

I. Description

This introductory course explores the ever-evolving world of digital media, where technology, creativity, communities, and commerce converge — and sometimes collide.

This course is more than an academic exercise; it's a collaborative experiment. We will not only evaluate the types of digital media and their uses, we will also critically analyze their societal, cultural, and business implications. We will consider complex questions about privacy, security, inclusivity, and equality, as well as how to use digital media effectively and responsibly.

In addition, while many of the lectures and readings draw on digital media marketing, our definition of "marketing" extends beyond selling products to also promoting ideas, propagating knowledge, and positioning brands (institutional and personal) to achieve objectives.

Although this course will touch upon the latest tech, tools, and tactics, they will likely differ or disappear within 10 years — or even 1. We're seeing digital media technologies and trends rapidly rise and fall, with entire industries and societies disrupted by innovations that dominate briefly only to be replaced by others. Consequently, this course will focus on *how to think* about digital media, and that includes applying the scientific method in research, experimentation, and analysis.

Note: Part of this introduction was written by ChatGPT responding to the prompt, "Acting as a college professor, write an introduction to a graduate level course, introduction to digital media." If you're not using AI tools yet, don't worry, you will be very soon.

II. Learning Outcomes

By the end of this course, you will acquire expertise and experience in the following:

- Applying the scientific method to evaluating digital media.
- Researching the needs and preferences of various stakeholders to help develop digital media plans.
- Critically assessing the impact of digital media technologies and ventures.
- Setting goals, KPIs, and other metrics to assess progress in digital media campaigns.

Along the way, you will practice fundamental communication skills — such as writing, design, presentations, and teamwork — at a professional level for use throughout this program and beyond.

III. Notes

The course requires extensive reading, research, teamwork, and digital media development. In addition to weekly lectures and in-class exercises, this course is web-enhanced, with mandatory discussions on Blackboard. For each unit of in-class contact time, the university expects two hours of out-of-class student work; consequently, prepare to invest **eight hours per week** outside of class into course-related work.

In addition to lectures and in-class exercises, this course is web-enhanced, with mandatory discussions and lecture slides posted on Blackboard. Students will also use ChatGPT or other AI apps to complete projects.

USC computing support:

- [USC Computing Center Laptop Loaner Program](#)
- [Zoom information for students](#)
- [Blackboard help for students](#)
- [Software available to USC Campus](#)

Note that some class members will have in-depth expertise and experience in digital media, perhaps even on a professional level; others will have cursory experience limited to their own personal communications; and most will be somewhere in between. Regardless of where you fall, you can always learn from others AND even teach them — beginners can have stronger insights than those who have used a digital medium for years. Keep an open mind and adopt a helpful attitude, regardless of the topic.

IV. Instructor Bio

Freddy Tran Nager is the Associate Director of the M.S. in Digital Social Media program at Annenberg, where he has taught since 2012. Beyond the classroom, he has worked in digital media for over three decades as a marketer and creative. In 1994, he served as Editor of one of the world's first entertainment websites, *AMP: MCA Records Online*, which involved working with musicians, their managers, record executives, and radio programmers. He subsequently joined ad agency Saatchi & Saatchi as a senior creative for interactive media, winning awards for his work on Toyota digital media. Freddy currently runs the creative-strategy consultancy Atomic Tango LLC, which serves a diverse array of clients, including executives, entrepreneurs, and influencers. A second-generation Trojan, Freddy received his MBA from USC and his undergraduate degree from Harvard. He welcomes connections on LinkedIn at FreddyNager.com.

IV. Required Media

In addition to the following required books and newsletters, select media might be assigned throughout the course. Please see the lecture schedule for details.

- **J. Scott Armstrong & Kesten C. Green, *The Scientific Method: A Guide to Finding Useful Knowledge*, 2022 Cambridge University Press** (free via USC library): Although this book primarily addresses natural sciences, select chapters also apply to the study of digital media.
- **eMarketing: The Essential Guide To Marketing In A Digital World, 7th Edition, 2022 Red & Yellow Creative School Of Business (free PDF)**, <https://www.redandyellow.co.za/textbook/>: The latest edition of this digital marketing textbook was published in 2022, so you'll need to assess what might have changed by consulting other sources — just as you'll do throughout your career.
- **MOZ**: Moz is a search-engine-optimization services company (part of Ziff-Davis publishing) that employs scientific methods to analyze Google and other algorithms. Their site includes multiple learning tools, including the following:
 - **The Beginner's Guide To SEO**: <https://moz.com/beginners-guide-to-seo>
 - **The SEO's Guide To Content Strategy**: <https://moz.com/beginners-guide-to-content-marketing>

V. Assignments

The following are brief summaries; complete instructions and learning objectives will be posted on Blackboard.

- **LinkedIn Profile (10%)**: A public LinkedIn profile is essential for media professionals and Trojan alumni. You will create a profile, or enhance an existing one, based on your research and analysis. You will share a link to your profile on Blackboard, and provide constructive feedback on your teammates' profiles. You

will also set goals for your profile, and experiment with tactics on achieving them.

- **Digital Campaign Evaluation (20%):** Pretend you are a consultant hired to evaluate a client's recent English-language digital campaign. This campaign could be for-profit commercial, non-profit/charity, or government. Your evaluation should address at least one social media expression AND the company's website. In a memo to the client, evaluate the campaign in terms of brand, buzz, and behavior, what it did well, and what would make it stronger.
- **Midterm: AI-Assisted Team Campaign Plan (30%):** Your team will use AI applications to *help* plan a digital media campaign for the "client" of your choice. Your team will then present the plan in class as a PowerPoint presentation, which will include the following:
 - AI info: the tool, your prompt, its response, your evaluation
 - Goals and KPI's
 - Target audience and competitor analysis
 - Media and messaging
 - Timeline
 - Bibliography
- **Quizzes (20% total):** To assess your understanding of the lectures and readings, you will have 3 multiple-choice tests (10 points each — lowest score is dropped) over the course of the semester. Note that there are no makeup quizzes; if you happen to miss one, that will count as your lowest score.
- **Literature Review (10%):** This entails two requirements on Blackboard.
 - **Assigned Readings:** In 100-300 words, evaluate course readings by responding to discussion questions and classmates' posts.
 - **Weekly News Evaluations:** You must stay atop news related to digital media. Every week, you will share on Blackboard a relevant recent article from *Wired*, the *L.A. Times*, *New York Times*, or *Wall Street Journal*, and express your opinion about it in approximately 100 words. You may be selected to present your evaluation during class.
- **Class Participation (10%):** Attendance is required, but attendance alone won't earn participation points. Whether online, in class, or with your team, you must converse, ask questions, and debate respectfully. Staying silent is unacceptable, especially in the company of guest speakers, since it conveys disengagement. On a related note, unauthorized use of phones and computers in class will result in a loss of 1 participation point per incident. In addition, arriving late or leaving early without instructor permission will also result in a 1 participation point deduction. Preparation is essential: review past lectures, complete assigned readings, research additional materials, and apply theories to personal experiences. Here is how your class participation is evaluated:
 - Is it relevant to the discussion and respectful of others?
 - Does it address ideas offered by the readings, lectures, guests, or classmates?
 - Does it increase everyone's understanding or merely repeat facts?
 - Does it support views with data, third-party theories, and research?
 - Does it test new ideas and challenge assumptions, or just "play it safe"?

The other half of your participation grade will be based on your contributions to your team assignment. At the end of the semester, you will confidentially rate each of your peers on a scale of 1-5 based on the value of their feedback throughout the term. Students will receive an average of their ratings as part of their final grade.

VII. Grading

Every attempt will be made to grade assignments within two weeks of receipt. If you think a score is missing or inaccurate, you must notify the instructors within one week of the posting.

Breakdown

Assignment	Due	% of Grade
LinkedIn	9/1	10
Digital Campaign Evaluation	10/13	20
Team Campaign Plan	11/21 or 28	30
Quizzes	9/19, 10/17, 11/14	20
Literature Review	all semester (13 total)	10
Class Participation	all semester	10
TOTAL		100%

Scale

94% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 93%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

Standards

Grade	Description
A	Excellent: A's and A-minuses must be earned by "going the extra mile" to produce professional-caliber work that could be presented to a client, supervisor, or investor. A-level work features high production quality with no mistakes, draws on in-depth research of authoritative sources, reflects comprehensive understanding of course materials, and demonstrates superlative creativity, critical thinking, and communication skills. Recommendations will be provided on request only to students who earn a solid A in the course.
B	Good: B's are earned for graduate-school caliber work featuring in-depth research of authoritative sources, critical thinking, and solid if not thorough understanding of course materials, with only minor substantive shortcomings. The ideas and production quality need to be stronger to succeed in a professional context.
C	Fair: C's are earned for undergraduate-caliber work, reflecting insufficient critical thinking, only basic understanding, superficial research, and/or flawed production quality. Note that for graduate students, a C- is equal to failing.
D	Marginal: D's are earned for amateurish work featuring insufficient research, many errors, incomplete sections, and/or superficial analysis. The work demonstrates only rudimentary understanding.
F	Failing: F's are earned for work that's incomplete, not researched, carelessly executed, and/or plagiarized. Note that plagiarism may also be subject to disciplinary measures. The work demonstrates little to no understanding. Three or more unexcused absences will also result in an F.

Timeframe and Disputes

Since this is a communication-management course, deadlines are critical. Without an exceptional circumstance and the instructor's permission, late assignments will be penalized one grade level (e.g., A to B) per day of lateness. As in the working world, where lateness can result in lost opportunities or even lawsuits, missing a deadline by even one minute will result in a penalty.

Assignment Grading Rubric

Assignments will be graded on the following criteria without a fixed percentage, since unacceptable quality in any one area (writing, research, etc.) can undermine an entire project. Conversely, exceptional quality in one area may contribute to an overall positive evaluation.

- **Critical Thinking:** In communication there are few right answers: so-called "best practices" for one entity might fail for another — or even for the same entity at another time. Consequently, you should not just answer the questions, you should also question the answers, including methods and data. (Academic journal articles are not immune from critical analysis.) Assignments are not just reports: they must describe "why" and "how," not just "what," and will be evaluated on the quality of the reasoning.
- **Creativity:** Your work should feature original ideas, not just "best practices," and should NEVER consist of copied or AI-generated work (see "Academic Integrity" in this syllabus). Creativity is expected for both content ideas and business strategies. You may certainly be "inspired" by others, as long as you properly credit the sources, but most of the thinking and execution should be originally yours, and extra points will be awarded to work that is innovative and imaginative. The goal is to differentiate and distinguish yourself — after all, "outstanding" literally means "to stand out."
- **Production Quality:** Your work should feature professional production values in terms of writing, design, and (as applicable) video and audio content. Treat your work as a submission to a media company, client, supervisor, or investor. Eliminate all errors by proofreading meticulously, using Microsoft editing tools, AI apps, and/or Grammarly.com (strongly recommended). For help with fluency or simply polishing your writing, contact Annenberg's Graduate Writing Coach (<http://cmgtwriting.uscannenberg.org/>). For design tips, read *Presentation Zen* (available via USC library).
- **Research Quantity and Quality:** Support your work with research from multiple authoritative sources, including academic journals, major news publications, and credible experts — no guessing, generalizations, or stereotypes (such as "Gen Z").
 - Start with the USC online library and our librarians, who have prepared Research Guidelines for CMGT (<https://libguides.usc.edu/cmgt>) and DSM (<https://libguides.usc.edu/digitalsocialmedia>), as well as all other departments throughout the university (<https://libguides.usc.edu>).
 - Search Google Scholar (<https://scholar.google.com/>) before searching regular Google.
 - Never cite Wikipedia; rather, refer to the sources listed in the Wikipedia article.
 - Do not trust sources cited by AI tools, such as ChatGPT. Verify before quoting or citing.
 - Avoid company blogs (unless they are companies you are researching) and superficial news sites like the 3F's (*Forbes*, *Fortune*, and *Fast Company* are not authoritative).
 - Go beyond third-party sources and conduct direct research, such as focus groups, surveys, and interviews, particularly of subject-matter experts like professionals and professors.
 - Within the body of papers, include reference notes, either parenthetical, such as (Lee 2017), or in the form of footnotes or endnotes.
 - Bibliography entries must include COMPLETE source information, not just a URL. You may use any format that includes ALL the following: FULL FIRST NAMES AND LAST NAMES of authors (we respect creators in this course, so a first-name initial alone is not enough — a critical flaw with APA style), article/chapter titles, the name of the publication, dates of publication, original URLs (not USC library), and the dates a particular website was accessed.

VIII. Policies and Procedures

- **Attendance:** Participation from each student is critical to the success of this course; therefore, class attendance is mandatory. You must attend all classes, arrive on time, and stay for the entire session.

Although no points are awarded for attendance, an unexcused absence will result in the loss of 5 grade points (half a grade); 3 or more unexcused absences will result in an F for the course. In addition, any missed in-class assignments (such as quizzes and presentations) cannot be made up without a valid excuse. If you need to miss a class for a valid reason, such as religious observances or medical procedures, you must attain approval from the instructor in advance (except, of course, in emergencies). Student athletes should provide approved Travel Request Letters. For any excused absences, you will need to obtain lecture notes from classmates and Blackboard.

- **Illness:** If you are feeling ill, particularly with COVID symptoms, stay home to protect the health of your classmates, your instructors, and yourself. If you show up to class with an illness, you will be asked to leave and will be recorded as absent.
- **Electronics:** You must have a computer for accessing course materials from home; ***however, phones, tablets, and computers may NOT be used during class meetings without permission of the instructor***, and should be completely hidden away before class begins. Any unauthorized use of electronics will result in the loss of 1 participation point, and you might be asked to leave the session.
- **Artificial Intelligence Apps:** You are expected to use AI tools, such as ChatGPT, in this class; in fact, some assignments might require it. Here are the guidelines, with assignments containing more details:
 - AI is a useful tool for helping start an assignment — even help overcome writer’s block — but the final submission must reflect your ideas and revisions. Treat AI as a personal intern: someone who can help you, but who has shortcomings and may be prone to mistakes.
 - Don’t trust what AI says. Not only is ChatGPT’s database limited to the years 2021 and earlier, it draws its answers from fiction, nonfiction, and misinformation. It might even fabricate sources. Assume the answers it provides are wrong, and doublecheck them. (Consider using Google Bard or Bing AI as supplemental tools.) You will be held responsible for any errors.
 - Provide detailed prompts to get the best results. You might have to try multiple variations.
 - Your work will become part of the AI’s database, so do not include any sensitive information.
 - You must acknowledge using any AI tools, just as you would any other reference, in your assignments. Include a paragraph explaining what you used AI for and how you used it, including the specific prompts.
- **Respect:** Treat classmates, the instructor, and speakers with courtesy. You may certainly question and criticize ideas — that is encouraged in the learning environment — but never criticize the person. We are a community, so respect the opinions of others; instead of saying that you “disagree” or even “respectfully disagree,” offer a “different perspective.”
- **Appointments:** If you have questions or concerns, whether academic, career, or personal, contact the instructor to arrange a meeting (please see email addresses on the first page of this syllabus). In emergencies, see the support systems below.

Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university’s mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Annenberg Statement

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

[Annenberg Student Success Fund](#)

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

[Annenberg Student Emergency Aid Fund](#)

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-

tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

USC American Language Institute
ali.usc.edu

English language instruction, assessment, and resources to support the academic and professional success of non-native speakers of English pursuing degrees at USC.

Annenberg Graduate Writing Support
sites.usc.edu/graduate-writing-coach/

In addition to being the place to make one-on-one appointments with the writing coach, this website will host resources, videos, and news about upcoming programs.

Annenberg Digital Lounge
annenbergdigital.org

Free lessons and certifications on a range of digital media.

VIII. Class Schedule

This schedule will likely change depending on class progress, world events, and guest speaker availability. For final requirements, please refer to the lecture slides, which will be posted to Blackboard the night before each class. Assigned readings should be completed prior to the NEXT class.

Class 1, August 22: Intro

- Digital media + the scientific method
- Critical thinking
- Writing and using AI in this program
- Readings (discuss on Blackboard before next class):
 - *The Scientific Method*, Chapters 1, 2, 3, 9
 - Weekly news evaluation
- Assignments: Introduce yourself on Blackboard and acknowledge syllabus

Class 2, August 29: Digital With A Purpose

- The 3B's: Brand, Buzz, Behavior
- Setting SMART goals
- Other metrics: KPIs, vanity (including "engagement")
- LinkedIn strategies (research, relationships, reputation)
- Readings (discuss on Blackboard before next class):
 - *eMarketing*, Part One: Planning (Chapters 1-4)
 - Weekly news evaluation
- Assignment due September 1: LinkedIn profile (research and share tactics, post, comment)

Class 3, September 5: Online Stakeholders + Segmentation

- Targeting communities and user needs, not stereotypes or personas
- Beyond the customer: other critical digital media stakeholders
- Readings (discuss on Blackboard before next class):
 - Ogilvy: "The Rebirth Of Social Communities"
 - Kim Parker, "How Pew Research Center Will Report On Generations Moving Forward," Pew Research Center, 22 May 2023, <https://www.pewresearch.org/short-reads/2023/05/22/how-pew-research-center-will-report-on-generations-moving-forward/>
 - Ben Shaw, "Puncturing The Paradox: Group Cohesion And The Generational Myth," BBH Labs, 8 May 2020, <http://bbh-labs.com/puncturing-the-paradox-group-cohesion-and-the-generational-myth/>
 - Weekly news evaluation

Class 4, September 12: Search Engine Optimization

- Google and alternatives (Bing, Amazon... TikTok?)
- Readings (discuss on Blackboard before next class):
 - *eMarketing*, Chapter 5: SEO
 - Moz.com: The Beginner's Guide To SEO, <https://moz.com/beginners-guide-to-seo>
 - Weekly news evaluation
- Assignment: Quiz next week

Class 5, September 19: Digital Media Design

- Quiz 1
- User experience + User interface
- The A/B Test
- Readings (discuss on Blackboard before next class):
 - *eMarketing*, Chapters 6 (User Experience) + 7 (Web Development)
 - *Presentation Zen* (skim)
 - The A/B Test: <https://www.wired.com/2012/04/ff-abtesting/>
 - Don Norman, "I Wrote The Book On User Friendly Design. What I See Today Horrifies Me": <https://www.fastcompany.com/90338379/i-wrote-the-book-on-user-friendly-design-what-i-see-today-horrifies-me>
 - Weekly news evaluation
- Assignment due October 13: Digital Campaign Evaluation

Class 6, September 26: Media Monetization Models & Morality

- Revenue models and ethics: ecommerce, advertising, subscriptions
- Issues in ecommerce: friction, returns, abandoned carts, and the race to the bottom
- Readings (discuss on Blackboard before next class):
 - *eMarketing*, Chapters 8 (Ecommerce) + 15 (CRM)
 - Li Jin, "The Creator Economy Needs A Middle Class," Harvard Business Review, 17 December 2020, <https://hbr.org/2020/12/the-creator-economy-needs-a-middle-class>
 - Dan Ariely, "Gamed: How Companies Get You to Share More and Spend More," Wired, 20 June 2011, <https://www.wired.com/2011/06/ff-gamed/>
 - "Types Of Dark Pattern," Dark Patterns, <https://darkpatterns.org>
 - Weekly news evaluation

Class 7, October 3: Content Planning

- The right media and message at the right moment: AIDA marketing funnel
- Readings (discuss on Blackboard before next class):
 - *eMarketing*, Chapters 9 (Content Marketing Strategy) + 10 (Planning)
 - Moz.com: The SEO's Guide To Content Marketing, <https://moz.com/beginners-guide-to-content-marketing>
 - Weekly news evaluation

Class 8, October 10: Social Media Content & Controversy

- Catering to algorithms, not audiences
- Governance and moderation
- Readings (discuss on Blackboard before next class):
 - *eMarketing*, Chapters 13 (Social Media) + 14 (Social Media Strategy)
 - Gilad Edelman, "Everything You've Heard About Section 230 Is Wrong," *Wired*, 6 May 2021, <https://www.wired.com/story/section-230-internet-sacred-law-false-idol/> Weekly Article Evaluation
 - Weekly news evaluation
- Assignment: Quiz next week

Class 9, October 17: Digital Advertising

- Quiz 2
- Privacy
- Media buying and ad fraud: why programmatic is problematic
- Tips on teamwork

- Readings (discuss on Blackboard before next class):
 - *eMarketing*, Part Five: Advertising (Chapters 16, 17, 18, 19)
 - Weekly news evaluation
- Assignment due November 21 or 28: Team Campaign Plans

Class 10, October 24: Creative Direction + Management

- Writing creative briefs
- Working with creators, creatives, and AI
- Readings (discuss on Blackboard before next class):
 - *eMarketing*, Chapters 11 (Content Creation: Copy) + 12 (Content Creation: Video)
 - Freddy Tran Nager, *Copyediting With An Attitude*
 - David Meerman Scott, *The Gobbledygook Manifesto*
 - Weekly news evaluation

Class 11, October 31: Influence

- Popularity ≠ Influence: introduction to influencer marketing
- UGC and exploitation
- Readings (discuss on Blackboard before next class):
 - Video: Jonah Berger, "Contagious: Why Things Catch On," Talks at Google/YouTube, 27 March 2013, <https://youtu.be/FN4eDk1pq6U>
 - *Crafting Contagious Workbook*
 - Association of National Advertisers, "Influencer Marketing Measurement Guidelines," June 2022
 - Weekly news evaluation

Class 12, November 7: Intro To Analytics

- Readings (discuss on Blackboard before next class):
 - *eMarketing*, Chapters 20 (Tracking and analysis) + 21 (Conversion Optimisation)
 - Sophie Bishop, "Influencer Management Tools: Algorithmic Cultures, Brand Safety, and Bias," *Social Media + Society*, 30 March 2021, <https://journals.sagepub.com/doi/full/10.1177/20563051211003066>
 - Weekly news evaluation
- Assignment: Quiz next week

Class 13, November 14: Points On PowerPoint

- Quiz 3
- Presentation skills — online and in-person
- Readings (discuss on Blackboard before next class):
 - Weekly news evaluation

Class 14, November 21: Team Presentations

Class 15, November 28: Team Presentations

Exam Week: Submit Final Plans