

#### About the Instructor

##### Contact information:

Ho Kim  
314-516-6298  
kimho@umsl.edu  
Anheuser-Busch Hall 222



Virtual Office Hours via Zoom: by email appointment  
In-Person Office Hours: by email appointment

##### Welcome

Welcome to the exciting world of Digital Marketing! I am so excited to teach this course because it is my passion to learn and teach consumer and firm behaviors in the digital world. In this course, you will learn state-of-the-art digital marketing strategies and measurement.

##### Instructor Bio

I am the Associate Professor of Digital and Social Media Marketing at University of Missouri-St. Louis, where I teach Digital Marketing Strategies and Measurement (MBA), Marketing and Business Analytics (MBA), Marketing Analysis (Undergraduate), and Statistical Modeling (DBA). My research interests include online word-of-mouth, online search, consumer journeys in online platforms, advertising of experience products, and causal inference methods. I use econometric/statistical methods to understand how companies' marketing activities influence consumers in the real world. I have published at leading journals in marketing and business such as *Journal of the Academy of Marketing Science*, *International Journal of Research in Marketing*, *Journal of Interactive Marketing*, *Journal of Business Ethics*, and *European Journal of Marketing*. My research has been featured at various outlets, including Harvard Business School Working Knowledge, Forbes, Huffington Post, and The Globe and Mail. I was also invited by the Maeil Business Newspaper (South Korea's leading business daily) to introduce my 2017 *Journal of Interactive Marketing* paper for practitioners. I am a recipient of the 2019 Emerald Literati Award and the 2019 Durand Award for Research Excellence. If you want to know more about my professional activities, please visit [my home page](#).

##### Teaching Philosophy

I firmly believe that motivation is the critical factor for successful learning. Therefore, I will do my best to motivate you to engage in the learning process. Considering that marketing is an applied discipline, I believe that students are best engaged when I link what is learned in the classroom to what is happening in the real world. I exploit various materials, including discussions about real-world problems and business news.

## About the Course

### Course Description

The Internet presents unique challenges and opportunities for companies. This course aims to provide theoretical and practical understanding of the Internet marketplace. It covers the following topics: (1) overview of the digital industry landscape and online consumer behavior; (2) digital marketing strategies (e.g., paid search advertising, display advertising, search engine optimization) that companies use to communicate value to consumers; and (3) digital marketing analytics that companies need to consider when measuring digital marketing effectiveness. This course uses three pedagogical tools: (1) lectures that cover basic concepts and theories of digital marketing; (2) business cases that apply the concepts and theories to real-world online marketing problems; and (3) a business simulation game that focuses on digital marketing communication strategies and tactics.

### Course Objectives

Upon completion of this course, students will be able to:

- describe recent strategic moves in the digital space (e.g., Google, Facebook, Amazon, and Apple) and explain their drivers, consequences, and implications.
- explain new consumer behaviors enabled by the Internet (e.g., showrooming behavior, spread and use of electronic word-of-mouth) and develop marketing strategies to cope with them.
- evaluate and build firms' digital marketing strategies focusing on paid search advertising, display advertising, search engine optimization, and social media marketing.
- assess and demonstrate the understanding of the complex interactions among marketing channels, online and offline.

### Course Topics

**This course consists of three topical parts.**

**Part 1: The Digital Industry and Online Consumer Behavior.** It is essential to understand the overall digital industry landscape and how consumers use digital technologies in their purchase processes. Part 1 introduces online consumer behaviors enabled by the Internet and explores the recent strategic moves in the digital industry. We will study how firms use the Internet to create competitive advantage (Week 1), how it has changed consumer shopping behaviors (Week 2), how consumers spread and use electronic word-of-mouth (e.g., user reviews) in their purchase journey and how the eWOM affects firms' market outcome (Week 3), and how firms measure online consumer behaviors using various web metrics (Week 4).

**Part 2: Digital Marketing Strategies and Tools.** Part 2 explores various digital marketing tools that firms use to communicate the value of their products and services to consumers. We will study how firms use paid search and display advertising to reach out to consumers (Week 5); how they use inbound marketing tools to attract (instead of reaching out to) prospective customers (Week 6); and how firms engage with consumers on the social media (Week 7). Week 8 introduces *MIMIC Pro* (the digital marketing simulation game used in this course); students will run the first two rounds of the simulation game in the week. Finally, Week 9 explores critical components of viral marketing and teaches how to make a marketing campaign viral.

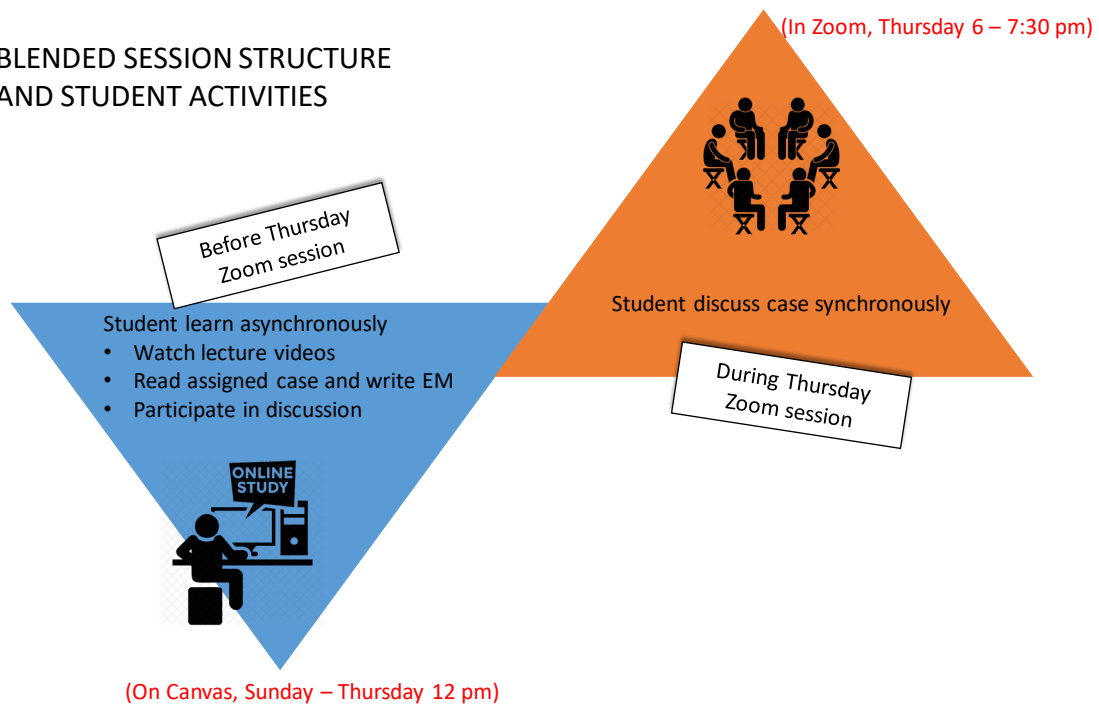
**Part 3: Digital Marketing Measurement and Analytics.** Measuring digital marketing effectiveness is essential yet challenging. Module 3 focuses on digital analytics to assess the effectiveness of digital marketing activities. We will learn a general tool to optimize digital marketing activities and apply it in the paid search advertising context to improve its effectiveness (Week 10). We will appraise the complex interactions of online marketing tools (Week 12). Finally, we will learn that online marketing activities do not work in silos but interact with offline marketing activities (Week 13).

In the last three weeks of the semester, we will review the course (Week 14), have the final exam (Week 15), and present the MIMIC Pro simulation (Week 16).

#### This is a Blended Course. What Does Blended Learning Mean?

I designed this course to integrate asynchronous and synchronous online learning modes to help you engage with the course content and other students. Each asynchronous and synchronous online component of our course will enrich your learning experience and provide you with opportunities for practice, active learning, and interaction with your fellow students. Your weekly session starts by studying the weekly lecture in *asynchronous mode*. In the asynchronous session, you will watch the weekly VoiceThread lecture, read the assigned case, write an Executive Memo (EM), and participate in the discussion. You should complete this by Thursday 12 pm. The weekly synchronous Zoom session will start on Thursday at 6 pm and last about 1 hour and 30 minutes where we will discuss the assigned case. We can also review the week's lecture as necessary. Thus, each week has two phases around the Thursday meeting: the before-class phase and the during-class phase. Each phase requires unique student activities.

#### BLENDED SESSION STRUCTURE AND STUDENT ACTIVITIES



#### Course Materials

- **Coursepack:** The course pack is essential for this course. It contains all the course materials (**lecture slides**, industry and newspaper articles, and case study materials) except the MIMIC Pro simulation. The course pack is available for purchase at <https://hbsp.harvard.edu/import/895315>.
- **Digital marketing simulation game:** We will play a digital marketing simulation game (MIMIC Pro by Stukent) in the second half of the semester. Every student should purchase a license. The simulation link will be provided later in the semester.

#### Time Requirements for Our Blended Course:

This is an active, **blended class with 1 Zoom weekly meeting complemented by online learning experiences** in Canvas in between Zoom meetings. Our course is a 3-credit hour course and requires 3 hours of your time each week **in addition to** the time it takes you to read the required materials and complete the assignments. That means that you need to plan to spend **a minimum of 3 hours every week (up to 4 – 6 hours a week)** on activities related to this course. If you would like to explore how the online Canvas activities work, please consult the [Online Canvas Overview course in Canvas](#), where you can practice posting to a discussion board, take a practice quiz, and more.

#### Technology Requirements:

You should have reliable internet access almost every day. Please reach out to your academic advisor or student success network if you need hardware or access to the Internet. If you have computing problems, it is your responsibility to address these through the ITS Helpdesk ([helpdesk@umsl.edu](mailto:helpdesk@umsl.edu)) or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, [get help in solving it immediately](#). At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g., Windows, Mac, Linux)
2. Updated Internet browsers ([Google Chrome \(required\)](#) or [Mozilla Firefox](#))
3. Ability to navigate Canvas (Learning Management System)
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. Reliable and stable internet connection.
6. [Adobe Reader or alternative PDF reader \(free\)](#)
7. A webcam and a microphone.

## How to Succeed in This Course

This course is divided into 16 weekly sessions. The activities you need to complete will be inside each weekly folder with a clear outline of deadlines for each activity. Common weekly activities include watching the VoiceThread lecture, reading the lecture slides, solving the business cases, and participating in the discussion. You will also have one exam and several written assignments. Please plan to complete assignments as early as possible to allow for any complications you may encounter submitting your work.

## Assessment/Grading

### Grade Composition

The course grade will be based on four individual and two group assignments.

- **Individual (65%)**
  - Attendance 5%
  - Case analysis executive memo 15%
  - Final exam 15%
  - Discussion board participation 20%
  - Peer evaluation 10%
  
- **Group (35%)**
  - MIMIC Pro score 15%
  - MIMIC Pro post-campaign report 20%

- Attendance  
You are expected to attend the weekly Zoom session that will take place from Thursday 6 to 7:30 pm. Missing more than three Zoom sessions without prior notification/discussion will result in zero points for attendance.
  
- Case Analysis Executive Memo (Case EM)  
For every case discussion, you will prepare a **one-page, single-spaced** memo. This assignment is designed to help you prepare for the case discussion by (i) summarizing the business environment the focal company is situated in and (ii) identifying the main issues facing the focal company. This is an individual assignment and should be *completed independently by each student*. **Submit the memo on Canvas by Thursday 12 pm.**
  
- Final Exam  
The final exam evaluates your understanding of the concepts that you learned in this course. The exam is an open-book, online exam and covers all the topics you learned in this course.
  
- Discussion Board Participation  
In most weeks, you will have a “before-class” discussion. Answer all the discussion questions by **Thursday 12 pm of the week**. To answer discussion board questions, you will need to watch the week’s VoiceThread lecture and read the assigned case. You can earn up to 6 points per discussion board participation. The discussion board activities will collectively account for 20% of your course grade. Refer to the grading rubric below.

#### Discussion Rubric

Exceeds Expectations	Meets Expectations	Developing	Needs Improvement	Missing
6 – 5 pts.	4 – 3 pts.	2 pts.	1 pt.	0 pt.
Use of analysis, synthesis and evaluation  Critical and/or creative contribution	Use of comprehension and application	Use of knowledge  Repeats basic correct information related to the	No clear evidence that readings were understood or even completed	No postings throughout the week

<p>Incorporates readings well into responses, demonstrating excellent understanding</p> <p>May asks questions that extend the discussion and relate the material to prior course content</p> <p>Makes insightful, critical comments on the readings and to fellow students.</p>	<p>Incorporates readings into responses, demonstrating solid understanding.</p> <p>Exhibits some insights and understanding of course content, but may not ask critical questions of the readings.</p> <p>May relate module's issues to prior material covered in the course.</p> <p>May respond to fellow students.</p>	<p>discussion, but neglects to extend conversation or critically analyze course content.</p>		
---	--	--	--	--

- Peer Evaluation

At the end of the semester, team members will evaluate each other's participation in the group assignments (i.e., MIMIC Pro simulation and post-campaign report). Note that peer evaluation accounts for 10% of your course grade.

- MIMIC Pro Score

MIMIC Pro is a digital marketing simulation game. You will run paid search advertising campaigns to sell digital cameras for Kent's Camera Castle, a fictitious local retailer of digital cameras. I will use metrics such as revenue and profit to measure your performance. I will introduce the game in Week 8.

- MIMIC Pro Post-Campaign Report (8 pages maximum, double-spaced)

After finishing the simulation, each team should write a post-campaign report that summarizes the campaign results and the lessons that they learned from the game. Each team should upload the post-campaign report on Canvas. This is a group assignment; only one submission is required per team.

**Grading Scale**

The UMSL Grading System is based on a four-point scale. The grade value for each letter grade is as follows:

A : 4.0	B- : 2.7	D+ : 1.3	EX = Excused
A- : 3.7	C+ : 2.3	D : 1.0	DL = Delayed
B+ : 3.3	C : 2.0	D- : 0.7	FN = Failure/Non
B : 3.0	C- : 1.7	F : 0	Participation

### Course Schedule (Subject to change)

Week	Topic (Chapter in Course Lecture Slides)	Case (For the complete list of weekly reading suggestions, see the <a href="#">Weekly Reading List</a> section)	Assignment
1 (1/17 – 1/23)	Overview of Digital Industry and Digital Marketing (Ch. 1)	Amazon, Apple, Facebook, Google	
2 (1/24 – 1/30)	Shopping in the Digital Era (Ch. 2)	Best Buy	EM: Best Buy
3 (1/31 – 2/6)	Electronic Word of Mouth (Ch. 3)	TripAdvisor	EM: TripAdvisor
4 (2/7 – 2/13)	Measuring Online Consumer Behavior (Ch. 4)		
5 (2/14 – 2/20)	Outbound Marketing (Ch. 5)	Motorcowboy	EM: Motorcowboy
6 (2/21 – 2/27)	Inbound Marketing (Ch. 6)	Hubspot	EM: Hubspot
7 (2/28 – 3/6)	Social Media Marketing (Ch. 7)	Big Skinny	EM: Big Skinny
8 (3/7 – 3/13)	MIMIC Pro Introduction & Practice (Appendix)		MIMIC Rounds 1 & 2
9 (3/14 – 3/20)	Engineering Virality (Ch. 8)	Mekanism	MIMIC Round 3
10 (3/21 – 3/27)	Optimizing Sponsored Search (Ch. 11)	Air France	MIMIC Round 4
11 (3/28 – 4/3)	Spring Break (No Class)		
12 (4/4 – 4/10)	Marketing Resource Allocation (Ch. 10)	BBVA Compass	MIMIC Round 5
13 (4/11 – 4/17)	Balancing Online and Offline (Ch. 12)	HBS EE	MIMIC Round 6

14 (4/18 – 4/24)	Course wrap-up		
15 (4/25 – 5/1)	Final Exam (Online)		
16 (5/2 – 5/8)	MIMIC Pro Post-Campaign Report Submission		MIMIC Report

### Weekly Reading List

#### Week 1: Digital Industry Landscape

- *Chapter 1 of Lecture Slides*  
(Case Study)
- Deighton, John and Leora Kornfeld (2018), "Amazon, Apple, Facebook, and Google," Harvard Business Publishing.

#### Week 2: Shopping in the Digital Era

- *Chapter 2 of Lecture Slides*
- Bell, David R., Santiago Gallino, and Antonio Moreno (2014), "How to Win in an Omnichannel World," MIT Sloan Management Review.  
(Case Study)
- Teixeira, Thales and Elizabeth Anne Watkins (2015), "Showrooming at Best Buy," Harvard Business School Publishing.

#### Week 3: Electronic Word of Mouth

- *Chapter 3 of Lecture Slides*
- McGinty, Jo Craven (2016), "For Hotels, Online Reviews Really Matter to the Bottom Line," The Wall Street Journal, Nov. 18, 2016.  
(Case Study)
- Teixeira, Thales and Leora Kornfeld (2013), "Managing Online Reviews on TripAdvisor," Harvard Business Publishing.

#### Week 4: Measuring Online Consumer Activities (Web Metrics)

- *Chapter 4 of Lecture Slides*
- Farris, Paul, Neil Bendle, Phillip Pfeifer, and David Reibstein (2015), *Marketing Metrics: The Manager's Guide to Measuring Marketing Performance*, 3<sup>rd</sup> ed. Pearson FT Press. Chapter 10.

#### Week 5: Outbound Marketing

- *Chapter 5 of Lecture Slides*



- Google, (2014), "What is the Google Display Network?" [available at <https://www.youtube.com/watch?v=omXFdKYLRW0&feature=youtu.be>].  
(Case Study)
- Maddux, Robert, Timothy Harr, Martha Gray, Gautam Kanaparthi, Prateek Shrivastava, and Matthew Weiss (2014), "Motorcowboy: Getting a Foot in the Door (A)," University of Virginia Darden School of Business.

### Week 6: Inbound Marketing

- Chapter 6 of Lecture Slides  
(Case Study)
- Steenburgh, Thomas, Jull Avery, and Naseem Dahod (2011), "Hubspot: Inbound Marketing and Web 2.0," Harvard Business Publishing.

### Week 7: Social Media Marketing

- Chapter 7 of Lecture Slides
- Katona, Zsolt and Miklos Sarvary (2014), "Maersk Line: B2B Social Media—"It's Communication, Not Marketing"." Harvard Business Publishing.  
(Case Study)
- Edelman, Benjamin and Scott Duke Kominers (2012), "Online Marketing at Big Skinny." Harvard Business Publishing.

### Week 8: MIMIC Pro Introduction

- MIMIC Pro User Manual and Appendix of Lecture Slides

### Week 9: Engineering Virality

- Chapter 8 of Lecture Slides
- Teixeira, Thales (2012), "The New Science of Viral Ads: Five Techniques Can Help Companies Make Commercials That People Will Watch and Share," Harvard Business Review.
- Kapner, Suzanne and Sharon Terlep (2019), "Online Influencers Tell You What to Buy, Advertisers Wonder Who's Listening," *The Wall Street Journal*, Oct. 20, 2019.  
(Case Study)
- Teixeira, Thales and Alison Caverly (2013), "Mekanism: Engineering Viral Marketing," Harvard Business Publishing.

### Week 10: Optimizing Sponsored Search

- Chapter 11 of Lecture Slides  
(Case Study)
- Jeffery, Mark. "Air France Internet Marketing: Optimizing Google, Yahoo!, MSN, and Kayak Sponsored Search." Case No. KEL319. Evanston, IL: Kellogg School of Management. 2009.

### Week 12: Marketing Resource Allocation

- *Chapter 10 of Lecture Slides*
- *Nicols, Wes (2013), "Advertising Analytics 2.0," Harvard Business Review, March 2013.<sup>1</sup>*  
*(Case Study)*
- *Gupta, Sunil and Joseph Davies-Gavin (2012), "BBVA Compass: Marketing Resource Allocation," Harvard Business Publishing.*

#### Week 13: Balancing Online and Offline

- *Chapter 12 of Lecture Slides*
- *Nichols, Wes (2013), "Advertising Analytics 2.0," Harvard Business Review, March 2013.<sup>2</sup>*  
*(Case Study)*
- *Deighton, John and Leora Kornfeld (2012), "Harvard Business School Executive Education: Balancing Online and Offline Marketing," Harvard Business Publishing.*

## Course Policies

### Participation

If you are unable to participate in the scheduled class activity or discussions, you must notify the instructor within the week of that class module or discussion. The instructor reserves the right to make judgment to accept and/or make-up assignments missed because of failed participation in the course activities.

- It is vitally important that our classroom environment promotes the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions. **Please speak with me before recording any class activity. It is a violation of University of Missouri policy to distribute such recordings without my authorization and the permission of others who are recorded.**
- I will not respond to each post but will be monitoring each discussion. I will check the discussion board twice a week: **Tuesday afternoon and Thursday afternoon.**
- Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments, coursework and discussions. Timely participation in online discussions is a vital part of this course and participation in these discussions, and other activities as assigned, is not optional. You are expected to prepare and post to discussions in a timely manner consistent with the requirements contained within the course syllabus.

### Attendance Policies

- **Present** for the online component of our course is determined by participation in an "academically related activity," i.e., submission of an assignment, assessment or discussion forum posting. The last day of attendance is the last day a student is academically participating in the blended course whether in-person or online as defined here.

---

<sup>1</sup> Will be provided by the instructor.

<sup>2</sup> Will be provided by the instructor.

- Documentation that a student has logged into the Canvas course site alone is not sufficient by itself to demonstrate academic attendance.
- Lack of attendance in-person or submission of work in Canvas could result in an automatic course drop.

#### Academic Integrity/Plagiarism

- You are responsible for being attentive to and observant of University policies about academic honesty as stated in the [University's Campus Policies](#) and [Code of Student Conduct](#) found in the UMSL Bulletin.
- Academic dishonesty is a serious offense that may lead to [probation, suspension, or dismissal from the University](#). One form of academic dishonesty is plagiarism – the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by using any unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member (e.g., copying someone else's answers on tests and quizzes). Unauthorized possession or distribution of academic materials is another type of academic misconduct. It includes the unauthorized use, selling or purchasing of examinations or other academic work, using or stealing another student's work, unauthorized entry or use of material in a computer file, and using information from or possessing exams that an instructor did not authorize for release to students. Falsification is any untruth, either verbal or written, in one's academic work. Facilitation is knowingly assisting another to commit an act of academic misconduct. **Plagiarism, cheating, and falsification are not acceptable.**
- All instances of academic dishonesty will be reported to the Office of Academic Affairs, which will determine whether you will appear before the Student Conduct Committee for possible administrative sanctions such as dismissal from the university. The instructor will make an academic judgment about the student's grade on that work in this course. The campus process regarding academic dishonesty is [described in the "Policies" section of the Academic Affairs website](#).

#### Online Class Netiquette/Behavior

- **Be self-reflective** before you post an emotional response. Reread what you have written to be sure it is positive. Think of your comments as printed in the newspaper. Your online comments will be seen, heard, and remembered by others in the class.
- **Use effective communication.**
  - Avoid the use of all caps or multiple punctuation elements (!!!, ???, etc.).
  - Be polite, understate rather than overstate your point, and use positive language.
  - If you are using acronyms, jargon or uncommon terms, be sure to explain them so everyone can understand and participate in the discussion.
- **Ask for clarification** to a point if you feel emotional from a classmate's post. It is likely that you misunderstood his/her point. This strategy will also help you step away from the intensity of the moment to allow for more reflection.
- **Sign your name.** It is easier to build a classroom community when you know to whom you are responding.

- **Foster community.** Share your great ideas and contribute to ongoing discussions. Consider each comment you make as one that is adding to, or detracting from, a positive learning environment for you and your classmates.
- **Be constructive.** You can challenge ideas and the course content, but avoid becoming negative online. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
- **Keep the conversation on topic** by responding to questions, adding thoughtful comments about the topics at hand. Online dialogue is like conversation. If there is a certain dialogue going on, please add to it, but if you have something new to say, please post it in another thread.
- **Define your terms.** When using acronyms or terms that are particular to your field (or new to our course), please define them for others.

#### Title IX Policies

- **Mandatory Reporting:** Under Title IX, I am obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals.

## Student Resources

#### Access, Disability and Communication

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact Disability Access Services (DAS) immediately. Students must provide documentation of their disability to the office of Disability Access Services in order to receive official University services and accommodations. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. Information about your disability is confidential. Once DAS reviews your medical documentation, they will provide you with the information and steps to inform me about the accommodations to which you are entitled. Your accommodations will begin as soon as we discuss your approved accommodations.

- 144 Millennium Student Center (MSC)
- Phone: (314) 516-6554
- Email: Tara Cramer, [cramert@umsl.edu](mailto:cramert@umsl.edu), or Adam Mann, [mannad@umsl.edu](mailto:mannad@umsl.edu)
- Website: <http://www.umsl.edu/services/disability/>

#### Office of International Students and Scholar Services

If you have difficulty communicating in English with the instructor of this course, contact ISS.

- 362 Social Sciences & Business Building (SSB)
- Phone: (314) 516-5229
- Email: [iss@umsl.edu](mailto:iss@umsl.edu)
- Website: <http://www.umsl.edu/~intelstu/contact.html>

#### Student Enrichment and Achievement

SEA provides comprehensive support and intervention strategies that support your road to graduation!

- 107 Lucas Hall
- Phone: (314) 516-5300
- Email: [umslsea@umsl.edu](mailto:umslsea@umsl.edu)
- Website: <https://www.umsl.edu/services/sea/>

#### Office of Multicultural Student Services (MSS) and the University Tutoring Center (UTC)

MSS provides comprehensive student retention services to diverse student populations; through their tutoring center, the MSS offers comprehensive tutoring services free to students at UMSL.

- 225 Millennium Student Center (MSC)
- Phone: (314) 516-6807
- Email: [multicultural@umsl.edu](mailto:multicultural@umsl.edu)
- Website: <https://www.umsl.edu/~mcraa/index.html>

## Technical Support

#### Online Mentor Program

Online education requires different teaching, learning, and technology skills than those found in traditional face-to-face classes. We assist students with the online technology in Canvas and provide resources for studying and success in online classes.

- 598 Lucas Hall
- Phone: (314) 516-4211
- Email: [onlinementor@umsl.edu](mailto:onlinementor@umsl.edu)

#### Canvas

If you have problems logging into your online course, or an issue within the course site, please contact the Technology Support Center:

- Phone: (314) 516-6034
- Email: [helpdesk@umsl.edu](mailto:helpdesk@umsl.edu)
- Website: <http://www.umsl.edu/technology/tsc/>

If you are having difficulty with a technology tool in Canvas, consider visiting the [Canvas Student Guides](#), which has overviews of each tool and tutorials on how to use them.

If you continue to experience problems or just have questions, you can also contact the **Learning Resource Lab**:

- Phone: (314) 516-6704
- Email: [lrl@umsl.edu](mailto:lrl@umsl.edu)
- Website: <http://www.umsl.edu/technology/lrl/>