



COMM-BUS-FSST 355
Digital Marketing: Wines and Wineries of Central Italy
Course Syllabus
Spring Semester 2024

Instructor: Jacopo Cossater, M.A.

Credits: 3

Contact Hours: 45

Prerequisites: none

Class Meeting Days & Time: Group A: Aula Magna, Tuesday-Thursday, 2:15pm-3:45pm

Group B: Aula Magna, Tuesday-Thursday, 4:00pm-5:30pm

Office Hours: by appointment after class

Course Type: Course with Service Learning component

Course Fee: USD\$135

Course Description

This course offers an overview of the most important digital marketing theories and techniques as applied to wine, with a special focus on wines from Central Italy. Students will analyze the wine markets of the world, consumer segments, companies' communication and will participate in a practical exercise designed to give them the opportunity to shape a real online marketing plan for a prestigious Umbrian winery.

In addition, students will learn the importance of describing the sensory experience of wine and acquire the particular vocabulary necessary to describe wines from Central Italy to potential customers.

Learning Outcomes and Assessment Measures

Below are the course's learning outcomes, followed by the methods that will be used to assess students' achievement for each learning outcome. By the end of this course, students will be able to:

- *Compare and differentiate* the concepts of social media marketing, email marketing, influencer marketing, content marketing, branded content (Class Participation and Activities);
- *Explain* the basic role, processes, and purpose of digital brand management in the wine business (Readings, Class Participation and Activities, Field Trips);
- *Explain* the basics of wine promotion strategies (Readings, Class Participation and Activities, Field Trips, Midterm and Final Essays);
- *Identify and classify* wines from Central Italy (Readings, Class Participation and Activities, Field Trips);

Course Materials

Readings

A course reader, including all the indicated readings, will be available. The course's Moodle site is the primary location for readings and assignments.

Assessment

Attendance	10%
Course Journal	20%
Midterm Exam	20%
Service Learning Project Marketing Plan	20%
Service Learning Project Presentation	5%
Final Exam	20%
End of Semester Community Engagement Presentations	5%

Grading

Students are reminded that it is their responsibility to note the dates of exams and other assignments. No alternative exam dates will be offered and professors are not required to give partial credit for any late work (they do so at their discretion: the Institute's default policy is no extensions and a zero for any work turned in late). Students who book travel when they have an exam or other assessment will have to change their plans or accept a zero. Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% - 89%	Superior
B	83% - 86%	
B-	80% - 82%	
C+	77% - 79%	Satisfactory
C	73% - 76%	
C-	70% - 72%	
D+	67% - 69%	Low Pass
D	63% - 66%	
D-	60% - 62%	
F	59% or less	Fail (no credit)

Please note: decimal numerals between 1-4 are rounded down while 5-9 are rounded up: e.g., expect 89.4 to be 89.0 while 89.5 to round up to 90.

Course Requirements

Grades are based on the following criteria.

Attendance (10%)

Attendance is an essential part of this course. You are allowed 2 unexcused absences per course without penalty, per Institute policy. If you attend all the other meetings, you will receive 10% for this part of your grade. There are no make-ups offered for attendance.

Course Journal (20%)

Students will be provided with a notebook at the start of the semester, which they will use as a personal space through which to reflect on course material and ideas. In-class assignments (e.g. summaries of assigned readings, analyses of primary sources, mental maps, reflections, predictive exercises) will be regularly scheduled and graded twice throughout the semester, i.e. before the mid-semester break (Week 6) and at the end of the course (Week

12). Each of these checks is worth 10% of your grade, for a total of 20%. Students will find the full prompt on Moodle for more information.

Service Learning Project Marketing Plan (20%)

Students will work in groups to design a real digital marketing plan for **Scacciadiavoli** (Montefalco, Perugia, Italy). After a brief market survey and a field trip to the company estate, students will study how to develop Scacciadiavoli's online presence. Guidelines for the writing of the marketing plan will be distributed in class. During the final week of the course the students will manage the digital channels of the winery.

Service Learning Project Presentation (5%)

Each group will prepare a 10-minute oral presentation to share the marketing plan created for **Scacciadiavoli**. Use of PowerPoint slides or other presentation software is highly recommended. All students are responsible for presenting their group's research and answering questions from the audience.

Midterm and Final Exams (20% + 20%)

The midterm and final exams will consist of multiple choice and essay questions of variable length. The questions will be drawn from mandatory readings, in-class presentations and discussions.

End of Semester Community Engagement Presentations 5%

During Special Academic Events Week, the class will present a 15-minute summary of the project experience to the Umbra community during the Community Engagement Presentations on **Wednesday, April 24th**. Students will receive the guidelines and presentation order after the mid-semester break. Participation in this event is MANDATORY and an integral part of the community engagement grade.

Course Content Disclaimer

This is explicitly not a tasting course. There is absolutely no requirement to try any wine at all for full credit in this course. Tasting is optional; wine is utilized in very small amounts and for academic purposes.

Extension & Submitting Late Work

Work submitted after the deadline will receive a grade of zero, not partial credit. Each student is allowed one extension of 24 hours over the entire semester. This can be used for any assignment but the final project. Students need to email the instructor before the deadline and inform the instructor of their use of the extension. Any work submitted after the 24-hour extension will be marked zero. As for all policies, exceptions can be made by the Director for students with special accommodations or in case of medical emergencies, etc.

Attendance Policy

Attendance is expected and mandatory for classroom times and co-curricular activities. All students are allowed 2 unexcused absences, which do not need to be justified. It is the student's responsibility to keep them in case of real necessity. i.e., sickness or any other unforeseen inconvenience that may prevent students from being in class. More than 2 absences will affect your final grade by 2% per absence up to a maximum of 10%. Excessive unexcused absences (8 or more) may result in a failing grade or disciplinary action. It is the student's responsibility to be aware of the number of absences or late arrivals for each course, and to ask the instructor when in doubt.

If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. Any work missed in class because of an excused absence may be made up within one week of the return to the class. Any work missed that was a quiz or other test must be made up outside of class time and will, in the interest of intellectual honesty, be a slightly different test than the one given in class. Presence during mandatory field trips is especially important. Missing a mandatory field trip for a course, unless for a very serious reason that is communicated to Umbra staff in a timely manner, will lower the students' grade by half a letter grade (i.e., a final grade of a B+ would be lowered to a B).

Legitimate reasons for an excused absence or tardiness includes: death in immediate family, religious observances, illness or injury, local inclement weather, medical appointments that cannot be rescheduled. Absences relating to illness may be excused by the Director but only if a medical certification is provided.

Students who request an approved absence to observe a religious holiday must submit a formal request to the Institute's Director within one week after the add/drop period when course schedules, including any field trips, are finalized. No exceptions will be made after this deadline.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Tardiness Policy

Students are expected to attend all classes punctually. Any student arriving up to 15 minutes late or leaving up to 15 minutes earlier than the scheduled class end time will be marked as tardy. Each incident of tardiness (late arrivals to or early departures from class) is 0.5% off the final grade. However, should a student arrive more than 15 minutes late or depart more than 15 minutes before the conclusion of the class, it will be recorded as an absence.

Students are also expected to remain in class during the time of instruction except for a reasonable amount of time to use the restroom. Students who leave class and do not return during the class session will receive an unexcused absence or late penalty.

Academic Integrity

All forms of cheating (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and plagiarism (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Utilizing ChatGPT or other artificial intelligence (AI) tools for the generation of content submitted by a student as their own as part of any assignment for academic credit at the Institute constitutes a form of plagiarism.

Should the Institute become aware of a student's use of such platforms and services, the student will be subject to the same consequences and judicial proceedings as are in place for plagiarism (defined above).

Classroom Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate respect for the historical premises that the school occupies. Please note that cell phones must be set on silent mode before the beginning of each class. Computers and other electronic devices cannot be used during class lectures and discussions, unless there has been a specific academic accommodation.

Laptop/Smartphone Policy

I as an instructor and as a person am dependent on both my computer and my telephone. That said: An ever-increasing body of research shows that open laptops and telephones in the classroom create distraction (both visual and auditory) for those using them and those around them. You can type faster than you can write, and as a result you end up processing less when you're simply typing notes. For this reason, I have a physical notebook policy: I ask you to leave your computers in your bags and phones in your pockets and use a regular notebook. There are four exceptions: 1) if you have a vision or other accommodation; 2) if you are using a tablet to take notes, one which is not connected to the internet; 3) if we have an in-class tutorial about online research tools; or 4) if you make an office hours appointment with me to discuss the use of a computer;

Schedule of Topics, Readings, and Assignments

WEEK 1

Introduction to the course and the culture of wine

Meeting 1: Course Introduction

Introduction of the community engagement service learning project & partner by Umbra staff.

Meeting 2: Introduction to Winemaking and Wine Tasting

Readings for the week:

J. Cossater, *Wine Sommelier*, White Star/De Agostini, Novara (Italy), 2016, pages 13-47.

WEEK 2

Introduction to the discipline of digital marketing and the market of wine

Meeting 1: Wine Promotion/ 1: The World Wine Market

Meeting 2: Digital Marketing/ 1: 4Ps of marketing - Digital Marketing Essentials

Readings for the week:

P. Wagner, J. Olsen, L. Thach, *Wine Marketing and Sales*, Wine Appreciation Guild, San Francisco (USA), 2019, pages 4-23 (“Basic Wine Marketing Principles”).

WEEK 3

Promoting wine (both offline and online)

Meeting 1: Wine Promotion/ 2: Pricing Strategies and Distribution Strategies

Meeting 2: Digital Marketing/ 2: Social Media Marketing 1

Readings for the week:

C. M. Hall, R. Mitchell, *Wine Marketing*, Routledge, London (UK), 2007, pages 83-109 (“The marketing dimensions of production processes: adding value to the vine”).

WEEK 4

Wine Communication Strategies & Wines from Central Italy

Meeting 1: Digital Marketing/ 2: Social Media Marketing 2

Meeting 2: Wines from Central Italy (Umbria & Latium)

Meeting 3 (Friday, Feb. 16, 2024): Field Trip to Montefalco - Scacciadiavoli & TBA

Readings for the week:

H. Johnson and J. Robinson, *The World Atlas of Wine*, page 719 and page 395

WEEK 5

Email Marketing & Content Marketing

Meeting 1: *Digital Marketing/ 3: Email Marketing*

Meeting 2: *Marketing Plan - Marketing Plan Group Activity/ 1*

Readings for the week:

Handouts distributed in class

WEEK 6

Wine Promotion

Meeting 1: *Wine Promotion/ 3: Promotion and Communication Strategies*

Meeting 2: *Midterm Exam*

Readings for the week:

P. Wagner, J. Olsen, L. Thach, *Wine Marketing and Sales*, pages 144-171 (“Wine Public Relations”).

Semester Break

WEEK 7

Content Marketing & Wines from Central Italy

Meeting 1: *Digital marketing/ 4: The Buyer's Journey - Content Marketing vs. Branded Content*

Meeting 2: *Wines from Central Italy (Tuscany)*

Readings for the week:

H. Johnson and J. Robinson, *The World Atlas of Wine*, Mitchell Beazley, London (UK), 2019, pages 703-704.

WEEK 8

Influencer Marketing & SWOT Analysis

Meeting 1: *Digital marketing/ 5: Influencer Marketing*

Meeting 2: *SWOT Analysis - Constructing a Digital Marketing Plan and Marketing Plan Group Activity*

Readings for the week:

Michael Haenlein, Ertan Anadol, Tyler Farnsworth, *Navigating the New Era of Influencer Marketing: How to be Successful on Instagram, TikTok, & Co.*, California Management Review, Berkeley (USA), 2020.

Multiple Authors., *Performing a SWOT Analysis*, Chartered Management Institute, Corby (UK),

2007.

WEEK 9

Constructing a Digital Marketing Plan and Project Group Work Activity

Meeting 1: *Digital Marketing/ 6: Digital Marketing Metrics*

Meeting 2: *Marketing Plan - Marketing Plan Group Activity/ 3*

Readings for the week:

Handouts distributed in class

WEEK 10

Wines from Central Italy and Project Group Work Activity

Meeting 1: *Wine Promotion/4: Magazines, Guides, and Influencers*

Meeting 2: *Guest Lecture - TBA*

Readings for the week:

K. Storchmann, *Expert Opinion on the Wine Market*, American Philosophical Society, Philadelphia, 2015.

WEEK 11

Project Group Work Activity

Meeting 1: *Wines from Central Italy (Marche and Abruzzo)*

Meeting 2: *Group Activity: End of Semester Community Engagement Presentation*

Readings for the week:

H. Johnson and J. Robinson, *The World Atlas of Wine*, pages 425-427.

WEEK 12

Project Group Work Activity & Final Exams

Meeting 1: *Marketing Plan - Group Activity/ 5*

Meeting 2: *Marketing Plan - Case Study Presentation and Course Conclusions*

WEEK 13

Final Exams and Special Academic Events Week

Meeting 1: *Final Exams*

Wednesday, April 24th: *End of the Semester Community Engagement Presentations*



BUS/COMM/FSST 355: Digital Marketing: Wine & Wineries of Central Italy
Service Learning Project
Syllabus Appendix

Spring 2024

What is service learning?

Service learning is an important type of experiential education integrated into a course in which:

- students engage in an organized activity or project aimed to address a community need that is identified in collaboration with the community partner;
- students critically reflect on the link between the experience in the community, course content, and the learning goals; and
- there is reciprocal learning both by the students and by the community partners.

Students will need a certain degree of flexibility, creativity, and self-initiative to realize a service learning project. Organization and open communication in-class with the instructor and team members will be key to student success.

Service Learning Project Overview

Community Partner

Founded in 1884, the Scacciadiavoli (from scacciare – to banish, and diavoli – devils) winery takes its name from an exorcist that lived in a town at the borders of the property, who used the wine for his rituals. In 1954 Amilcare Pambuffetti, at 71, bought the Scacciadiavoli holding, where he worked as a farmer when he was 14 years old. Upon his death in 1977 his sons Alfio, Settimio and Mario continued the activities that their father began. In the year 2000 the Pambuffetti brothers (Francesco, Carlo, and Amilcare), the children of Settimio, in the name of an ancient tradition, decided to take the winery into their own hands – the oldest of its kind in the area. The winery lies on a hill, with a vertical building on four levels of which one is below ground, and all the production takes place by gravity-flow.

Website: <https://www.cantinascacciadiavoli.it/en/about-us/>

Project Description and Goals

Students will participate in a service learning project with Scacciadiavoli winery where they will be asked to research and develop original digital marketing strategies designed to help improve the online presence of the company.

Based on interviews with the company's manager(s), on-site observations, company material, a review of its digital marketing strategy, and online research, students will deliver a presentation and report for aspects of the

company's marketing that they consider important to increase its presence in the target media. Students will also create a formal PowerPoint presentation in class for company representatives. More details about the presentation and report are found below.

Organization, Expectations, and Roles

Student teams will be chosen by the instructor. Teams will be responsible for deciding how to divide the various tasks to ensure members contribute equally throughout the course of the project. An important amount of time will be dedicated to the service learning project's progress in class. If necessary, teams will also be required to meet outside of class each week for approximately 1-2 hours.

In-Class Presentation for Community Partner

Each team will create and present a final detailed presentation based on its findings and recommendations to a company's representative, accompanied by a PowerPoint presentation. Audience members will be expected to ask questions to the other teams presenting to promote a community of learning and support.

Guidelines:

- PowerPoint or Google Slides (spell-check!).
- 10-15 minutes.
- Each team member contributes to the preparation and delivery of the presentation.
- Rehearse presentation as a group for content, length, and transitions.

Final Report

Students are to assume the role of a team of digital marketing consultants to Scacciadiavoli winery. Students have been asked by the management to complete a digital market analysis and to prepare a digital marketing plan to expand their digital presence. Students will apply analytical methods and concepts developed in class to provide an original report and set of recommendations.

Community Engagement Final Presentation

During Special Academic Events Week, the class will present a 15-minute summary of the project experience to the Umbra community during the Community Engagement Presentations on **Wednesday, April 24**. Students will receive the guidelines and presentation order after the mid-semester break. Participation in this event is MANDATORY and an integral part of the community engagement grade.

Grading Rubric

The service learning project is worth a total of 30% of the final course grade, which will be divided into three categories:

1. Marketing Plan (20% of the final course grade)
2. In-class presentation for partner (5% of the final course grade)
3. End of Semester Community Engagement Presentations (5% of the final course grade)