consider, and/or assess relevant perspectives. Intermittently exhibits the ability to systematically analyze, synthesize and express the complexities in a given issue.</td>
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<td>Does not explore the concepts and does not exhibit the ability to pursue, consider, and/or assess relevant perspectives. Does not exhibit the ability to systematically analyze, synthesize and express the complexities in a given issue.</td>
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<table>
<thead>
<tr>
<th>Content</th>
<th>__/25</th>
<th>Marketing Concepts</th>
<th>__/25</th>
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<tbody>
<tr>
<td>Tool Proficiency</td>
<td>__/20</td>
<td>Critical/Creative Thinking</td>
<td>__/20</td>
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**TOTAL** |/__90
<table>
<thead>
<tr>
<th>Learning Topics and Key Themes</th>
<th>Assessment/Assignment (To measure achievement of objectives)</th>
<th>Discussions (Questions &amp; Instructions)</th>
<th>Learning Objectives</th>
<th>Content/Resources/Tools</th>
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<tbody>
<tr>
<td>Intro. Module/Week 1 – Sep 14-20:</td>
<td>- Discuss one of your favorite brands – do they practice Marketing of the Past, Marketing of the Present, and Marketing of the Future (or a combination of the above)?&lt;br&gt;- Discuss if your company of choice has adapted to the new principles of marketing. Do they understand and practice multi-channel marketing based on their consumers’ journey?&lt;br&gt;- Identify how the company can evolve to meet the consumer at the critical points of selecting their brand vs. competing options.</td>
<td>3 stages of Marketing: Marketing the Future = 21st century Digital Marketing&lt;br&gt; Digital Authority defined&lt;br&gt;- The New Sales and Marketing Funnel&lt;br&gt;- Developing domain expertise and visibility in the Digital age&lt;br&gt;- Defining why consumer journeys are the new norm in marketing&lt;br&gt;- Understanding the difference between consumer journeys and brand campaigns</td>
<td>- Setting up the stage for how marketing is different in the digital age&lt;br&gt;- Explaining the difference between campaigns and customer journeys</td>
<td>View/Watch:&lt;br&gt;- Start with why -- how great leaders inspire action</td>
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<td>Module/Week 2 – Sep 21-27: Customer Segmentation and Persona Development</td>
<td>- This week you will be assigned to teams of 3 to 4 students and you will be able to choose from one of 4-5 companies.&lt;br&gt;- Identify at least one customer segment you</td>
<td>- Understand the principles of customer/ buyer segmentation&lt;br&gt;- Understand the principles of persona development</td>
<td>- Define segmentation analysis and determine your ideal segment types&lt;br&gt;- Understand how to best use segmentation with analytics&lt;br&gt;- Turn segmented data into actionable insights</td>
<td>- How to build digital marketing segments, Gartner&lt;br&gt;- Creating personas for digital marketing, Gartner&lt;br&gt;- Scratch Customer Segmentation Module – pdf to be provided</td>
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Module/Week 3 – Sep 28- Oct 4:
Multi-Channel Campaigns; Modern Marketing Architecture
- Develop the GTM for the ideal persona in the segment you selected in week 2; determine your GTM goals
- Research and/or demo a variety of multi-channel marketing tools and determine at least one tool that you believe will support your multichannel campaign and your GTM plan and goals; explain what the tool’s capabilities are and how it will help enable and optimize your GTM plan
- Almost 4,000 companies are now part of the marketing technology landscape, a huge leap from the 150 itemized back in 2011.
- A new Modern Marketing Architecture is necessary to meet the raised expectations of today’s customers and relieve companies of their chronic fragmentation pains.
- The variations of modern marketing architectures & solutions – marketing clouds, digital hubs, point solutions – pros and cons of each
- Go-to-market plans with multiple channels across the marketing and sales funnel
- What problems marketers are looking to solve and how they define the functionality they need
- Understanding the modern marketing toolset with the goal of identifying must-have marketing solutions for companies at various stages of digital marketing maturity
- The modern marketing landscape (infographic)
- Multichannel GTM Module (Scratch) – ppt provided
- Multichannel Marketing Campaign Workbook (Marketo) – pdf provided
- 10 Ways Cross-Channel Campaigns Are Not Rocket Science (Adobe) – pdf provided
- Modern Marketing Architecture – RedPoint white paper – provided as pdf
- The Forrester Wave™: Cross-Channel Campaign Management, Q3 2014 by Jason McNellis, August 28, 2014 – pdf provided

Module/Week 4 – Oct 5-11:
Multi-Channel Content Strategy
- Conduct at least 2 of the 5 steps outlined in the Digital Authority framework
- You will use a variety of online tools to determine the best channels and content
- Learning how to identify and map channels to buyer journeys
- Detailing how to identify the types and content
- ALL YOU NEED TO KNOW ABOUT CUSTOMER JOURNEY MAPPING, Paul Boag
| Module/Week 5 – Oct 12-18: Web Personalization/ Mobile Experience Management | - Using your group’s assigned company, study its website personalization methods, if any. In cases where the company you were assigned does not employ website personalization, study at least one competitor and apply the concepts learned in this week’s materials |
| - Website personalization is based on collecting real-time Web behavior and responding with personalized recommendations for each customer — automatically. We will study basic and advanced approaches to website personalization – based on IP address lookups, integration with email and CRM, and more |
| - Explaining the role of new web personalization technologies and the capabilities they avail to marketers – for both customers and anonymous visitors |
| - How to construct and manage mobile interactions/ campaigns including making a store like a website - in the same way that advanced firms can “watch” a consumers behavior online - “see” what products they might be interested in - physical stores can now do the same with beacons - so if you are a frequent |

- Develop your customer journey map (template provided); identify the key stages of the journey, map out the problems the customer is looking to solve, and then map out the channels you will use to reach the consumer |
- Build your content funnel (template provided) |
- for your buyer personas |
- themes mapped to buyer journeys |
- Learning how to develop a content funnel |
- How to Design Customer Experiences Using Personas, Gartner – pdf provided |
- Consumer Journey Maps and Buyer Personas, Silverpop – pdf provided |
- Managing the Customer Journey Guide Your Prospect to Their Destination, RooJoom – pdf provided |
- HubSpot Content Mapping template – ppt provided |

- Website personalization is based on collecting real-time Web behavior and responding with personalized recommendations for each customer — automatically. We will study basic and advanced approaches to website personalization – based on IP address lookups, integration with email and CRM, and more |
- Explaining the role of new web personalization technologies and the capabilities they avail to marketers – for both customers and anonymous visitors |
- How to construct and manage mobile interactions/ campaigns including making a store like a website - in the same way that advanced firms can “watch” a consumers behavior online - “see” what products they might be interested in - physical stores can now do the same with beacons - so if you are a frequent |

- The Definitive Guide to Web Personalization, Marketo – pdf provided |
- The Ultimate Web Personalization Planning Guide, Evergage – pdf provided |
- 30 Ways to Do Real-Time Personalization (Evergage) – pdf provided
<p>| Module/Week 6 – Oct 19 - 25: Email Personalization | shopper with the store App on your phone, they can “watch” what products you spend time looking at - and then when you go on-line to buy, they can personalize the website to match your interests “recorded” in the store | - Sign up for emails/newsletter/ updates from your assigned company Comment on the email relevancy and level of personalization - What can the company do better to meet the needs of the buyers, specifically the persona you developed, with email content and email personalization - Email is still one of most widely used tools for connecting, engaging, converting and turning customers into loyal advocates - This week we will study specific techniques for email personalization, specifically how to build email campaigns based on customer segmentation, and complement email marketing to the buyer’s journey | - 11 Personalized Email Examples You Can’t Help but Click, HubSpot: <a href="http://blog.hubspot.com/blog/tabid/6307/bid/34146/7-Excellent-Examples-of-Email-Personalization-in-Action.aspx#sm.00012ujz9p11ade3ux54yzbs8rrm5">http://blog.hubspot.com/blog/tabid/6307/bid/34146/7-Excellent-Examples-of-Email-Personalization-in-Action.aspx#sm.00012ujz9p11ade3ux54yzbs8rrm5</a> - 12 Tips for Amazingly Effective Email Subject Lines, Act-On – pdf provided - Your Brain on Email: The Science to Winning the Inbox, Emma: pdf provided - 37 Marketing Automation Best practices (Raab) – pdf provided |
| Module/Week 7 – Oct 26- Nov 1: Social Management and Campaigns | - Social media has developed in a digital water cooler – consumers now freely share their passions and pain, brand likes and dislikes, needs and determination to buy new products &amp; services - This week we will study various approaches to - Understand how to reign in social chatter for lead generation, and the tools and techniques associated with this effort - Learn how to use specific tools for monitoring, analyzing and driving leads from social to a brand’s website (or app) | - Understand the principles of Marketing Automation, how to set triggers and customized marketing campaigns - Understand how to use customer signals – database analysis, social and digital breadcrumbs – to change email from existing sequential trigger flow to triggers based on key customer behaviors across channels | - Definitive Guide to Social Marketing, Marketo – pdf provided - 7 Steps to Create a Winning Social Media Marketing Strategy, Sprout Social – pdf provided - Beginners Guide to Social Media, Moz – pdf provided |</p>
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<th>Module/Week 8 – Nov 2-8:</th>
<th>- Develop a paid campaign for your assigned company; Employ at least 2 channels for paid demand generation; Explain the marketing mix, the modeling approach, and the expected ROI</th>
<th>- Monitoring, analyzing and harnessing social media chatter for lead generation</th>
<th>- Create a effective social media campaign to support your multichannel goals</th>
<th>- Tools: Klout, Hootsuite, Followerwonk, Google Alerts</th>
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<tr>
<td>Advertising/ Paid Campaign Management</td>
<td>Acquiring new customers through demand generation programs: - Paid social - B2C: advertising/ ad targeting options - ABM: B2B platforms – Demandbase/ Madison Logic - Paid email sponsorship, paid content syndication (buys vs. new context-based content syndication Taboola and Outbrain)</td>
<td>- Understand how to acquire new customers through demand generation</td>
<td>- Gain insight into Paid Social, B2C advertising and targeting options, Account-Based-Marketing (ABM) and B2B platforms, and paid email sponsorship and content syndication</td>
<td>- B2B: - ABM at Scale – Avention white paper, pdf to be provided - ABM tools: Demandbase, Madison Logic, Engagio - Paid email/ content syndication tools: examples TechTarget (pdf provided), Taboola, Outbrain</td>
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<td>Module/Week 9 – Nov 9-15:</td>
<td>- Develop your measurement approach for the company assigned to your group – campaign level metrics, channel metrics and entire journey metrics</td>
<td>- How to measure customer journeys – the three levels of metrics – what customers do, how you can measure the brand influence,</td>
<td>- Understand how to measure customer journeys</td>
<td>- Tools: Klout, Hootsuite, Followerwonk, Google Alerts</td>
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<td>Measurement/ Analytics</td>
<td>- Paid media – social platforms, Facebook, Twitter, Google &amp; LinkedIn - Paid search - Quickly review state of advertising platforms</td>
<td>- Learn the importance of multichannel attribution</td>
<td>- Differentiate among the various methodologies</td>
<td>- Google Analytics – metrics and funnel model</td>
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<td>- Other examples of tools that can be used throughout the entire journey</td>
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<td>- Other examples of tools that can be used throughout the entire journey</td>
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<td>Module/Week 10 Nov 16 – 22</td>
<td>Put Your Multichannel Strategy together. This is your final week, when you can revisit all core concepts learned in this course and put it together as your final recommendation for multichannel marketing success to the company assigned to your group in week 4</td>
<td>attribution, and the entire customer journey Master Google Analytics – the key metrics, how to build conversion funnels, how to assign attribution</td>
<td>- Gain actionable insights and improve your ROI through multichannel attribution leads</td>
<td>- Apply the core multichannel marketing concepts and tools to finalize your overall multi-channel plan for the company assigned to your group - Learn how to effectively and creatively pull complex information, instructor and peer feedback into a final, cohesive, end-to-end story and plan</td>
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V. Course Policies and Procedures

All students who are new to Graduate Professional Studies or whom have not previously taken an online course are expected to have completed the Student Online Orientation course accessible from the GPS Resources block of the course homepage. **This should be performed before the course start date.** All required work for the course may be done asynchronously; i.e., students can login to the course, read/download materials, post to the forums, and submit assignments throughout the course week.

Please carefully follow the syllabus and the weekly modules to help manage your time throughout the course week; once we enter week 2 or 3, students typically become much more comfortable with the pace and flow of the course. At points throughout the semester, I will make myself available for synchronous chat sessions using Adobe Connect (see video conferencing link noted on the first page of this syllabus). These sessions will be open Q&A, and they are optional. I will post a recording of each chat session so that those students who did not participate can view the recorded synchronous discussions. For any group projects, students may use the asynchronous group forums available online and, if they choose, they may use the synchronous group meeting rooms available.

**Work Expectations:**

Students are responsible for exploring each week’s materials and submit required work by their due dates. On average, a student can expect to spend approximately 2-4 hours per week reading and approximately 2-3 hours per week completing assignments and posting to discussions. The calendar of assignments and due dates is located at the end of this syllabus, all assignments are due by their respective due dates (see Description of Assignments).

**Late Policy:**

(See Evaluation Criteria)

*Late Final Projects cannot be accepted. On rare occasion, personal or professional issues do arise that may warrant an exception to the late policy above. Please notify the instructor at least 24 hours in advance of a due date if an issue arises that will make it impossible for you to meet a stated due date. Exceptions, although rare, will be considered on a case-by-case basis.

**Confidentiality in the Classroom:**

As we proceed throughout our discussions, I’d like to highlight a point about confidentiality in our online classroom. We can draw on the wealth of examples from our organizations in class discussions and in our written work. However, it is imperative that we not share
information that is confidential, privileged, or proprietary in nature. We must be mindful of any contracts we have agreed to with our companies. In addition, we should respect our fellow classmates and work under the assumption that what is discussed here (as it pertains to the workings of particular organizations) stays within the confines of the classroom. Finally, for your awareness, members of the University's technical staff have access to all course sites to aid in course setup and technical troubleshooting. Program Chairs and a small number of Graduate Professional Studies (GPS) staff have access to all GPS courses for oversight purposes. Students enrolled in GPS courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure that quality course delivery standards are met. Strict confidentiality of student information is maintained.

**Grading Standards:**

Students are graded on demonstration of knowledge or competence, rather than on effort alone. Each student is expected to maintain high standards of honesty and ethical behavior. All assignments are meant to represent your own work. I expect students to conduct themselves courteously online. If in my judgment a student’s conduct is not courteous, I reserve the right to reduce that student’s grade.

How Points and Percentages Equate to Grades:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>500-467</td>
<td>(100%-94%)</td>
<td>A+/A</td>
</tr>
<tr>
<td>466-448</td>
<td>(93%-90%)</td>
<td>A-</td>
</tr>
<tr>
<td>447-431</td>
<td>(89%-87%)</td>
<td>B+</td>
</tr>
<tr>
<td>430-413</td>
<td>(86%-83%)</td>
<td>B</td>
</tr>
<tr>
<td>412-398</td>
<td>(82%-80%)</td>
<td>B-</td>
</tr>
<tr>
<td>397-383</td>
<td>(79%-77%)</td>
<td>C+</td>
</tr>
<tr>
<td>382-363</td>
<td>(76%-73%)</td>
<td>C</td>
</tr>
<tr>
<td>362-348</td>
<td>(72%-70%)</td>
<td>C-</td>
</tr>
<tr>
<td>347-333</td>
<td>(69%-67%)</td>
<td>D+</td>
</tr>
<tr>
<td>332-313</td>
<td>(66%-63%)</td>
<td>D</td>
</tr>
<tr>
<td>312-298</td>
<td>(62%-60%)</td>
<td>D-</td>
</tr>
<tr>
<td>298 &gt;</td>
<td>(59%&gt;)</td>
<td>F</td>
</tr>
</tbody>
</table>

**Feedback:**

Feedback will typically be provided on assignments and the final project within 10 days of the due date. I will be recording your weekly participation grades and providing narratives describing your discussion posts (participation) for each week.
Learning Disabilities:
If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this course, please contact me immediately.

Academic Honesty and Student Integrity:
Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, “Every member of the University Community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student’s own effort. A student’s name on any written exercise constitutes a statement that the work is the result of the student’s own thought and study, stated in the student’s own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source.” In particular, students must be aware that material (including ideas, phrases, sentences, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class. Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to cite resources properly may result in a referral being made to the Office of Student Development and Judicial Education. The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University.

Please review the policies and procedures of Graduate Professional Studies, found at:
http://www.brandeis.edu/gps/students/studentresources/policiesprocedures/index.html
Further information regarding academic integrity may be found in the following publications: "In Pursuit of Excellence - A Guide to Academic Integrity for the Brandeis Community", "(Students’) Rights and Responsibilities Handbook" AND "Graduate Professional Studies Student Handbook". You should read these publications, which all can be accessed from the Graduate Professional Studies Website. A student that is in doubt about standards of academic honesty (regarding plagiarism, multiple submissions of written work, unacknowledged or unauthorized collaborative effort, false citation or false data) should consult either the course instructor or other staff of the Rabb School Graduate Professional Studies.

University Caveat
The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances.