



*GEORGETOWN UNIVERSITY*  
**School of Continuing Studies**  
*Public Relations and Corporate Communications*

### Digital Communications Strategy (MPPR-755)

**Dates:** January 6 to May 8, 2017

**Location:** Online

**Faculty:** Matthew Heim

**Virtual Office Hours:** By appointment through Canvas Conference. Contact me by email to set up an appointment.

### COURSE DESCRIPTION

The digital media landscape moves at a rapid pace, and this course will provide students with a general knowledge of how to manage communications challenges in a tech-centric era. In this class we will examine the fundamentals of digital communications including blogs, mobile, social networks, community management, and online advertising. Students will learn how to apply relevant strategies and tactics to the business world, and to use an integrated approach when proposing solutions. We will examine both existing and emerging technologies, using trends and case studies to identify best practices. This class will encourage hands-on participation, and students will leave the course with an increased knowledge of practical applications for a successful digital strategy.

### COURSE DETAILS AND EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called [Canvas](#). Each Module will be released on a weekly basis every Sunday at 11:59 pm (EST). Students are required to move through each module in sequential order.

### COURSE-LEVEL LEARNING OBJECTIVES

Each student can expect to cultivate his or her ability to envision and write insightful communications plans. To reach this goal you will:

1. Analyze the digital landscape including the many platforms and mediums that are available for communication.
2. Develop strategies to best integrate digital tactics into traditional communications plans.
3. Recognize the strengths and weaknesses of social media platforms including Twitter, Facebook, and Google, and how organizations are effectively using them to achieve their objectives.
4. Apply content strategies and development techniques.
5. Discuss online community building and engagement strategies.
6. Apply monitoring and measurement techniques.
7. Discuss paid vs organic brand content.
8. Develop a comprehensive digital communications strategy that addresses specific business challenges.

## REQUIREMENTS

### **Textbook**

What Great Brands Do: The Seven Brand-Building Principles that Separate the Best from the Rest  
by Denise Lee Yohn  
January 2014

### **Articles and Chapters**

All articles, book excerpts, cases, and multimedia listed on the course schedule will be distributed in advance via Canvas. Readings not included in the initial syllabus will be provided later in the semester, so we can review real-time cases and current events.

### **Recommended Readings**

Supplemental Reading

- Seth Godin - <http://sethgodin.typepad.com/>
- Contently - The Strategist
- Digiday - <http://digiday.com/>

## REQUIRED COURSE ACTIVITIES AND ASSIGNMENTS

These assignments are designed to help students think critically and independently about the issues raised in the reading. These will be graded on a standard scale from A to F. Grades in the B and C range will be common and normal; only truly excellent work will

receive the highest grades. Do not, however, worry if your initial grades are low, since we are looking for significant improvement from the beginning to the end of the class.

Written work is due by the assigned due date on Canvas. **You must submit your weekly written assignment online by the time assigned in Canvas; DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES. NO LATE PAPERS WILL BE ACCEPTED FOR ANY REASON FROM ANY STUDENT.** Follow-ups and class participation is contingent on the timely submission of your initial responses.

## COURSE RESOURCES

### Research Guide

The PRCC program has an extensive online Research Guide designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work <http://guides.library.georgetown.edu/prcc>

### Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

## STUDENT EXPECTATIONS

This course consists of 15 modules. You are expected to do the readings, watch the lecture videos, and to otherwise engage the material presented on the course website.

Your responsibilities include taking the module quizzes, completing the module deliverables, and turning in your final plan.

Participation is essential to your success in this class. In distance education courses you are required to participate just as if you were in a face-to-face course. This means that in order

to get full credit for participation, you will have to complete all of your module assignments and quizzes.

## TIME EXPECTATIONS

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending 6-8 hours per week on the work for each online module.

## COMMUNICATION GUIDELINES

### Canvas

Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

### Communication with Peers

You will be expected to communicate with your peers via the discussion board and Voice Thread.

### Email

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the NEED HELP? question forum.

### Questions

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the NEED HELP? question forum, which you can access by clicking the DISCUSSIONS button in the course navigation links. This is an open forum, and you are encouraged to give answers and help each other.

## Turnaround / Feedback

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow 3 business days for assessment submission feedback.

## Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Also, what happens in a class discussion stays in a class discussion unless you receive permission from the instructor to share something outside the class.

And finally, course and the PR/CC program are designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

- **Use accurate spelling and grammar in all discussion boards and assignments.** An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.
- **Discussion boards are conversational.** Students are encouraged to **use a conversational tone and convey personality on discussion boards.** This means use of colloquial language is acceptable, as well as (limited) cliché or buzzword phrases. Emoticons, if warranted to convey tone, can be acceptable depending on the situation. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your co-workers.
- **Your assignments are assumed to be client-ready.** While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding informal tone or word use in your written assignments and presentations.

## **Participation -- 15% of Final Grade**

**Due:** Every Module -- Discussions

This is a critical thinking and analysis driven course. Sharing your iterative thought processes, leveraging ongoing discussion with classmates and the professor, is a key component of developing a strategic framework to build sound strategies.

## **Niche Community Analysis – 15% of Final Grade**

**Due: Module 9**

The key to reaching your target audience on digital and social networks is finding small, niche communities of interest. For example, a coffee company that sells a premium source of single origins coffee beans and a coffee company known for its frothy, sweet indulgences usually procured at a drive through will be speaking to, and targeting very different audiences. Each of these audiences occupy different spaces online, use different language and have different interests.

## **Weekly Media Switch Up – 15% of Final Grade**

**Due:** Every module

The weekly media switch up will encourage students to consciously change their media consumption habits in order to learn, hands on, about new media formats, communities and networks. This is a critical thinking and analysis exercise.

## **Weekly Book Quizzes - 10% of Final Grade**

**Due:** Every Module

The weekly book quizzes are a variety of fill in the blank and multiple choice questions. Each week the quiz will mirror the key themes and major takeaways from each chapter of the assigned book.

## **Brand Analysis - 15% of Final Grade**

**Due: Module 5**

The Brand Analysis activity is a preparation activity to inform your final digital strategy project. Essentially an audit, the brand analysis seeks to flesh out a brand's full digital footprint, analyze it and better understand the goals and strategies currently in place.

## **Final: Digital Brand Strategy Project - 30% of Final Grade**

**Due: Module 13**

Your final project is a reflection of the amalgamated research you have done in your brand analysis, niche community analysis and your learnings from weekly readings and book chapters. Your assignment is to present a cohesive digital brand strategy that addresses your chosen brand's objectives and goals, applies tactics that are appropriate for each platform and engages the target audience in a meaningful way.

## **GRADING**

Graduate course grades include A, A-, B+, B, B-, C and F. There are no grades of C+, C- or D.

### **Grading Scale:**

Please reference the below grading scale: A:

100 - 93%

A-: 92 - 90%

B+: 89 - 87%

B: 86 - 83%

B-: 82 - 80%

C: 79 - 70%

F: 69 and below

The instructor will provide a warning by mid-semester to any student who appears to be on track for a poor final grade.

## **ABSENCES**

There are no excused absences in an online course. The instructor will count a student as "absent" in any week in which the student fails to submit any of the assignments due that week, including participating in online discussions, quizzes, assignments, and/or activities.

## **MAKE-UP POLICY**

In order to be excused from any assignment or activity in a module, you must have a doctor's excuse and permission from your Dean, and/or have secured my permission well in advance. Be sure to secure all documentation of make-up work arrangements in writing.

## **ACCOMMODATION**

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services,

(202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <http://academicsupport.georgetown.edu/disability>)



before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

## ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

### **Plagiarism**

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs at <http://gervaseprograms.georgetown.edu/honor/system/53377.html>. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out <http://www.plagiarism.org>.

## COMPUTER REQUIREMENTS

Students need to have sufficient technology and Internet access to complete this course.

Here are the requirements listed by Canvas:

### **Operating Systems**

- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

### **Mobile Operating System Native App Support**

- iOS 7 and newer
- Android 2.3 and newer

### **Computer Speed and Processor**

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

### **Internet Speed**

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

### **Audio and Video Capability**

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

## **TECHNICAL SKILLS REQUIREMENTS**

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to utilize a variety of technologies, such as:

1. Communicate via email including sending attachments
2. Navigate the internet using a Web browser
3. Use office applications such as Microsoft Office or Google Docs to create documents
4. Learn how to communicate using a discussion board and upload assignments to a classroom Web site
5. Upload and download saved files
6. Have easy access to the Internet
7. Navigate Canvas, including using the email component within Canvas
8. Use a microphone to record audio through your computer
9. Use an internal or external camera to record video through your computer

## **TECHNICAL SUPPORT**

## Canvas

Click on the Help link (on top-right of page in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

## Google Apps

Use of Georgetown University-issued accounts (Links to an external site.) for Google Mail, Calendar, Groups, Talk, Docs, Sites, Video, and Contacts is governed by the contract between Georgetown University and Google. For help managing your Google Documents, visit Google Drive Help Center (Links to an external site.)

## STUDENT SUPPORT SERVICES

### Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

### Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- **Academic Resource Center**  
202-687-8354 | [arc@georgetown.edu](mailto:arc@georgetown.edu)  
<http://academicsupport.georgetown.edu/>
- **Counseling and Psychiatric Services**  
202-687-6985  
<http://caps.georgetown.edu/>
- **Institutional Diversity, Equity & Affirmative Action (IDEAA)**  
(202) 687-4798  
<https://ideaa.georgetown.edu/>

## COURSE CONTENT OUTLINE

This course is divided into 7 modules plus an orientation to the course and Canvas. Below is an outline for each module.

## **Orientation: Welcome To Digital Strategy**

Course & Syllabus Review

Set up your Tumblr

- Build a personal Tumblr blog where you will complete weekly journals and assignments
- Lynda.com - Introduction, Module 1 & Module 3

Purchase Book

- What Great Brands Do  
<http://www.amazon.com/What-Great-Brands-Brand-Building-Principles/dp/111861125X>

Bookmark Supplemental Reading

- Seth Godin - <http://sethgodin.typepad.com/>
- Contently, The Strategist - <https://contently.com/strategist/>
- Digiday - <http://digiday.com/>

Q&A

### **Module Activities**

- Go through the orientation module
- Voluntary Virtual Session - Syllabus review (June 27th)

## **Module 1: Digital Landscape & What is Digital Strategy**

### **Learning Objective**

- Analyze the digital landscape including the many platforms and mediums that are available for communication.

### **Module Activities**

Sync Session/Lecture: Today's Digital Landscape & How Digital Leads the Charge

Reading (look into more information about the Pew slides)

- Introduction & and Chapter 1 in What Great Brands Do
- [Buck up, Suck Up](#) excerpt by James Carville and Paul Begala
- [The Best Digital Strategists Don't Think in Terms of Either/Or](#) - an article by Mark Bonchek and Cara France from the Harvard Business Review.
- [Marketing Lessons for Companies Big and Small](#) - - an interview with Denise Lee Yohn from Harvard Business Review
- [Is it too little butter, or too much bread?](#) - from Seth Godin's blog

Handout: What Is Strategy?

### **Module Assignments**

- Weekly media switch up - accompanying journal, learnings, takeaways
- Weekly book quiz - chapter by chapter
- Discussion board (Summarize/critically analyze the articles & book chapters)

## **Module 2: The Mobile Landscape: Be Everywhere, Now**

## Learning Objectives

- Analyze the digital landscape including the many platforms and mediums that are available for communication.
- Develop strategies to best integrate digital tactics into traditional communications plans.

## Module Activities

Lecture: The Mobile Landscape

Reading:

- <https://contently.com/strategist/2016/01/08/800-million-users-could-messenger-become-bigger-facebook>
- <http://fortune.com/2015/10/28/death-of-the-link/>
- <https://stratechery.com/2014/messaging-mobiles-killer-app/>
- <http://exponent.fm/episode-073-get-off-my-lawn/>

## Module Assignments

- Weekly media switch up - accompanying journal, learnings, takeaways
- Weekly book quiz - chapter by chapter
- Discussion board: article & book chapter

## **Module 3: Purpose to Platform vs Check The Box: Where Should You Be, How & When**

### Learning Objective

- Analyze the digital landscape including the many platforms and mediums that are available for communication.
- Recognize the strengths and weaknesses of social media platforms including Twitter, Facebook, and Google, and how organizations are effectively using them to achieve their objectives.

## Module Activities

Lecture: Strengths & Weaknesses of Top Social Platforms

Reading

- <http://www.fastcompany.com/3056057/most-innovative-companies/how-buzzfeeds-johnah-peretti-is-building-a-100-year-media-company>
- Content Grid: <https://blogs.oracle.com/marketingcloud/the-content-grid-v2>
- <http://www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/>

## Module Assignments

- Weekly media switch up - accompanying journal, learnings, takeaways
- Weekly book quiz - chapter by chapter
- Discussion board: Summarize/critically analyze the article & book chapter
- Discussion board: select brand for brand analysis

## **Module 4: How To Do A Digital Audit**

### Learning Objectives

- Develop strategies to best integrate digital tactics into traditional communications plans.
- Apply monitoring and measurement techniques.

### **Module Activities**

Handout: How To: Organize and Execute a Digital Audit

Template: Digital Audit Template (Spreadsheet)

Quiz

Discussion

## **Module 5: Community - Audience Demographics vs Interest/Passions**

### **Learning Objectives**

- Develop strategies to best integrate digital tactics into traditional communications plans.
- Discuss online community building and engagement strategies.

### **Module Activities**

Lecture: Finding Your Audience: Beyond Basic Demographics

Reading

- [http://www.cjr.org/analysis/before\\_many\\_americans\\_had\\_awoken.php](http://www.cjr.org/analysis/before_many_americans_had_awoken.php)
- [http://adage.com/article/digitalnext/typecasting-millennials-hurts-ad-buyers/301850/?utm\\_campaign=SocialFlow&utm\\_source=Twitter&utm\\_medium=Social](http://adage.com/article/digitalnext/typecasting-millennials-hurts-ad-buyers/301850/?utm_campaign=SocialFlow&utm_source=Twitter&utm_medium=Social)
- <https://contently.com/strategist/2015/10/05/the-biggest-audience-isnt-always-the-best/>

### **Module Assignments**

- Weekly media switch up - accompanying journal, learnings, takeaways
- Weekly book quiz - chapter by chapter
- Brand analysis - digital strategy analysis of a brand
- Discussion board: Summarize/critically analyze the article & book chapter
- Discussion board: Lead up to niche community

## **Module 6: Content - Fueling Passions & Building Loyalty**

### **Learning Objectives**

- Apply content strategies and development techniques.
- Develop strategies to best integrate digital tactics into traditional communications plans.

### **Module Activities**

Sync Session Lecture: Building & Managing A Content Strategy

- What is content?
- Content calendar templates
- Content mix: Native social content/owned web content/3rd party content

- Intro to hero/hub/help model
- Examples of great content
- Going “viral”

#### Reading

- <http://www.theguardian.com/media-network/2015/jan/06/youtubes-hero-hub-hygiene-content-strategy-should-not-be-confined-to-video>
- <https://contently.com/strategist/2015/02/06/you-need-editors-not-brand-managers-marketing-legend-seth-godin-on-the-future-of-branded-content/>
- <http://www.theawl.com/2015/08/the-traffic-king-of-reddit>
- <http://digiday.com/agencies/digiday-podcast-jason-stein/>

#### Module Assignments

- Weekly media switch up - accompanying journal, learnings, takeaways
- Weekly book quiz - chapter by chapter
- Discussion board: Summarize/critically analyze the article & book chapter

#### **Module 7: Content - Visual storytelling, Infographics and More**

##### Learning Objectives

- Apply content strategies and development techniques.
- Develop strategies to best integrate digital tactics into traditional communications plans.

##### Module Activities

Handout: the marketing funnel - platforms & different content types

#### Reading

- Case Study: <http://jess3.com/world-bank-climate-action-data-visualization/>
- Case Study: <http://droga5.com/work/will-want/>
- <https://contently.com/strategist/2016/03/30/8-ways-give-better-advice-audience/>
- <https://contently.com/strategist/2016/03/03/write-post-people-trust-enough-share/>

#### Module Assignments

- Weekly media switch up - accompanying journal, learnings, takeaways
- Weekly book quiz - chapter by chapter
- Discussion board: Summarize/critically analyze the article(s) & book chapter

#### **Module 8: Video: It’s Taking Over!**

##### Learning Objectives

- Apply content strategies and development techniques.
- Develop strategies to best integrate digital tactics into traditional communications plans.

##### Module Activities

Lecture: Video: It's Taking Over!

#### Reading

- <http://www.garyvaynerchuk.com/the-rise-of-video-marketing-on-social-and-how-it-affects-your-business/>
- <http://www.niemanlab.org/2015/03/a-wave-of-distributed-content-is-coming-will-publishers-sink-or-swim/>
- <http://marketingland.com/buzzfeeds-exploding-watermelon-video-proves-facebook-live-no-joke-172919>

#### Module Assignments

- Weekly media switch up - accompanying journal, learnings, takeaways
- Weekly book quiz - chapter by chapter
- Discussion board: article & book chapter

#### **Module 9: Making the Most Of Your Budget: Paid vs Organic**

##### Learning Objectives

- Develop strategies to best integrate digital tactics into traditional communications plans.
- Examine and analyze paid vs organic brand content.

##### Module Activities

Guest Sync Session: Why having a paid media strategy makes sense.

- What is the role of paid media in the digital landscape today?
- Why is it important to have a paid media budget for social and other digital platforms?
- What does paid social allow you to do that you wouldn't be able to do otherwise?
- Organic Engagement + Paid = More Organic Engagement

#### Reading

- <https://contently.com/strategist/2015/08/06/the-pros-cons-and-costs-of-the-top-6-content-distribution-platforms-in-2015/>
- Targeting on Facebook
  - Lynda.com: Module 1 & 2

#### Module Assignments

- Weekly media switch up - accompanying journal, learnings, takeaways
- Discussion board: Summarize/critically analyze the article & book chapter
- Niche community analysis - identify a group, what platforms are they active on, how can you target them organically, paid, what types of content do they like/engage with

#### **Module 10: Big Impressive Numbers: Analytics that Matter**

##### Learning Objectives



- Develop strategies to best integrate digital tactics into traditional communications plans.
- Apply monitoring and measurement techniques.

### **Module Activities**

Lecture: Analytics That Matter

- Making data-informed decisions
  - what metrics are available for each
  - vanity metrics vs. business metrics
- Analytics vs. Monitoring and listening

Analytics exercise: quiz format in Canvas

Reading

- <https://contently.com/strategist/2016/01/07/conversion-vs-audience-metrics-the-secret-to-successful-content-measurement/>
- <https://contently.com/strategist/2016/03/29/study-marketers-measuring-lead-gen-wrong/>

### **Module Assignments**

- Weekly media switch up - accompanying journal, learnings, takeaways
- Discussion board: article & book chapter
- Assignment: Discern valid metrics of success

## **Module 11: Monitoring & Social Listening: Not Your Average Analytics**

### **Learning Objectives**

- Develop strategies to best integrate digital tactics into traditional communications plans.
- Apply monitoring and measurement techniques.

### **Module Activities**

Lecture: Not Your Average Analytics

Reading

- <https://www.thewrap.com/nielsen-to-measure-online-tv-chatter-from-facebook-too/>
- <http://digiday.com/brands/inside-atts-social-media-customer-care-team/>

### **Module Assignments**

- Weekly media switch up - accompanying journal, learnings, takeaways
- Discussion board: article & book chapter

## **Module 12: Selling Your Digital Strategy: Getting Buy-In At Every Level**

### **Learning Objectives**

- Develop a comprehensive digital communications strategy that addresses specific business challenges
- Examine and analyze paid vs organic brand content.
- Analyze the digital landscape including the many platforms and mediums that are available for communication.

## **Module Activities**

### Sync Session: Lecture

- Selling Your Digital Strategy: Getting Buy-In At Every Level
  - Speak Business Not Social
  - Relationship Mapping
  - Small Wins/Under The Radar
  - What's Your Vision?
  - Execution & Operationalizing
  - Accountability & Transparency

### Reading

- <https://contently.com/strategist/2015/12/07/the-3-jobs-of-content-marketing-and-why-one-person-cant-do-them-all/>

## **Module Assignments**

- Weekly media switch up - accompanying journal, learnings, takeaways
- Discussion board: article & book chapter

## **Module 13: Professor Consultations**

### **Learning Objectives**

- Develop a comprehensive digital communications strategy that addresses specific business challenges.

### **Module Activities**

- Group discussion board
- Schedule consultation with professor if desired

### **Module Assignments**

- None

## **Module 14: Strategic Digital Communications Plan Presentations**

### **Learning Objectives**

- Develop a comprehensive digital communications strategy that addresses specific business challenges.

### **Module Activities**

- none

### **Module Assignments**

- Present your strategic communications plan using Voicethread