

Creative Digital Media in the 21st Century - IDH3035 RVQ 1231

Catalog Description:

Learn to leverage data-driven digital media and marketing to be competitive in the space that influences the world today. From understanding the basics of Google Ads to programmatic media buying with Google DoubleClick, you will gain an understanding of how brands get seen by the right people at the right time and hence how to make the most for your brand.

The class will be taught by industry experts arranged by Google and Google staff and will take you from covering the basics of working on a marketing project or with real clients through a hands-on curriculum. This course will position students that are pursuing any industry to contextualize consumer perspectives and behavior and understand how companies utilize that data to inform their decision related to their brand and messaging. This course will utilize Google's Academy platforms and will provide students the opportunity to gain skills and ultimately acquire relevant industry credentials authorized by Google.

This collaboration between the Honors College, StartUP FIU, and Google is the perfect opportunity for students to acquire the skill sets needed in the 21st Century. The skills, real-world experiences, network, and credentials gained from the course will put students on the path towards expanded opportunities and career advancements with an understanding of how to influence the consumer in the digital age.

Course Objectives:

Through successful completion of the course, the student will be able to:

- Create, manage, and implement marketing strategies using 21st-century digital tools
- Apply the concepts to set up a successful and profitable digital marketing campaign
- Construct marketing plans using data from social media, AdWords, and related analytics that aligns to business owner's goals
- Develop an understanding of how to use Google tools online to create and execute a digital marketing plan

Course Outcomes:

Through successful completion of the course, the student will:

- CO1. Examine how to use a variety of creative digital marketing solutions to achieve complex global business objectives.*
- CO2. Identify online platforms and resources to create and plan marketing global campaigns*
- CO3. Examine digital marketing terminology, digital marketing best practices, and frameworks for a variety of campaigns.
- CO4. Construct a detailed creative marketing plan and campaigns leveraging Google solutions to achieve specifically defined global business objectives.*
- CO5. Explore opportunities to apply digital marketing approaches to real-world experiences.
- CO6. Expand your network of peers, digital professionals, and entrepreneurs.
- CO7. Craft and present a compelling creative digital marketing campaign and strategy to prospective clients aligned with their business goals and objectives.
- CO8. Determine the best strategies to build out digital marketing campaigns
- CO9. Produce credentials that demonstrate mastery of digital marketing solutions.

Course Prerequisites/Core requisites:

None

Textbook and Course Materials

The course makes use of open source tools and educational materials from Google available online. All course readings will be available online. Students will need reliable access to a computer and a reliable internet connection.

Create or sign in using your Google account to access learning materials and store credentials in [Google Skillshop](#) and [Google Analytics Academy](#).

Expectations of this Course

This is an online course, which means most (if not all) of the coursework will be conducted online. Expectations for performance in an online course are the same as for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

As a student in this course, you are expected to do the following:

- take a syllabus quiz to help ensure you are aware of important information
- introduce yourself to the class during the first week in the appropriate discussion forum
- interact online with instructor and peers
- review and follow the course calendar
- log in to the course four times per week
- respond to messages within two days
- submit assignments by the corresponding deadline.
- complete learning paths and study modules in Google Skillshop
- contribute to a positive learning community
- Post and respond to discussions by the due dates specified. No late responses will be accepted;

As the instructor in this course, I will do the following:

- log in to the course three times per week
- respond to messages within two days
- grade assignments within five days of the assignment deadline

Assignment Types:

Discussion Board Posts (Participation)

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post. You cannot make up discussion board posts. Once the assignment closes it is closed.

Discussion Forum Expectations:

- This course's approach to discussion forums is tailored to inspire reflections, conversations, and inquiry.
- Students are expected to thoughtfully answer the prompt and respond to 2 or more of their peers. Please reference the rubric for specific guidance.

Discussion Board Schedule and Sequence

Week	Topic	Assignment	Initial Response Due	DOW	P2P Responses Due	DOW
Week 1	Intro to Programmatic	KWL - Part 1	1/11/23	Wednesday	1/13/23	Friday
Week 2	Intro to Programmatic	KWL - Part 2	1/18/23	Wednesday	1/20/23	Friday
Week 3	Display & Video 360	KWL - Part 1	1/25/23	Wednesday	1/27/23	Friday
Week 4	Display & Video 360	KWL - Part 2	2/1/23	Wednesday	2/3/23	Friday
Week 5	Search Ads 360	KWL - Part 1	2/8/23	Wednesday	2/10/23	Friday
Week 6	Search Ads 360	KWL - Part 2	2/15/23	Wednesday	2/17/23	Friday
Week 7	Creative	KWL - Part 1	2/22/23	Wednesday	2/24/23	Friday
Week 8	Spring Break					
Week 9	Creative	KWL - Part 2	3/8/23	Wednesday	3/10/23	Friday
Week 10	Campaign Manager	KWL - Part 1	3/15/23	Wednesday	3/17/23	Friday
Week 11	Campaign Manager	KWL - Part 2	3/22/23	Wednesday	3/24/23	Friday
Week 12	Google Web Designer	KWL - Part 1	3/29/23	Wednesday	3/31/23	Friday

Week 13	Google Web Designer	KWL - Part 2	4/5/23	Wednesday	4/7/23	Friday
Week 14	Data Studio	KWL - Part 1	4/12/23	Wednesday	4/14/23	Friday
Week 15	Data Studio	KWL - Part 2	4/19/23	Wednesday	4/21/23	Friday
Week 16	Looking Ahead	Looking Ahead	4/20/23	Wednesday	4/23/23	Friday

KWL Part 1 Rubric

K & W	3	2	1	0
Content	Provide six or more ideas and questions you have related to the topic. Provide thoughtful responses in complete sentences Draw on previous experiences to provide information that you know about the topic. Pose questions about what the students would like to know about the topic.	Provide experience but the experience is not related to the topic. Poses questions about what you would like to know but their responses do not relate to the topic. Provides four to five ideas and questions related to the topic.	Does not provide experiences or does not provide questions Provides less than four ideas and questions related to the topic	No attempt made

Quality and Timeliness	Submits an initial response early in the session and provides two or more thoughtful peer responses early in the session, and more than two peer responses closer to the end of the session.	Submits at least one initial response early in the session, and at least two peer responses closer to the end of the session.	Does not submit at least one initial response early in the session and/or does not submit at least two peer responses closer to the end of the session.	No attempt made
Generate Learning within the Community	Posts attempt to elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.	Posts make limited attempts to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper	Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper	No attempt made

KWL Part 2 Rubric

Learned	3	2	1	0
Content	Students are able to list six or more and give accurate details they learned about the topic as well as answers to the questions posed	Students are able to list accurate details but they do not relate to the topic Provides four to five details that they learned	Does not provide an accurate list of details learned or does not relate to the topic Provides less than four accurate details	No attempt made

		related to the topic	related to the topic	
Quality & Timeliness	Submits an initial response early in the session and provides two or more thoughtful peer responses early in the session, and more than two peer responses closer to the end of the session.	Submits at least one initial response early in the session, and at least two peer responses closer to the end of the session.	Does not submit at least one initial response early in the session and/or does not submit at least two peer responses closer to the end of the session.	No attempt made
Generating Learning within the Community	Posts attempt to elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.	Posts make limited attempts to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper	Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper	No attempt made

Quizzes / Assignments

Each Google certification topic will require 6 - 2 hours to complete the learning path and certification. Each certification will have outlined learning paths via Google Skillshop for you to complete *before* attempting the assessment. The learning paths are found on the Google Skillshop page. The learning paths will serve as your “textbook” for the course. The learning paths are individual non-graded assignments and reading. There are practice problems and scenarios for you to respond to embedded into the learning paths.

- Graded, Passing 80% +,
- Multiple choice,

- Timed: 180 Mins, Automatically graded;
- 1 attempt every 24hrs, If you don't pass, wait for 24 hrs before retake; no limit on retakes

Students will also need to give at least 1 hr for the certification assessment. If students pass the certification exam, they will find out their results immediately. Once they receive the digital certification student should **upload a pdf or jpeg of the certification with their name and ID clearly displayed** for grading to canvas.

For more information, please review the [important information about quizzes](#) page.

Type	Topic	Task	Certification Due
Assignment	Intro to Programmatic	Learning Path	1/22/23
Assignment/Quiz	Display & Video 360	Learning Path + Certification	2/5/23
Assignment/Quiz	Search Ads 360	Learning Path + Certification	2/19/23
Assignment/Quiz	Creative	Learning Path + Certification	3/12/23
Assignment/Quiz	Campaign Manager	Learning Path + Certification	3/26/23
Assignment/Quiz	Google Web Designer	Learning Path + Certification	4/9/23

Assignment/Quiz	Data Studio	Learning Path + Certification	4/23/23
Final Project	Final Project Presentations Due		4/24/23

Resume Collection

This course is a unique program and offers many benefits such as receiving industry-recognized credentials and exploring career opportunities available in this arena.

Previous Course Hiring Partners

Company	Website
EveryMundo	https://www.everymundo.com
Publicis	http://www.publicis.com
Havas Media International USA	www.havas.com
GroupM	https://www.groupm.com
Performics	https://www.performics.com
Directly	https://directly.com/
DB + Partners	https://dbpadv.com/

Final Project:

This course will have a Final Project. The final project will consist of students working in small groups.

Final Project: Students will create and deliver marketing campaign presentations to a panel of expert judges. The presentations should be appropriate for a corporate audience

Class and/or Professor Policies:

Very active role in class discussion is expected and required. Cell phones, beepers, VR, AR or MR headsets for personal use are prohibited during class. Readings, cases, and assignments must be read and prepared in advance for each class

Grading Standards and Performance Measures:

Grading will be on a curve. The grade will be determined based on in-class presentations, assignments, quality of classroom participation, and mid-term and final presentations.

Grading:

A 92-100

A- 90-91

B+ 88-89

B 82-87

B- 80-81

C+ 78-79

C 70-77

D 60-69

F < 60

"Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook."

Grade Determination:

Final Group Presentation	25%
Course Assignments	50%
Class Participation	25%
Total	100%

There are no make-ups for the discussion board and final group presentations. Absence from class may lower a grade at the instructor's discretion.

Grading Scheme

Letter	Range%	Letter	Range%	Letter	Range%
A	92 or above	B	82 - 87	C	70 - 77

A-	90 - 91	B-	80 - 81	D	60 - 69
B+	88 - 89	C+	78 - 79	F	59 or less

Attendance Standards & Procedures:

Attendance at class is expected and more than two absences will result in a lowering of one full grade in a student's final grade. Absences must be reported in advance to the TA.

Religious Observances

"Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing coursework."

Disability Resources

"Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the [Disability Resource Center \(DRC\)](#),

[\(Links to an external site.\)](#)

if you have not done so already." Please note that if you have a student who is registered with the DRC, you will receive notification about the student's disability and a detailed description of accommodations the student will require.

Academic Misconduct Policy

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

FIU Code of Academic Integrity: <http://undergrad.fiu.edu/academic-integrity/index.html>

(Links to an external site.)

Honors College Academic Misconduct Statement

In The Honors College, the term *honor* refers both to academic accomplishment and character. Students in Honors should, therefore, adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

FIU Honors College Plagiarism Policy:

<http://honors.fiu.edu/students/policies/#misconduct>

Procedures and Penalties

(Links to an external site.)

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the [Honors College website](#),

(<http://honors.fiu.edu/honors-policies/#misconduct> , and the [Academic Misconduct Procedures](#).

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Honors Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points.

Student self-assessment through portfolios will facilitate learning and provide an in-depth assessment.

Each Honors College course includes at least one assignment that could potentially fit portfolio requirements.

Honors Education in the ARTS (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See <http://honors.fiu.edu/hearts/>,

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GL Learning Outcomes for IDH 3034-5

- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- *Course Learning Outcome*: Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.

- *Course Learning Outcome:* Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem-solving.
- *Course Learning Outcome:* Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. You will decide (with instructor consultation) what “artifacts” or assignments to include for consideration in your portfolios to demonstrate successful achievement of each of the student learning outcomes.

Portfolios provide a rich context for students to show what they have learned and to explain their learning process.

Important Information

Before starting this course, please review the following pages:

- [Accessibility and Accommodation](#)
- [Academic Misconduct Statement](#)

*The professor reserves the right to change or modify the syllabus at any time during the semester.

Emergency Management

The [FIU Department of Emergency Management](#) guides the university's all hazard preparedness, response, recovery and mitigation needs, by coordinating information and resources to protect our students, faculty, staff and visitors, and restoring operations as soon as possible following a disaster.

Some of the valuable safety resources you'll find on our website are:

- Information on [FIU Criminal Threats](#) to guide faculty, staff, and students who may be caught in an active shooting, bomb threat, or suspicious packages situation.
 - The FIU Police Department recommends downloading the app called “Stop the Bleed”, which provides instructions on how to efficiently stop excessive bleeding when someone has been shot or has an open wound.
- The [FIU Safety Equipment Map](#) to identify all exits in your classrooms as well as all FIU safety equipment on-campus.
 - Make note of the nearest Automated External Defibrillators (AED), Evacuation Chairs and Emergency Call boxes to your classroom.
- Information on the [FIU Emergency Alert System \(Links to an external site.\)](#) and sign up for FIU Alerts.
- Information on how to prepare and deal with different [types of emergencies](#)