INSTRUCTOR INFORMATION

Instructor
David Payne, Senior Vice President and digital advocacy practice group leader at VOX Global

Contact Information
Phone Number: (202) 772-5011
Email Address: dpayne@voxglobal.com

Communication
Students may contact the professor by email whenever they wish or by phone during business hours. The professor is also available for appointments before or after class. Expect a response to an email or voicemail typically within one business day or less.

THE COURSE

Course Description and Overview
How do you find the right people, educate them on your point of view, and effectively leverage their support? This course explores digital targeting, advertising and mobilization in detail. Students will be empowered by this course to run winning digital ad campaigns that educate and activate constituents.

Because of its targetability and measurability, more money was spent on digital advertising in the US than on TV advertising in 2014. The smartest electoral and public affairs campaigns invest substantial dollars in online advertising, and this form of outreach is quickly taking the largest share of most campaign budgets. Digital advertising leads to outcomes that include raising funds, shifting opinion, challenging opposing ideas, recruiting supporters, getting out the vote, stopping or promoting legislation, and much more. Through hands-on learning students in the class will internalize the best practices and technologies for succeeding in this mission-critical campaign discipline.

Course Learning Objectives
Students in this course will learn how to target their most important audiences online, reach them with a wide variety of ads, and call them to awareness and action. At the conclusion of the class, students will be ready to:
Manage an effective, online ad campaign from initial concept to creative and from targeting to measuring the results.

Prepare, design and launch a variety of online ad types including search, social, display and video.

Manage an online campaign that moves public targets through the continuum of engagement from paid contact through education and persuasion to meaningful action.

Know if their campaign is succeeding or failing based on analytics and benchmarking.

Students do not need to be graphic designers to succeed at these objectives or the course overall but must be creative thinkers ready to provoke, inspire, compel and incite. Students must be ready to learn Adobe Photoshop at a basic proficiency level.

**Course Requirements & Incidental Costs**

- **Laptops:** Students in this course are required to have a laptop/notebook computer and to bring it to class on specified dates which will be communicated by the professor. A laptop will not be necessary for the first class of the semester. Students will need to be able to create PDFs on their computer and to edit/save spreadsheets and PowerPoint slides.

- **Wi-Fi Access:** Students will need to access the GW Wi-Fi on their laptops and occasionally on smartphones if available. This will entail having an active GW Net ID for use in accessing the school’s wireless network. IT help can be requested here: [http://it.gwu.edu/network-internet-access](http://it.gwu.edu/network-internet-access)

- **Adobe Photoshop (please note this software cost is the student’s responsibility):** Students will be required at a specific point in the course to register for Adobe Creative Cloud in order to obtain and use Photoshop. Adobe Creative Cloud is available at a discount for students, priced (as of late 2014) at $19.99 per month. If students already have, at minimum, Photoshop from Creative Suite 5 or later, they may use this software and not register for Creative Cloud.

- **Involvement:** Students are expected to fully participate, debate, converse, ideate and present throughout this course. Involvement and participation in class are essential to successful completion and are evaluated.

**Out-of-Class Assignments: Student Campaign Projects**

Students will apply skills learned in the course to the following simulated campaign projects. Detailed instructions for each project will be distributed in class.

- **Basic Search Campaign** – Use search engine advertising combined with persuasive messaging to accomplish political objectives.

- **Basic Display Campaign** – Use visual advertising online that blends powerful imagery with compelling messages to accomplish political objectives.

- **Integrated Crisis Response Campaign** – Employ a mixture of online ad types as well as landing area content to respond to a crisis scenario, mitigate risk and seize opportunities.

- **Integrated Awareness Campaign** – Devise a holistic online ad strategy for building awareness on a political topic, changing opinions and measuring the shift in constituent opinion.
**Integrated Direct Response Campaign** – Craft the right targeting and ad solutions combined with landing page tools for action to mobilize constituents online for a petition, fundraising or Congressional-contact campaign.

**Evaluation, Assignments & Grading**

Throughout the class, students will earn up to 110 points, equating to the following letter grade: A (94-110), A- (90-93), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), F (below 70).

**50 points**  Five student campaign projects

(6) Basic Search | (8) Basic Display | (12) Integrated Crisis Response  
(12) Integrated Awareness | (12) Integrated Direct Response

**15 points**  Attendance, class participation, contributing to discussions and ‘show & tells’

**15 points**  Participation and results of in-class exercises and simulations, grades on quizzes which will not be announced until the beginning of the class at which they will be administered

**20 points**  Final examination, which will comprehensively cover all course knowledge

**10 points**  Bonus points, some or all of which a student may receive for doing exceptional campaign projects that win the in-class peer review or by completing a customized extra credit assignment

**Following is the point grade scale for all GSPM courses as well as for this course:**

<table>
<thead>
<tr>
<th>Grade*</th>
<th>Grading Standard</th>
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<tbody>
<tr>
<td>A 94-100</td>
<td>Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.</td>
</tr>
<tr>
<td>A- 90-93</td>
<td>Represents solid work with minor errors. Overall, excellent work.</td>
</tr>
<tr>
<td>B+ 87-89</td>
<td>Very good. Represents well-written material, research, and presentation, but needs some minor work.</td>
</tr>
<tr>
<td>B 83-86</td>
<td>Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a “B” is viewed as unacceptable.</td>
</tr>
<tr>
<td>B- 80-82</td>
<td>You’ve completed the assignment, but you are not meeting all of the requirements.</td>
</tr>
<tr>
<td>C+ 77-79</td>
<td>Needs improvement in content and in effort. Shows some motivation and concern.</td>
</tr>
<tr>
<td>C 73-76</td>
<td>Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.</td>
</tr>
<tr>
<td>C- 70-72 (lowest grade to pass)</td>
<td>Poor performance. Major errors, too many misspellings, problems with accuracy, etc.</td>
</tr>
<tr>
<td>F Below 70</td>
<td>Unacceptable performance, or inability to submit the assignment.</td>
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*Please note that students submitting late and/or incomplete assignments will receive lower grades.
CLASS SCHEDULE

Class 1 – January 12, 2015

INTRODUCTION: Course overview, introductions and discussion.
PRESENTATION: Online advertising primer and high-level strategy for political managers.

Note: There is no class on January 19th due to the university’s observance of Martin Luther King Day.

Class 2 – January 26, 2015

PRESENTATION: Search marketing and managing search footprint. Targeting methodology for search campaigns and technology platforms for SEM.
CLASS LAB: search marketing simulation.
LOOKING FORWARD: Student Campaign Project 1: Basic Search.

Class 3 – February 2, 2015

TUTORIAL: Google AdWords: from setting up an account through creating a search marketing campaign. Traffic estimator and the keyword generation tool.
PRESENTATION: Storytelling with constraints: fundamentals of messaging for online ads and landings.
CLASS LAB: message development for ads.
LOOKING FORWARD: Joining Adobe Creative Cloud for PhotoShop.

Class 4 – February 9, 2015

STUDENT CAMPAIGN PRESENTATIONS: Basic Search.
PEER REVIEW: Students vote on who did the best work on their campaigns.
TUTORIAL: PhotoShop for beginners and using it for online ad design. Please bring laptop for this class!
LOOKING FORWARD: Student Campaign Project 2: Basic Display.

Note: There is no class on February 16th due to the university’s observance of Presidents’ Day.

Class 5 – February 23, 2015

GUEST PRESENTATION: High impact creative
PRESENTATION: Designing for effect: messaging and creative that get results.
TUTORIAL: PhotoShop Q&A

Class 6 – March 2, 2015

STUDENT CAMPAIGN PRESENTATIONS: Basic Display.
EXTENDED PEER REVIEW: Students present, and then vote on who did the best work on their campaigns.
LOOKING FORWARD: Student Campaign Project 3: Integrated Crisis Response

Note: There is no class on March 9th due to the university’s spring break.

Class 7 – March 16, 2015

PRESENTATION: Awareness and persuasion in online advertising vs. direct response campaigning.
CLASS LAB: Persuasion and direct response messaging and planning simulation.

Class 8 – March 23, 2015

GUEST PRESENTATION: Landing pages and the process of conversion.
STUDENT CAMPAIGN PRESENTATIONS: Integrated Crisis Response.
PEER REVIEW: Students vote on who did the best work on their campaigns.
LOOKING FORWARD: Student Campaign Project 4: Integrated Awareness.

Class 9 – March 30, 2015

PRESENTATION: Platforms for social advertising, when and how to use them. Social targeting methodologies. Converting social ad targets into engaged community members.
CLASS LAB: Choosing the right social platforms for the political scenario.
TUTORIAL: Facebook Ads.

Class 10 – April 6, 2015

PRESENTATION: Measurement, analytics, and benchmarking in online advertising. Fundamentals of online ad optimization. Online ad campaign optimization tips, practices, and tools.
TUTORIAL: Google Analytics and Facebook Insights
CLASS LAB: campaign optimization simulation

Class 11 – April 13, 2015

STUDENT CAMPAIGN PRESENTATIONS: Integrated Awareness.
PEER REVIEW: Students vote on who did the best work on their campaigns.
PRESENTATION: Direct response approaches: petitions, letters to Congress, media outreach, public action.
LOOKING FORWARD: Student Campaign Project 5: Integrated Direct Response.

Class 12 – April 20, 2015

PRESENTATION: Project management theory and techniques for digital efforts, including digital advertising.
PRESENTATION: Digital paid media planning and budgeting.
CLASS LAB: Major exercise blending disciplines learned throughout the course.
Class 13 – April 27, 2015

STUDENT CAMPAIGN PRESENTATIONS: Integrated Direct Response.
PEER REVIEW: Students vote on who did the best work on their campaigns.
PRESENTATION: Integrating paid media: using online, TV, radio, outdoor and other media for a holistic effect.

Class 14 – April 29, 2015 – Note: Because of three Mondays in the semester when this class does not meet, the university designates Wednesday, April 29th, as a “Monday” on which our class will meet.

FINAL EXAMINATION: which will comprehensively cover all course knowledge.

The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar which will be communicated by the instructor.

RESOURCES

Academic Integrity
All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at http://www.gwu.edu/~ntegrity/code.html.

Support for Students with Disabilities
GW’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at www.gwu.edu/~dss.

In the Event of an Emergency or Crisis during Class
If we experience an emergency during class time, we will try to stay at the classroom location until we hear that we can move about safely. If we have to leave the classroom, we will meet at the Lincoln Memorial, main steps, in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University’s operating status: http://www.campusadvisories.gwu.edu/.
Attendance Policy
Attendance by students at all classes is essential. The knowledge shared in this course is not gained principally from books, readings and time outside of class. It is obtained by attendance at the presentations and participation in the activities and simulations. If a student must miss a class, he/she must inform the professor at minimum 2 hours before class time and must make every effort to obtain the knowledge shared in that class from his/her peers. Because it is so important, points are awarded for full attendance and deducted for missed classes and late arrival to class.

Course Evaluation
At the end of the semester, students will be given the opportunity to evaluate the course through GW’s online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course by contacting any/all of the following:

Dr. Lara Brown
Director, Political Management Program
larambrown@email.gwu.edu | 202-994-4545

Dr. Jack Prostko
Associate Dean for Learning and Faculty Development
College of Professional Studies
jackp@gwu.edu | 202-994-3592

Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309

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