Course Description and Objectives

This course has several objectives:

1. The rise of digital channels has had a profound impact on the field of marketing. It had changed customer expectations and companies must adapt to keep up. This class will give students a solid background in why search and social marketing matters and strategy for these channels.
2. In addition to discussing strategy, there will be a strong focus on hand-on exercises that will be directly applicable in the real-world on day one of a new job.
3. An opportunity to learn directly from practitioners who are at the front lines in their fields.

Course Topics

These topics are subject to change. Initial plans are to cover the following:

1. Search Overview (10/8)
2. Google is your Homepage...the Implications (10/15)
3. Social Marketing Overview (10/22)
4. Social Marketing Part 2: Platform Strategies (10/29)
5. Social Listening (11/5)

Communication Policy
I encourage students to contact me with their questions and concerns by e-mail so we can set up time to discuss in person.

Honor Code
You are expected to work individually or in groups when permitted. You should not be working with students from another team. In short, any written work should be entirely your own (or your team’s for assignments).

Course feedback
This is a brand new class. As such, I will conduct regular check-ins and adjust accordingly.

Course Materials
Prep work will be assigned in Canvas and will be mix of articles and podcasts. For the first class, please read ahead of class:

- A 16-Step SEO Audit Process To Boost Your Google Rankings [2018 Update]-
  https://ahrefs.com/blog/seo-audit/ (Do not worry if you do not understand everything in this
article, we will review the important parts in class. Right now, this is good background material to start you thinking about SEO).

- Chapters 1-4 of The Noob Friendly Guide To Link Building- https://ahrefs.com/blog/link-building/ (Same as above...do not worry if you do not understand everything in this article, we will review the important parts in class. Right now, this is good background).

Grading:
20% Quizzes (Classes 2-5)
20% Participation
60% Weekly Exercise

Each element of the grade is discussed below.

Quizzes
Starting with the second class, we will begin class with a brief quiz. This will be used a small component of the each individual’s grade.

Participation
Course participation does not just mean attending class. It means participation in the class as a whole and the quality of that participation.

Attendance. Attendance is essential and expected. Obviously, you cannot participate if you do not attend class.

In-Class Participation. You should be thoroughly prepared to discuss the readings and cases for each class session. Each day when class begins, several students may be selected at random to lead discussion of readings.

- Class participation is evaluated on the quality of your participation and its contribution to improving the learning experience of the class. Note that quality is not necessarily a function of quantity. Quality is assessed by preparation, argument strength (well-supported points), and the extent to which the entire class benefited from your comments. Your participation will be assessed on a daily class basis with 1=Non-participant, 2=Value add participation, 3=Excellent participation for the class period.
- Many people are intimidated by the "obligation" of speaking up in class. Don't be. Your anxiety will be reduced only through practice! Getting comfortable with public speaking will give you a HUGE career advantage. Here's the secret to cutting your stress level - BE PREPARED. Your class participation grade is weighted heavily in favor of quality over quantity.
- To help encourage participation, I will call on a rotating group of students each week to share their in-class work on the hands-on portion of the lecture. This will help encourage everyone to participate.

PLEASE USE YOUR NAME CARDS FOR EVERY CLASS SESSION to help me record your participation.

Assignments (5)
During each class, there will be a hands-on assignment. During the class, you will work on the assignment in an assigned teams (which rotate each week) and I will be available to all groups for questions and consulting. One or more of the teams will be called on to share their progress with the class. The goal is to encourage group discussion of the concepts that we’re learning.

After class, each individual will be responsible for submitting an individual write-up on the in-class assignment. The assignments will be due at the beginning of the next class. For the final assignment, the assignment will be due one week after the class.

**McCombs Classroom Professionalism Policy**

The highest professional standards are expected of all members of the McCombs community. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The Texas McCombs classroom experience is enhanced when:

- Students arrive on time. On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- Students display their name cards. This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- Students minimize unscheduled personal breaks. The learning environment improves when disruptions are limited.
- Students are fully prepared for each class. Much of the learning in the Texas BBA program takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- Laptops are closed and put away. When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged.
- Phones and wireless devices are turned off. We’ve all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins.

**Students with Disabilities**

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, http://www.utexas.edu/diversity/ddce/ssd/.

**Policy on Scholastic Dishonesty**

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program’s Statement on Scholastic Dishonesty http://www.mccombs.utexas.edu/BBA/Code-of-Ethics.aspx. By teaching this course, I have agreed to observe all faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all student responsibilities described in
that document. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/ to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Campus Safety

Please note the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation should inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Further information regarding emergency evacuation routes and emergency procedures can be found at: http://www.utexas.edu/emergency.

Thank you, and I look forward to working with you.