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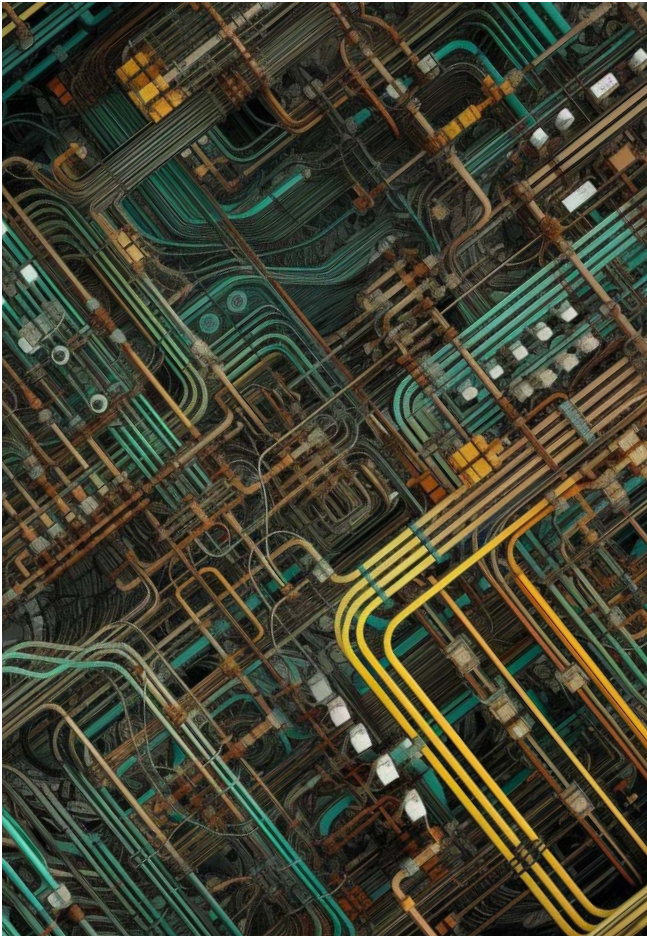
condor.depaul.edu/jmoore/ai/

INTRODUCTION TO THE COURSE



Sometimes, it feels like Artificial Intelligence (AI) is reshaping the marketing industry minute by minute. This can be both stressful and exhilarating. Marketing professionals are feeling the pressure to rapidly demonstrate expertise in uncharted waters. There is the fear that robots are coming to take our jobs.

Expertise does not come easily or quickly. This is not a course that promises expertise. However, this course does promise a firm foundation of understanding and hands-on experiences from which to make sense of AI. With this foundation in place, you will be well served in leveraging AI ethically and productively in your work and beyond. The course is very carefully designed to accommodate for all backgrounds and experiences.



Modality Overview

Traveling to DePaul University in the evening can be a burden - we recognize that participants may have other commitments that complicate their lives. For this reason, this course is offered in a Flex format.

A Flex course is taught in a technology-enhanced classroom that allows for participants and guests to remotely connect via Zoom and actively participate with participants and faculty in the physical classroom. This modality is highly desired by participants who enjoy learning in the classroom but want the flexibility to connect live online when work or family responsibilities prevent them from traveling to campus. You can attend “**AI In Marketing: Hands On**” on campus or remotely via Zoom. You don’t need to commit to one particular mode of attendance – you can choose on the day what works best for you.

All classes are recorded, and then made available to participants in a streaming format. These recordings will continue to be available to participants well after the course has officially ended. The recordings are automatically transcribed (by AI) and searchable by keywords and phrases.

Who Should Attend

The **AI in Marketing: Hands On** course is tailored for individuals who possess a fundamental understanding of marketing principles and data analysis skills, who now need to add understanding of AI and its capabilities to their skillset. Without sounding too flippant, that is almost everyone in the marketing industry.

This is not a course that requires prior coding experience. The weekly assignments are leveled according to ability and interest because this course is designed to cater to everyone. We'll take you on an exciting journey, where you will discover how AI works, the problems it can solve, and where it's applicable. We will show you how to use AI effectively and ethically in your business environment, without the need for any coding skills. Our goal is to empower you with the knowledge and confidence to unlock the full potential of AI in marketing.

Whether you're a marketing professional looking to take your skills to the next level, an entrepreneur seeking growth opportunities, a career changer, or simply curious about the emerging field of AI and its application in marketing, this course is for you. So, join us on this adventure as we equip you with a firm foundation to make sense of a rapidly evolving future.

Benefits

Here's what you'll experience in this course:

- You'll explore the exciting possibilities of using AI to elevate your marketing strategies to new heights.
- You'll discover the different forms of AI and how they can be integrated into your marketing approach for maximum impact.
- You'll also have the chance to get your hands dirty with practical exercises, enabling you to dip your toes into the world of AI before tackling more advanced topics in the future. It's an immersive and empowering journey that will leave you feeling energized and ready to revolutionize your marketing game.

Prerequisites

Participants are expected to have a fundamental understanding of marketing principles and data analysis skills. This is a Flex course. You will need:

- Access to a computer (Windows or macOS) and a reliable (broadband) connection to the internet.
 - Webcam, microphone, speakers, current version of Zoom if connecting remotely.
- Ability to install software to your computer (administrator access).
- Working email account that you check regularly.

Required Materials

There are no required books for this course. Comprehensive handouts and videos are provided on the the course website. Each week I will be recommending additional reading. Some of the recommended books are available through DePaul's Library website. If you have a BlueKey username and password, then you may be able to read these (and other) books online at no cost. Where possible, I will recommend free and online resources.

Learning Outcomes

Assessment

Each week you will have an optional assignment to complete. Each assignment builds upon the topics that we will cover in class. Your assignment should be submitted through the class D2L site. The assignments are ungraded, but I will provide feedback.

In Week Six you will have the option to make a presentation (no longer than ten minutes). The presentation (and attendance at four or more classes) is required to receive the certificate.

Accommodation

Participants with Disabilities

Participants seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at csd@depaul.edu.

- Loop Campus - Lewis Center #1420 - (312) 362-8002
- Lincoln Park Campus - Student Center #370 - (773) 325-1677

Participants are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early and our conversation will remain confidential.

Additional Accommodations

This course will include instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand this material in its default format, please notify me within the first week of the course so accommodations can be made.

Evaluations

At the end of this course, you will be provided with the opportunity to evaluate this course. Course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As participants, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of participants.

Academic Integrity

This is a non-credit course. However, I would hope that work done for this course adheres to the **University Academic Integrity Policy**, which you can review in the Student Handbook or by visiting [Academic Integrity](#) at DePaul University.

Since the focus of this course is AI, you are allowed to use generative AI (Artificial Intelligence) in your assignments – in most assignments I will require that you use generative AI. Please note that other courses at DePaul may not allow use of generative AI – always ask your professor in writing if you are unsure of what the academic integrity policies are for other courses.

In this course we will demonstrate that generative AI will confidently fabricate information. This process is known as “AI hallucinating.” Be aware that AI-generated content may contain untruths. Large Language Models (LLMs) respond and write like humans, but importantly they do not know empirically what is false or true - just a plausible narrative written probabilistically. Crucially, a LLM may not understand the difference between an important error and an unimportant error.

Thus, I would like you to cite your use of generative AI when you submit your assignments. You can do this by creating an appendix and noting the prompts that you used with a particular LLM and the responses you received.

The process of citing generative AI is evolving. Please look at these three sources for guidance:

- [ChatGPT Citations | Formats & Examples](#)
- [How do I cite generative AI in MLA style?](#)
- [How to cite ChatGPT](#)

Note: This document was written by a human (me), but I did use AI tools (including Bard, ChatGPT, Claude, Mistral) for research and planning. Generative AI was used to create some images for this document and the course:

- DALL-E 2 & 3 (via Web, ChatGPT and Microsoft Copilot)
- Midjourney (Model Versions 4, 5.0, 5.1, 5.2)
- Stable Diffusion (Model Versions 1.5, 2.0, 2.1, XL 1.0 via DiffusionBee and StableDiffusionXL)

In the course, I will demonstrate the tools, processes, and prompts used.

Week 1: Introduction To Artificial Intelligence (AI) And Machine Learning (ML) In Marketing

- AI and ML concepts and terminology (major players, foundation models, history of AI, deep learning, neural networks)
- Supervised, unsupervised, and reinforcement learning
- Common ML algorithms and their applications
- AI-driven marketing strategies
- Personalization and automation
- Examples of AI-powered marketing campaigns
 - Hands-on exercise: Large Language Models (LLM) and local LLMs

Week 2: Natural Language Processing (NLP) for Marketing

- NLP concepts and techniques (tokenization, context windows, content moderation)
- Introduction to chatbots and conversational AI (foundation models, training, alignment, Retrieval-Augmented Generation)
- Prompt engineering (zero-shot, single-shot, few-shot, step-by-step, chain-of-thought, role, temperature, and more)
- AI-generated content (headlines, captions, slogans, summaries)
- AI-optimized content for Search Engine Optimization (SEO), readability, engagement, and conversion
- Use cases in marketing and customer support
- How NLP is used in marketing
 - Hands-on exercise: Using generative A.I. to market a product or service

Week 3: Generative Imagery, Data Visualization, and Social Media

- Generative imagery (major players, Low-Rank Adaption, copyright, provenance, ethics, prompts, recipes, and seeds)
- Generative video (text to video, image to video, video to video)
- Data visualization basics
- How data visualization is used in marketing
- Case studies of data visualization-powered marketing campaigns
- Social media marketing strategies
- AI-driven content discovery and scheduling
 - Hands-on exercise: generative imagery and video

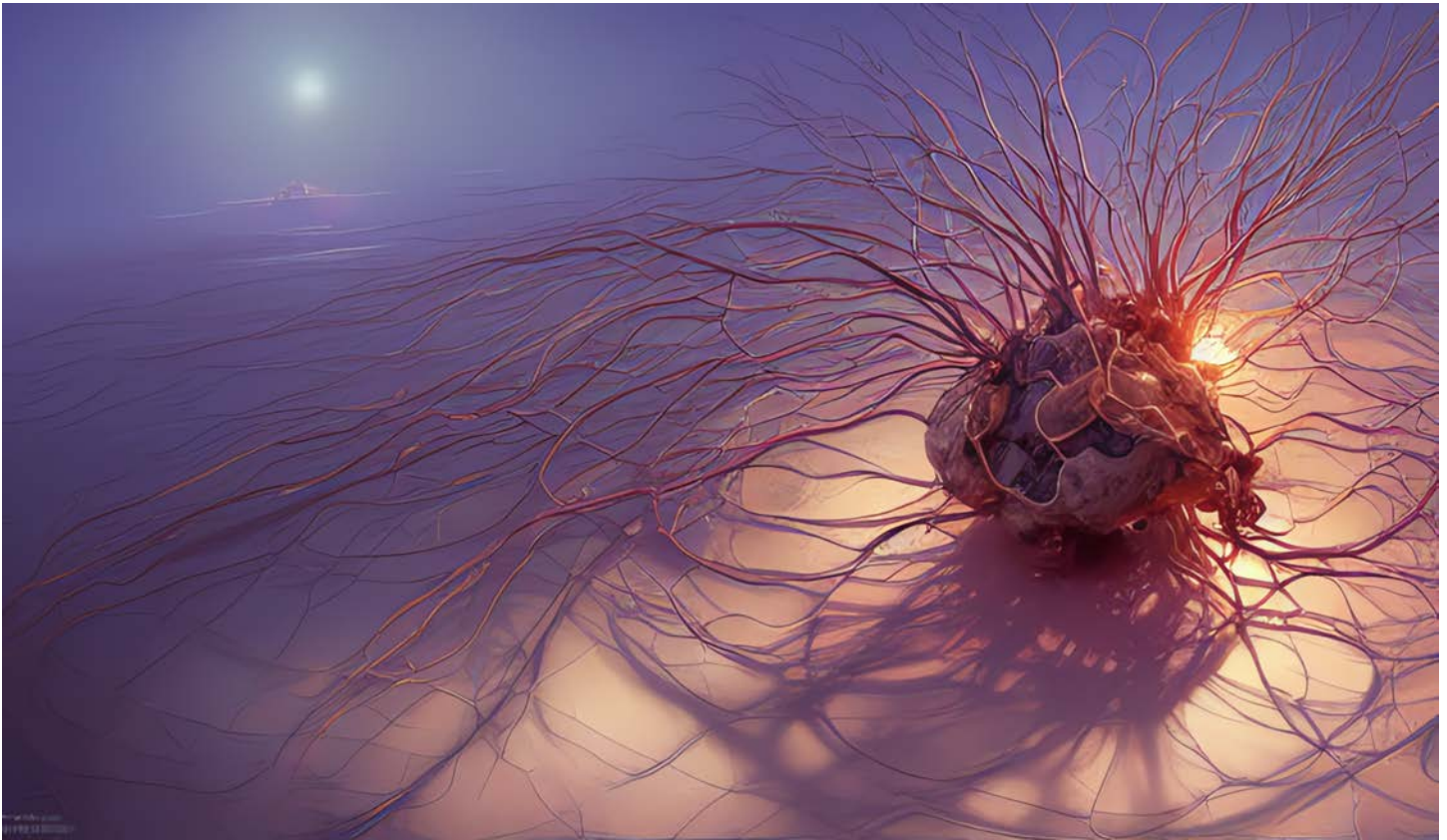
Week 4: AI-Powered Marketing Automation

- Email marketing strategies
- Automation (agents, integration, extensions, plugins, browsers, app creation)
- AI-driven personalization and content generation
- Recommendation systems basics
- How recommendation systems are used in marketing
- Case studies of recommendation systems-powered marketing campaigns
 - Hands-on exercise: AI app creation tools

Week 5: Data Governance, Privacy, And Ethics In AI Marketing

- Importance of ethical AI in marketing (principles, institutes, model transparency, sustainability, carbon footprint)
- Data privacy and security concerns (alignment, adversarial AI, disinformation, prompt injections, data exfiltration)
- Responsible use of customer data
- Bias and fairness in AI-driven marketing strategies
- Emerging trends in AI and marketing
- Real-world case studies

Week 6: Final Presentations And Wrap-Up



What do I have to do for the final presentation?

Each of you has taken this course for a reason. You want to demonstrate a deeper understanding of how businesses in a wide variety of industries can get the most out of this exciting technology. For the final presentation, I would like you to create a plan of how you could apply these techniques. You will need to present a plan in order to receive your certificate. However, creating and presenting your plan should not be too onerous.

In Week Six you will have the option to make a presentation (no longer than ten minutes). If you are not comfortable presenting live in class, you can choose one of these three alternatives:

1. Present live to class

Presenting on a topic is one of the best ways to learn that topic. The final class presentation where each of you will have the opportunity to showcase what you have learned throughout the course. Your presentation should be no more than 7 minutes long. Please make sure to practice and time yourself beforehand to ensure you stay within this time limit. Your presentation should cover the main concepts and ideas you have learned throughout the course in a clear and concise manner. You can use visual aids such as PowerPoint slides to support your presentation if you wish. After your presentation, there will be a 3-minute Q&A session where your classmates and I will have the opportunity to ask you questions about your presentation. Please be prepared to answer any questions that may arise.

2. Write a short report (Word document, Adobe PDF, etc.)

Presenting live in class can be stressful. If you absolutely do not want to present in class, you can create a written report. The report does not have to be long. Simply create a short plan of how you will apply the techniques at home or at work. Save this in a digital format (Word document, Adobe PDF, Apple Pages, etc.), and then upload this to the Week 6 Discussion forum or Submissions folder.

3. Create a video/webcast/screencast

Presenting live in class can be stressful. If you absolutely do not want to present in class, you can create a video. Here you can use recording and editing tools to produce a video. Instructions on how you can do this are provided in the classnotes. Upload your video to the Week 6 Discussion forum or Submissions folder. If your video is hosted elsewhere, you can provide a link (or embed it) in the discussion forum.

Frequently Asked Questions

What is Flex?

A Flex course is taught in a technology-enhanced classroom that allows for students and guests to remotely connect via Zoom and actively participate with students and faculty in the physical classroom. This modality is highly desired by students who enjoy learning in the classroom but want the flexibility to connect online when work or family responsibilities prevent them from traveling to campus. You can attend on campus or remotely via Zoom. You don't need to commit to one particular mode of attendance – you can choose on the day what works best for you.

Can I attend remotely?

Yes. You can attend remotely for all classes over the six weeks, or for some. You will need a computer (webcam, microphone, speakers) running the current version of Zoom to connect.

Can I attend on campus?

Yes. You can attend on campus for all classes over the six weeks, or for some.

Are there course materials?

There are no required books for this course. Comprehensive handouts and videos are provided on the the course website.

Is there required software?

Projects will require the use of free and freemium software. Instructions on how to download and use the software will be provided online. You may need administrator access to install these on your computer

Is this class very technical

Some of the topics are technical but are described in a way that a non-technical person can understand. At every stage theory is integrated with the technology – we aim to provide insight for technical and non-technical participants.

Do I need a computer?

You will need access to a computer (Windows or macOS) and a reliable (broadband) connection to the internet. You may bring a laptop to campus if you wish, but it is not required.

Do I get DePaul credit for these classes?

No, but some have been approved for continuing education units (CEUs). These classes are professional education classes, with different requirements than courses taken for academic credit.

How big are the classes?

Class size is limited. Most classes have about 15-20 students.

Will I have to write papers and take exams?

You will have an optional assignment each week, which will not be graded, but you will receive feedback. At the end of the course, you will have a required class presentation. Instructions on how to create your online presentation will be provided.

Do I have to make a final presentation?

Yes. The final presentation is required to receive your certificate for the program.

How do I access the course website?

You will be given a username and password the first week of class. The course website is hosted at: <http://D2L.depaul.edu>



ABOUT THE INSTRUCTOR

James Moore grew up in England and lived in both London and Bath before moving to Chicago in 1999. He is currently employed as the Director of Online Learning for DePaul University's Driehaus College of Business.

Previously he was an instructional technology consultant for DePaul ITD/IDD, focusing on distance learning and blended learning. Before working as a consultant, James was Web Development Manager for DePaul's Lifelong Learning and Suburban Campuses. In that position he instituted an expansion in the use of the web for marketing and communication, including overseeing guerilla marketing techniques and website analysis as well as introducing a 24/7 student registration and payment system.

Before moving to the U.S., he worked as a helpdesk supervisor for the London offices of an international financial advisory and asset management firm. He also volunteered as a night manager for Radio Avalon, the radio station of the Glastonbury Festival of the Performing Arts.

He presents regularly at online learning and teaching conferences, including Annual Conference on Distance Teaching and Learning, Annual Sloan-C International Conference on Online Learning, and Annual DePaul Faculty Teaching and Learning Conference.

James was presented with The Kellstadt Marketing Center Distinguished Professional Educator Award For Excellence in Teaching in 2009 and 2013. In 2018 he received the Schullo Best Distance Teaching Practices Award at the 34th annual Distance Teaching & Learning Conference.

In 2008, 2010, and 2014 he published a chapter on Search Engine Optimization and Paid Search for the IMC Handbook.

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James lives in Chicago with his wife and daughter. He has been using Artificial Intelligence in his work and teaching since 2019.

Education

James holds a B.A. in economics and information technology from Middlesex University in England and an M.S. in telecommunications with a computer science concentration from DePaul University.

Courses and Seminars Taught

James has taught **MKT 595: Internet and Interactive Marketing**, the **Practical Internet Marketing Certificate Program**, **Search Engine Optimization (SEO) Seminar**, and **AI in Marketing: Hands On** at DePaul.