

I. Description

To culminate your DSM experience, you will apply the skills and expertise you acquired in the program to develop and market a digital-media product:

- a platform, such as a mobile-friendly website
- a topical content series, such as a podcast or vlog
- a digital publication (white paper, research paper, or e-book)

Other options, including complete startups, are permitted with instructor approval, and must be completed within the semester. You may work solo or as part of a class team. Upon completion of the course, you will have a professional product to enhance your media profiles and portfolio, as well as hands-on experience in project management, digital marketing, and peer reviews.

II. Learning Outcomes

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

- Ideating a concept, researching stakeholders, and evaluating digital-media opportunities.
- Fully developing the project with professional-level production quality.
- Planning and implementing an online marketing campaign and analyzing the results.
- Providing constructive feedback within a peer-review group.

III. Notes

The capstone requires in-depth research, in-class presentations, and hands-on project development and marketing. In addition, you will consult classmates on their projects as part of a peer-review group. Attendance is mandatory for all class sessions, which will consist of instruction, presentations, peer-review discussions, guest speakers, or one-on-one advisory meetings with the instructor. In addition to weekly meetings, this course is web-enhanced, with assigned 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 at least eight hours per week outside of class in research, readings, development, and marketing.

IV. Instructor

My 15-year career in marketing and communications has taken me from sports, to technology, and to the public sector, both agency and in-house.

I currently lead partnerships at [XOMAD](#), the most advanced influencer marketing agency in the world, where I help brands and public sector organizations deploy large groups of creators to drive their target audiences to act.

I have served as CMO for a City, executed global/integrated campaigns for tech brands like Samsung, Microsoft, Google, PayPal, HP, AMD, Nissan, Adobe, eBay, and Coursera and led editorial strategy with the San Francisco 49ers of the National Football League.

Through all that, I've learned the importance of blending a sound strategy with an environment of creative safety, openness and empathy. When together, truly great work emerges.

When I'm not thinking deeply about communications and marketing problems, you're likely to find me watching NBA basketball and eating a burrito.

More about me:

- [My website](#)
- [My POV](#) on the world of marketing and communications
- Find me on [LinkedIn](#), [X](#) and [Instagram](#)

V. Required Readings

To reinforce your understanding of digital media fundamentals, you will read and discuss the following textbook:

- *eMarketing* (7th edition), Red & Yellow Creative School Of Business, 2022, <https://www.redandyellow.co.za/textbook/> (free PDF at this site)

In addition, select articles and videos may be assigned, and the following optional books are recommended:

- *Copyediting With An Attitude*, Freddy Tran Nager (free on Blackboard): How to edit your writing for advertising and marketing content.
- *Presentation Zen*, Garr Reynolds (free via USC library): Tactics and techniques for designing modern business presentations. Also applicable to web-based media.
- *Made to Stick*, Chip Heath & Dan Heath (free via USC library): How to make your work memorable, with critical tips on writing specifically and concretely.
- *UX Strategy* (Second Edition) by Jaime Levy: Essential for developing any website or app.

VI. Assignments

Project Options

Choose one of the following digital projects to develop. Alternative ideas are acceptable with instructor approval.

- **Platform:** Create a website for an organization, cause, or artistic expression (no "resume websites"). Your site should be built using a sophisticated CMS, such as WordPress, Joomla, Drupal, or Magento, and enable transactions or interactions, such as ecommerce, gaming, or socializing. Apps are acceptable but typically require too much funding and development for a one-semester course.
- **Research Paper/White Paper/E-book:** Write a minimum 30-page professional manuscript on the digital-media topic of your choice. Research papers should abide by graduate-level research and citation requirements. White papers must be based on research and creatively designed for a business audience. E-books should fit publishing requirements of Amazon or another retail platform of your choice.
- **Content Series:** Create a video or audio series with at least 5 episodes, minimum 5 minutes each, and post the series on the platform of your choice. You may produce these in any language and post them on non-American platforms, but must provide translations and screenshots to your instructor.

Assignments

The following are brief summaries; complete prompts with learning objectives will be shared in class.

1. Plan (30 points): In 20 pages or less, write a detailed plan based on in-depth research. This should include:

- A project description that also lists key features and content (do not write copy for this assignment).
- Quantitative and qualitative analysis of the target audience(s), including the reasons you selected them. You may have more than one audience. Do not target stereotypes, such as “Gen Z.”
- Analysis of three competitors, including their strengths, weaknesses, and other characteristics that might shape your product. While you might emulate some of their practices, strive to differentiate from them.
- Analysis of other key stakeholders (investors, partners, etc.) and external factors that could influence the outcome of your project (algorithms, the economy, laws, etc.)
- An estimate of the time and resources required for product development, along with a calendar of product development due dates and deliverables.
- Marketing SMART goal(s) and KPIs to assess progress.
- Analysis of the platforms and personnel (influencers, journalists) you will employ to promote your product, along with your reasons for selecting them.
- Description of the marketing content, including creative ideas and key messages.
- Calendar of marketing activities.
- A bibliography of all sources used to produce this plan. You should have at least 20 authoritative sources, both primary and secondary, with expert interviews strongly encouraged.

2. Product (30 points): Your digital media project should be a minimally viable product (MVP) produced with professional-caliber production values and meticulously proofread and bug-checked. After launching it online for your target audience, you will have one week to revise it before it is graded. You will also measure your product-marketing performance, comparing the metrics to your SMART goal(s) and KPIs.

3. Presentation (25 points): At the end of the course, you will summarize your capstone experience in a 15-minute presentation that emphasizes your challenge, your solution, and your results. Provide detailed analytics of your product’s market performance, including what went well, what didn’t, and what you will do to address any issues and enhance your product. Your market performance will not affect your grade; rather, you will be assessed on how well you critically analyzed that performance.

4. Participation (15 points): Class participation is based on 3 different activities:

- In-class discussions (5 points)
- Blackboard discussions (5 points)
- Peer group contributions (5 points)

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”?

Note that attendance in every class is required, but attendance alone won’t earn participation points. Whether online, in class, or with your peer group, you must converse, ask questions, and debate respectfully. Staying silent is unacceptable, 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 may also result in a participation point deduction. Preparation is essential: note from this syllabus what will be discussed in each class, and have your ideas and materials ready. In addition, the class will be divided into groups that will review each member’s progress, plans, and projects throughout the course, both in-class and on Blackboard. 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. Each member 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 Date	% of Grade
Plan	2/2	30
Product	3/1	30
Presentation	4/10 (start)	25
Participation	n/a	15
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 shortcomings. The ideas and 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. Plagiarism may also be subject to disciplinary measures. The work demonstrates little to no understanding. Note that three or more unexcused absences will also result in an F.

Timeframe and Disputes

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 legal issues, 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, including AI, as long as you properly credit the sources, but most of the thinking and execution should be yours, and higher grades are awarded to work that is innovative and imaginative. The goal is to 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 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 primary 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. 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.
- **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 may use AI tools, such as ChatGPT, Claude, and Bard, as long as you adhere to the following guidelines. Note that some assignments might contain additional 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 assistant: someone who can help you, but who has shortcomings and may be prone to mistakes.
 - Don’t trust what AI tools claim as facts. Not only are their databases limited, AI tools might draw their answers from fiction and misinformation. In some cases, they even fabricate sources. Assume the answers they provide are incorrect, and double-check them. 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 might 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 each assignment, include a paragraph explaining what you used AI for and how you used it, including the specific prompts.
- **Zoom etiquette:** Class meetings will take place in person on campus, but occasional meetings might take place on Zoom. Without a valid reason (connectivity issues or privacy concerns), you should turn your camera and be an active contributor to the class. Keep your microphone off except for discussion or questions. Also, *be present*: except for Zoom use, your phone must be turned off and put away, and avoid interactions with housemates during class; if such interactions are unavoidable, step away from your camera (or turn it off) to avoid distracting your instructor and classmates.
- **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](#)

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 is prohibited 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 is also prohibited. 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).

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.

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.

Student-Athlete Travel Excuse Letters

Prior to a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (provided by their academic counselor) for the classes missed while on the road (i.e., excused absence). It is the responsibility of the Student-Athlete to provide the letter prior to leaving on their trip and to make arrangements for a make-up of any missed assignments or exams. Please refer to the [SAAS site](#) where they detail travel and travel excuse letters.

Support Systems

Annenberg Student Success Fund

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

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.

Annenberg Graduate Writing Support

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

Free lessons and certifications on a range of digital media.

USC American Language Institute

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

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.

[TrojansAlert](#)

TrojansAlert is an alert system that allows university officials to contact you during an emergency. It is your connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information. Visit the website to sign up.

[Emergency Preparedness/Course Continuity in a Crisis](#)

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on [Campus Safety and Emergency Preparedness](#).

[ITS Customer Support Center \(CSC\)](#): (213) 740-5555

The ITS Customer Support Center (CSC) provides support to the USC community for connecting to the USC Network and using supported applications. For help with network connectivity and software, contact CSC. Walk-in support is available in Leavey Library's Information Commons.

[Violence-Free Campus](#)

Visit the website to read more about prohibited behaviors, reporting responsibilities and where to report.

IX. Class Schedule

Class sessions might include lectures, peer group meetings, guest speakers, student presentations, and/or one-on-one advisory meetings with the instructor. This syllabus is subject to change based on the progress of the class, events, and guest speaker availability.

1/10 Introductions

- Self-introductions, personal goals, and peer group meetings
- Project options and expectations, including production quality
- Assignments before next class:
 - Read and acknowledge syllabus on Blackboard
 - eMarketing, chapters 1-4
 - Develop 3 project ideas for discussion next week

1/17: Ideation

- Discuss project ideas
- Plan assignment overview and discussion
- Peer group discussions + instructor meetings
- Assignments:
 - eMarketing, chapter 5
 - Moz.com, Beginner's Guide To SEO (<https://moz.com/beginners-guide-to-seo>)
 - Plan due 2/2

1/24: Research & Analysis

- How to research and derive insights
- Peer group discussions + instructor meetings
- Assignments:
 - eMarketing, chapters 6-7

1/31: Plan Refinement

- Peer group discussions + instructor meetings
- Assignments:
 - eMarketing, chapters 9-10
 - Plan due the Friday after this class, 2/2

2/7: Product Development

- Product assignment overview and discussion
- Peer group discussions + instructor meetings
- Assignments:
 - Product due on Blackboard 3/1, must be launched online (publicly available) by 3/6
 - eMarketing, chapters 11-12

2/14: Product Development

- Peer group discussions + instructor meetings
- Assignments:
 - eMarketing, chapters 13-14

2/21: Product Development

- Peer group discussions + instructor meetings
- Assignments:
 - eMarketing, chapters 8 & 15

2/21 Product Development

- Peer group discussions + instructor meetings
- Assignments:
 - eMarketing, chapter 16

2/28: Product Development

- Peer group discussions + instructor meetings
- Assignment:
 - eMarketing, chapters 17-19
 - Product due on Blackboard the Friday after this class, 3/1, must be launched by 3/6

3/6: Launch Party

- Products posted online in class with peer support
- Presentation assignment overview and discussion
- Assignment:
 - eMarketing, chapters 20-21
 - Presentations Begin 4/10

March 11 – March 15: Spring Recess, No Class

3/20: Product Marketing

- Peer group discussions + instructor meetings

3/27: Product Marketing

- Peer group discussions + instructor meetings

4/3: Product Marketing

- Peer group discussions + instructor meetings

4/10: Presentations

- Present what worked, what didn't, and what's next

4/17: Presentations

- Present what worked, what didn't, and what's next

4/24 Class Cancelled – Professor at a conference