



DEPARTMENT OF DESIGN AND DIGITAL INNOVATION

ENX1221 (DIGITAL MARKETING)

COURSE SYLLABUS 2/2023

Course Information	
Course Title:	ENX1221 (DIGITAL MARKETING)
Instructor Information	
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Course Description

Fundamental concepts of digital marketing, including digital environment, cyber laws, ethical issues, challenges, trends, channels, tools, platforms, and digital strategy formulation to implement and enhance marketing performance of goods and services.

Course Objectives and Learning Goals (LG)*:

This course will enable students:

1. To understand the principles of marketing and be able to execute marketing strategies, tactics, tools in the business environment.
2. To be able to explore and acquire emerging digital marketing trends and consumer insights that matters on business performance in the digital age.
3. To be able to identify the appropriate digital marketing strategies, as well as relevant platforms, tools and collecting methods.
4. To be able to synthesize and analyze digital marketing information with appropriate tools and principles.
5. To be able to apply the acquired knowledge and devise the digital marketing strategy corresponding to relevant target consumer in the digital era.
6. To be able to exhibit presentation skills on the digital marketing campaign.

Recommended Learning Materials

- PPT teaching slides
- Kotler, P., Kartajaya, H., & Setiawan, I. (2021). Marketing 5.0 (1st ed.).
- Pulizzi, J. (2013). Epic content marketing. McGraw-Hill
- Kotler, Philip, Armstrong, Gary, Opresnik, Marc Oliver. (2018). *Principles of marketing 17th ed.* (17th ed., Global Ed.). Harlow: Pearson.

Class Hours

Lecture + Discussion Hours	Project Coaching Hours
30 hours	15 hours

Teaching Plan

Week	Topic	Hours	LG*
1	Introduction to Principles of Marketing <ul style="list-style-type: none"> - Course introduction in terms of course structure, schedule, contents & activities, preparation for the following sessions - Introduction to marketing with 4Ps - Marketing strategy in practical (BCG, Product Market Expansion, SWOT, STP) - Group forming and topic selection 	3	1
2	Introduction to Principles of Marketing <ul style="list-style-type: none"> - Pricing strategy - Distribution channels - IMC tactics 	3	1
3	Consumer Behavior <ul style="list-style-type: none"> - Factors influencing buying behavior - Buying decision process - Distribution channels 	3	1, 2, 3
4	Introduction to Digital Marketing <ul style="list-style-type: none"> - What is Digital Marketing and Digital Marketing Trend - Digital Marketing elements - Product concept and product mapping - Digital marketing tools 	3	1, 2, 3, 4
5	Consumer Insights (for Digital Marketing) <ul style="list-style-type: none"> - Insights on Consumer Behavior - Customer buying journey (Funnel) - Audience Persona - Mapping the consumer decision journey - Consumer touchpoints - Consumer insights with big data analysis 	3	1, 2, 3, 4
6	Consumer Insight Workshop <ul style="list-style-type: none"> - Design audience persona - Term project brief - Quiz 1 - Tentative guest speaker session 	3	1, 2, 3, 4, 5
7	Digital Marketing Tools <ul style="list-style-type: none"> - Website & Microsite design - SEO - Website measurement tools - E-commerce website 	3	2, 3
8	Social Media Marketing + Content Marketing <ul style="list-style-type: none"> - Social media characteristic - Social media insights analysis - Social media advertising - Cyber laws and ethical - Social Media with Marketing 5.0 	3	3, 4, 5
9	Social Media Marketing + Content Marketing <ul style="list-style-type: none"> - Branding (Corporate Identity) - Big Idea - Content pieces - Copywriting - Content creation workshop + Term project Check point 	3	3, 4, 5, 6
10	Quiz2 + Term Project Presentation	3	1, 2, 3, 4, 5, 6

Evaluation Plan

Methods/Activities	Description	Class	Percentage
Participation	In class participation	All weeks	10%
Quizzes	2 quizzes	Week 6 & 10	20%
Discussion exercise	Weekly discussion exercise related to the topic discussed in class	Week 1,2,3,4,5,7,8	20%
Workshops + Individual presentation	Content marketing workshops and individual presentation	Week 8-9	20%
Term project	Analysis of consumer insights and digital marketing campaign	Week 10	30%

Course Assessment

A	90 - 100
A-	85 - 89
B+	80 - 84
B	75 - 79
B-	70 - 74

C+	65 - 69
C	60 - 64
C-	55 - 59
D	50 - 54
F	0 - 49

Appendix: Rubrics to be used for evaluation

Discussion Exercise Rubrics

Criteria	Unsatisfactory (Score 0 - 60)	Satisfactory (Score 61 – 80)	Good (Score 81 - 90)	Excellent (Score 91 – 100)
Demonstration of knowledge and understanding	Not evident that the session' s contents were understood and/or not incorporated into discussion	Questions/ ideas raised have questionable relationship to the session' s contents	The session' s contents were understood and incorporated into questions/ ideas raised	Very clear that the session' s contents were understood and incorporated well into questions/ ideas raised
Development of ideas	Poorly developed ideas, which do not add additional values to the discussion; or do not enter the discussion	Developing ideas, but do not stimulate discussion	Developing ideas; sometimes stimulates discussion	Well-developed ideas; introduces new ideas, and stimulates discussion
Innovative Thinking	Reformulate a collection of available ideas.	Experiments with creating a novel or unique idea, question, format, or product.	Creates a novel or unique idea, question, format, or product.	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.
Contribution to the discussion	No feedback provided to fellow students	Minimum effort is made to participate in the session	Attempt to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Post meaningful questions to the community; attempts to motivate the group discussion; presents creative approaches to topics

Workshop Rubrics

Criteria	Unsatisfactory (Score 0 - 60)	Satisfactory (Score 61 – 80)	Good (Score 81 - 90)	Excellent (Score 91 – 100)
Innovative Thinking	Reformulate a collection of available ideas.	Experiments with creating a novel or unique idea, question, format, or product.	Creates a novel or unique idea, question, format, or product.	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.
Connecting, Synthesizing, Transforming	Unable to independently recognize existing connections among business ideas or solutions.	Connect and synthesize business ideas in novel ways by adding details to the original ideas.	Connect and synthesize business ideas into a coherent whole by adding details and making partial changes to the original ideas to identify new meaning.	Connect and synthesize business ideas into a coherent whole by adding details and making thorough changes, and transform ideas into entirely new forms.
Flexibility and Adaptability	Develop a business idea from a single view point and show no adaptability.	Develop multiple business ideas from different stakeholders' perspectives but the adaptability is limited. No supporting evidence is provided.	Develop multiple business ideas from different stakeholders' perspectives and show appropriate adaptation in some circumstances with sufficient evidence.	Develop multiple business ideas from different stakeholders' perspectives and demonstrate the ability to shuffle multiple business ideas to match with changing business environments with comprehensive evidence.
Teamwork	The team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.	The team work together but fail to collaborate and unable to communicate well. Members were sometimes disrespectful of each other.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when necessary. Members were mostly respectful of each other.	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration.
Contribution to the workshops	No participation/ contribution to the workshops	Minimum effort is made to participate in the workshop	Attempt to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Attempts to motivate the group discussion; presents creative work performance to topics

Presentation Rubrics

Criteria	Check List	Unsatisfactory (Score 0 - 60)	Satisfactory (Score 61 – 80)	Good (Score 81 - 90)	Excellent (Score 91 – 100)
Flow (Content is smoothly presented)	1. Ideas are presented in proper order 2. There are proper transitions between each topics and ideas. 3. There is a proper introduction and conclusion 4. Contents are focused (not straying away from the main ideas)	0-1 checked points	2-3 checked points OR presentation is not easy to follow in several places, e.g. with unclear main ideas and weak transitions.	4 checked points AND presentation is not easy to follow in a few places, e.g. with unclear main ideas and weak transitions.	4 checked points AND presentation is easy to follow throughout, i.e. well organized with a beginning, middle, and end. There is a strong organizing theme, with clear main ideas and transitions.
Visual Aids	1. Contents (texts, tables, graphs and pictures) are all visible. 2. All contents (texts, tables, graphs and pictures) are relevant and related to the main topic/idea. 3. Contents are effectively presented, aid in the audience to absorb information (e.g. using a graph or table instead of a text when it is more effective). 4. Contents are formatted appropriately (e.g. consistent format, clean and clear layout and color) 5. There are no grammatical errors throughout the texts.	0-2 checked points	3-4 checked points	5 checked points AND visuals are adequate but do not inspire engagement with the material.	5 checked points AND visual aids are well done and are used to make presentation more interesting and meaningful.
Delivery	1. Voice is clearly audible. 2. Pronunciation is clear and accurate 3. Pace is consistent and neither too fast nor too slow. 4. Choices of words and terms are appropriate, accurate and not distracting (e.g. not using "huh", "uh", "erm", "um", "well", "so", "like", and "hmm" in a recognizable pattern). 5. Body language is proper and not distracting. 6. Dress properly and professionally 7. Allocation of Time is reasonable and well-managed.	0-3 checked points	4-5 checked points	6 checked points	7 checked points
Engagement	1. Maintain appropriate eye contact with audiences or actively interact with the audience. 2. Project good energy (e.g. having enthusiasm not appear monotone or rushing). 3. Does not heavily rely on reading from any materials while presenting 4. Give the audience enough time to absorb information or follow the flow of thoughts.	0-1 checked points	2-3 checked points	4 checked points AND adequately engaging presentation	4 checked points AND highly engaging presentation

Criteria	Check List	Unsatisfactory (Score 0 - 60)	Satisfactory (Score 61 – 80)	Good (Score 81 - 90)	Excellent (Score 91 – 100)
Effectiveness	1. The presentation is convincing (make audience believe what it claims to be true or real) 2. The presentation is meaningful (have meaning and purpose that is worthwhile to listen) 3. The presentation is captivating (holding or catching attention throughout)	0 checked points	1 checked points	2 checked points	3 checked points
Content and creativity		The demonstration failed to capture the interest of the audience and/or is confusing in what was communicated	The demonstration techniques used were somehow effective.	The demonstration techniques used were effective in conveying main ideas, but a bit unimaginative	The demonstration was imaginative and effective in conveying ideas to the audiences.
Teamwork		The team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.	The team work together but fail to collaborate and unable to communicate well. Members were sometimes respectful of each other.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when necessary. Members were mostly respectful of each other.	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration.

Term Project Rubrics

Criteria	Unsatisfactory (Score 0 - 60)	Satisfactory (Score 61 – 80)	Good (Score 81 - 90)	Excellent (Score 91 – 100)
Technical knowledge and awareness related to the project	Poor knowledge and no awareness related to project	Lacks sufficient knowledge and awareness	Fair knowledge and awareness related to the project	Extensive knowledge and awareness related to the project
Description of concepts and technical details	Inappropriate explanation of the key concepts and poor description of the technical requirements of the project	Incomplete explanation of the key concepts and in-sufficient description of the technical requirements of the project	Complete explanation of the key concepts but in-sufficient description of the technical requirements of the project	Complete explanation of the key concepts and strong description of the technical requirements of the project
Conclusion and discussion	<ul style="list-style-type: none"> - Results are not presented properly - Project work is not summarized and concluded - Future extensions in the projects are not specified 	<ul style="list-style-type: none"> - Results presented are not much satisfactory - Project work summary and conclusion are not very appropriate - Future extensions in the projects are not specified 	<ul style="list-style-type: none"> - Results are presented in good manner - Project work summary and conclusions are not very appropriate - Future extensions in the projects are specified 	<ul style="list-style-type: none"> - Results are presented in very appropriate manner - Project work is well summarized and concluded - Future extensions in the projects are well specified
Teamwork	The team did not collaborate or communicate, and the project results irrelevant to the instruction specified was submitted.	The team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when necessary. Members were mostly respectful of each other.	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration.
Contribution	The demonstration was not complete and offered no new information or approach about the application.	The demonstration offered some potential information or approach about the application.	The demonstration offered new information or approach about the application. The demonstration also showed initial effort was made in building excitement about the application.	The demonstration offered innovation/novel information or approach about the application. The demonstration also showed strong effort was made in breaking new ground and building excitement about the application.
Content and creativity	The demonstration failed to capture the interest of the audience and/or is confusing in what was communicated	The demonstration techniques used were satisfactory in conveying main ideas.	The demonstration techniques used were effective in conveying main ideas, but a bit unimaginative	The demonstration was novel, imaginative and effective in conveying ideas to the audiences.