



Course Syllabus

MKT 100 – Digital Marketing Foundations

Academic Year 2026-2027

Online classroom located at uiulearn.uiu.edu

Course Description

Semester Credits: 3

Catalog Course Description: This course introduces foundational marketing concepts within a digital-first framework, emphasizing omnichannel consumer experiences and the data-driven marketing mix. Students will explore digital product ecosystems, algorithmic pricing, and content-led promotion, establishing a base for advanced study in a tech-enabled professional environment.

Prerequisites: None.

Course Fee: None.

Credit Hour Policy: As a requirement of HLC Accreditation, all UIU courses, regardless of meeting schedule or instructional mode, follow the Federal Credit Hour Definition. As such, each credit hour earned at UIU is equivalent to a minimum of 45 hours of student engagement.

For more information on how specific instructional modes meet this requirement, please see UIU's Policy Guidelines for Instructional Time Expectations: UIU Policies.

Course Required Materials & Resources

It is the student's responsibility to make sure the student has access to all required course materials by the start of the session.

Ordering Textbooks. Purchase your textbook through the online university bookstore, BNC Virtual, or by phone at (800) 325-3252.

Digital Marketing

Authors: Dave Chaffey; Fiona Ellis-Chadwick

Edition: 9TH 23

Publisher: Pearson International Content

ISBN-13: 978-1-292-47005-4

ISBN-10: 1-292-47005-4

Format: eBook

General Education Assessment (if applicable)

Upper Iowa University is committed to ensuring that all undergraduate students participating in its general education program receive a broad education, while gaining essential professional skills across multiple disciplines. The Peacock Professional Experience provides nine learning outcomes, each of which articulates a specific skill students should gain, and are supported by knowledge provided by the courses students choose to take within the guidelines of the program. The outcome assessed in this course is the last outcome listed under Course Outcomes.

Course Requirements and Grading Criteria

Grading Breakdown

Criteria	Points Percentage
Team Agency Artifacts	80 pts (10 per week)
Individual Reflections	800 pts (100 per week)
Final Agency Presentation	30 pts
Total	910 pts

Grading Scale

Letter Grade	Percentage	Points
A	93-100%	847-910
A-	90-92%	819-846
B+	87-89%	792-818
B	83-86%	755-791
B-	80-82%	728-754
C+	77-79%	701-727
C	73-76%	665-700
C-	70-72%	637-664
D+	67-69%	610-636
D	63-66%	574-609
D-	60-62%	546-573
F	Below 60%	Below 546

Incompletes

Occasionally it becomes necessary for an instructor to award a student a grade of incomplete ("I"). An incomplete grade is exceptional and given only to students whose complete coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of documented cases of injury, illness, death in family, personal crisis, military deployments, or other circumstances beyond their control. This grade should not be awarded in cases where the student "fell behind" due to absences without explanation, other class commitments, and/or work obligations.

The "Agency" Model

You will work in a "Team Agency" where roles rotate weekly:

- Coordinator: Manages the Sprint Plan and timeline.
- Research Lead: Gathers data and competitive intelligence.
- Drafter: Creates the initial version of the weekly artifact.
- QA/Editor: Reviews work against rubrics.
- Submitter: Finalizes and submits the team deliverable.

Escalation Protocol: If a teammate misses a checkpoint without communication, the Coordinator must notify the professor within 12 hours.

8-Week Schedule (Phase-Based Workflow)

Each week follows the asynchronous "Relay Race" model: Plan, Research, Draft, QA, and Finalize.

Week	Theme	Key Team Artifact	Individual Focus
1	Digital Foundations & The Brief	Digital Brief	Product Lifecycle & Audience Fit
2	Audience Segmentation & Channel Strategy	Audience-Channel Matrix	Segmentation & Channel Selection
3	Funnel Metrics & Conversion Tracking	Metrics Dashboard	Funnel Analysis & Quiz
4	Digital Product Lifecycle & The Marketing Mix	Marketing Mix Strategy Brief	Mix Rationale Mini-Case
5	Content Strategy & User Experience Optimization	UX Optimization Proposal	Content & UX Application
6	Campaign Planning & Integration	Integrated Campaign Plan	Campaign Strategy & Execution
7	Final Agency Presentation Prep (Part 1)	Presentation Draft & Peer Review	Research & Recommendations

8	Final Agency Presentation Delivery (M-Th)	Final Presentation	Portfolio Synthesis
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Weekly Workflow Overview

Each week follows this pattern:

Phase 1: PLAN (Coordinator leads) Set up the Sprint Plan and establish team workflow

Phase 2: RESEARCH (Research Lead leads): Gather information, data, and competitive intelligence

Phase 3: DRAFT (Drafter leads) Create the initial version of the week's artifact

Phase 4: FINALIZE (QA/Editor + Submitter lead) Review, polish, and submit the final team deliverable

Phase 5: REFLECT (Individual) Complete your individual reflection connecting theory to practice

Suggested Pacing:

- Mon–Tue: Phases 1 & 2
- Tue–Wed: Phase 3
- Wed–Thu: Phase 4
- Friday: Phase 5

If a PPE course, please include a specific note as to where the material pertaining to the outcome would be taught or introduced.**

Course Expectations

Course Policies

Attendance & Participation

This is a fully asynchronous online course. "Attendance" is demonstrated through:

- Meeting weekly checkpoint deadlines
- Contributing to team artifacts
- Submitting individual reflections on time
- Participating in weekly Q&A Discussion Boards

Late Work Policy

- Team Artifacts: Late submissions affect the entire team. Coordinators should notify the professor immediately if a deadline will be missed.
- Individual Reflections: Accepted up to 48 hours late with a 10% deduction per day. After 48 hours, reflections receive a zero unless prior arrangements have been made.
- Quizzes & Mini-Cases: Must be completed by the deadline. Extensions granted only for documented emergencies.

Communication

- Questions about course content: Post in the weekly Q&A Discussion Board
- Personal/grade questions: Email the professor directly
- Response time: The professor responds within 24 hours on weekdays, 48 hours on weekends

Accessibility

If you require accommodations due to a documented disability, please visit <https://uiu.edu/experience/student-accessibility-services/>

Provide the professor with documentation within the first week of class.

AI Policy & Disclosure Protocol

1. Our Philosophy: AI as a Co-Pilot, Not the Pilot

In this course, Generative AI is an accepted tool for ideation, drafting, editing, and data organization. However, it cannot replace your critical thinking, strategic decision-making, or unique voice.

- You are responsible for all ideas, analysis, and arguments submitted.
- You must verify all AI-generated content against course materials and real-world data.
- Undisclosed use of AI is considered academic dishonesty.

2. Instructor AI Usage: Ensuring Fairness & Consistency

To ensure that every student receives timely, consistent, and high-quality feedback, I use AI tools as a grading assistant.

- Purpose: I use AI to help standardize grading rubrics, identify common patterns in student work, and draft initial feedback comments.
- Human Oversight: I review, edit, and approve every grade and comment. The final decision on your grade and the specific feedback you receive is always made by me (the human instructor).

- Transparency: If my AI assistant suggests a specific critique or grade adjustment, I will validate it against your actual submission. If I disagree with the AI's assessment, my human judgment prevails.
- Goal: This allows me to focus more time on high-level strategic guidance and individual mentorship, rather than repetitive administrative tasks.

3. Mandatory Student Disclosure Rule

Every assignment (Individual and Team) must include an AI Use Disclosure section.

A. Individual Assignments (Friday Reflection)

You must use one of the following templates exactly at the end of your essay (after References):

Option A: AI Used "I used [Tool Name] to [Specific Task, e.g., generate a draft outline, analyze survey data]. I verified the output by [Method, e.g., cross-referencing with Juska Ch. 2, checking raw data]. I made all final decisions regarding content, argument structure, and critical analysis."

Option B: No AI Used "I did not use generative AI tools for this assignment. All work, including research, analysis, and writing, is my own."

B. Team Sprint Assignments (Monday, Tuesday, Thursday)

For team posts, the Project Manager (or designated lead) must append a single sentence to the Team Thread post before submission.

Template: "AI Use: [Tool Name] was used to [Specific Task]. The team verified the output by [Method/Decision]. OR: AI Use: None. All work completed by the team."

Examples of Valid Disclosures:

- ☒ "AI Use: ChatGPT-4 was used to brainstorm 5 potential touchpoints. The team verified these against the brand's actual website and removed 2 incorrect ones before finalizing the map."
- ☒ "AI Use: None. All work completed by the team."
- ☒ "AI Use: Grammarly was used to check for spelling and tone consistency. No content was generated or altered by AI."

4. Prohibited Uses

The following uses of AI are strictly prohibited and will result in a zero for the assignment and a report for academic dishonesty:

- Submitting AI-generated text as your own analysis or critical thinking without disclosure.
- Using AI to fabricate data, survey results, or team meeting logs.

- Using AI to complete the "Decision/Pivot Log" without documenting the team's actual debate.
- Failing to disclose AI use when it was utilized for any part of the assignment.
- Attempting to "game" the grading AI (e.g., using AI to write specifically to match the rubric without genuine understanding).

5. Verification & Grading Process

- Verification: I may ask students to verbally explain their process or show their "chain of thought" (e.g., draft versions, AI prompt history) if the disclosure seems inconsistent with the work quality.
- Missing Disclosure: If the disclosure is missing, the assignment will be returned ungraded with a penalty (5 points deducted) until corrected.
- False Disclosure: If the disclosure is false (e.g., claiming "None" when AI was used for core analysis), it will be treated as an academic integrity violation.

Email

Upper Iowa University employees and students are issued a UIU email account (doej@uiu.edu). University email communications will only be sent to UIU email address. Faculty and staff are not obligated to respond to students using non-UIU email accounts.

Professional Writing and Speaking Guidelines

Communications in class and online should follow the Student Conduct and Discipline, Respect for the University Environment, and Code of Student Responsibility in the [Student Handbook](#). Respect the opinions of others using appropriate language and communications.

University Policies

University Policies are listed in detail within the course content on uiuLearn. Students are responsible for reviewing and understanding the applicable policies.

Academic Misconduct

Cheating, academic dishonesty, and plagiarism constitute a violation of the offender's integrity, as well as the integrity of the entire University; they will not be tolerated. Violators will receive sanctions based on the level of academic misconduct. Policy AA-107.2 can be found [here](#).

Video Conference and Attendance

Students are expected to attend class via the learning experience in which they are registered for a course: In Face-to-Face, Hybrid, and Video Conference Courses; with instructor consent, students may attend the course via synchronous video conference (i.e., Zoom) and be counted present for attending the class session for up to two consecutive class periods. Policy AA-125 can be found [here](#).

Academic Accommodations

It is the policy of Upper Iowa University to ensure equal access to educational and co-curricular activities to students with disabilities as mandated by the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. A student seeking accommodations should contact the Director of Student Accessibility Services as early in the session as possible. In order to receive accommodations, students are required to disclose their disability to the Director by completing an [application for services](#) that can be found on the [Student Accessibility Webpage](#). In addition to the application packet, the student is required to submit supporting documentation. Submit these to the Student Accessibility Services Office either in person or by email/Fax. A brief interview, in-person, by phone or virtually, with the Director will confirm or deny the accommodations requested. The Student Accessibility Services Office will email accommodation letters to the appropriate professor, the student, and the student's advisor. Additionally, students should work cooperatively with their instructors throughout the session to make sure that their accommodations are appropriate and effective.

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Contact the Director at (563) 425-5949, accessibility@uiu.edu or stop by the office on the 2nd floor of the Student Center, Office of Student Life, Room 229.

Emergency Directives: (Fire, Natural Disaster, Threat on campus, etc.)

In accordance with Upper Iowa University's emergency management plan, any student that requires assistance in the event of an emergency (Fire, natural disaster, threat on campus) is responsible for notifying their instructor of the need for assistance. (Evacuation, and/or indoor safety protocols) This information will be held confidential and only needed in the unlikely event that there is an emergency.

Copyright Statement

In recognition of the Copyright Law of the United States (Title 17, United States Code), Upper Iowa University reminds both faculty members and learners that a willful infringement of the law may result in disciplinary action. The University library has available materials discussing the "fair use" concept, along with criteria and guidelines for reproduction and use of copyrighted materials.