



Universidad  
de Alcalá

# COURSE GUIDE

## COMMERCIAL COMMUNICATION IN DIGITAL ENVIRONMENT

**Bachelor's Degree in Economics and  
International Business  
University of Alcalá**

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**Academic Year 2025/2026**  
Third year – Second Trimester

## COURSE GUIDE

Subject name:	<b>Commercial communication in digital environment</b>
Code:	<b>340083</b>
Part of degree:	<b>Bachelor's Degree in Economics and International Business</b>
Department and Subject Area	<b>Department: Economics and Business Management Research and Teaching Unit: Commercialisation and Market Research</b>
Nature of course:	<b>Optative</b>
ECTS:	<b>6</b>
Degree year and trimester:	<b>Third year - Second Trimester</b>
Teaching staff:	<b>Patricia Durán Álamo (patricia.duran@uah.es)</b>
Teaching Schedule:	<b>To be arranged with the teachers</b>
Language	<b>English</b>

### 1. PRESENTATION

The subject of Commercial Communication in the digital environment is an optional subject that forms part of the basic training credits and is taught in the second year of the Degree in Business Administration and Management.

It is a subject of introduction to commercial communication in the digital and inter-active environment. The objective of the subject is to study and understand commercial communication on the Internet, knowing the sector and new market trends. The student will understand the importance of this environment, what role it has within the Marketing strategy and what its main tools are, such as the use of Social Networks, WebSites, Apps, interactive displays, among others.

The subject is focused on raising in a general way, what elements we must take into account when communicating a brand, product or service on the internet. As well as knowing which agents participate in the different parts of the process and above all, it is an attempt to bring a changing and constantly evolving reality to the students.

On the one hand, this guide is an introduction that tries to transmit to the student a global vision of the subject and its contents. And on the other, to allow the student to know how the subject will be developed, as well as the evaluation criteria to pass the subject.

## 2. SKILLS TO BE DEVELOPED

Basic and general skills:

- GC1.- Acquire skills in negotiation techniques used in international institutions and companies.
- GC2.- Ability to analyse data and reports specifically from international sources (companies, international institutions such as the IMF, the WTO or the Bank for International Settlements).
- GC3.- Interest in updating the permanent requirements of organisation and planning techniques for international business and public activities.
- GC4.- Ability to assess the multiplicity of social, political, technical, etc. factors that converge in international business and institutional decisions.
- GC5.- Acquire current ethical criteria that can be permanently updated in different countries through anti-corruption codes, charters of international economic rights, etc.
- GC6.- Ability to integrate into interdisciplinary teams made up of people from very different countries and backgrounds.
- GC7.- Scientific and professional curiosity for the permanent use of analytical and conceptual tools specific to international economic relations.
- GC8.- Motivation for the search for quality in professional practice and in its development.
- GC9.- Curiosity for the learning of new techniques and instruments that continuously appear in the international world.
- GC 10.- Written and oral expression skills that can be used in different environments.
- GC 11.- Ability to use the English language in the search for information and use of resources in English, and in the preparation and presentation of academic activities.
- CB1 - Students have demonstrated possession and understanding of knowledge in an area of study that is based on general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study
- CB2 - That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.

- CB3 - That students have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.
- CB4 - That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
- CB5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

#### Transversal skills:

- CT1 - Acquire techniques and skills related to professional practice, including the application of applicable ethical regulations.
- CT2 - Know the resources available for access to information and use them effectively.
- CT3 - Acquire oral and written communication skills in modern languages, both in professional environments and in other types of contexts.
- CT4 - Understand the ideas and arguments that are expressed in a foreign language, in writing and orally, both in everyday situations and in professional and specialized contexts.
- CT5 - Manage in an advanced way the office automation tools most frequently used in a professional environment (word processor, databases and spreadsheets) and advanced use of electronic communication programs, navigation and data search (email and Internet).
- CT6 - Design presentations using computer programs and the ability to structure information appropriately and transmit it clearly and efficiently, with a basic knowledge of the operation of data transmission networks.
- CT7- Know the main techniques of management, conflict resolution, job selection and motivation of human teams in a work environment with the use of effective strategies in time management.
- CT8- Plan and develop research in a certain field of study, in accordance with the academic and scientific requirements that are specific to it.
- CT9 - Know the history of the University of Alcalá, the functioning of European institutions and the historical, social, economic and cultural reality of European and Latin American countries.

The subject considers 'soft' Skills, Digital Skills, and Skills related to Environmental, Economic and Social Sustainability, as indicated in the Master Plan of the Department of Economics and Business Management, depending on the Strategic Plan-2036 of the University of Alcalá.

#### Specific skills:

- CE7.- Adquirir las habilidades mínimas para defender puntos de vista económico-empresariales, utilizando las herramientas mínimas necesarias para poder expresar oralmente y por escrito, de una forma científica, datos económicos de una empresa- institución
- CE8.- Adquirir capacidades para llevar a cabo con éxito toda clase de negociaciones internacionales con personas de culturas e intereses muy distintos.
- CE21.- Adquirir los conceptos básicos del marketing (mercado, demanda, entorno, competencia, producto, precio, distribución y promoción), desarrollando los fundamentos de la segmentación del mercado, el comportamiento del consumidor y la investigación de mercados para el diseño de estrategias de marketing.

### 3. CONTENT

CONTENT	Total number of classes, credits or hours
Subject Presentation	<ul style="list-style-type: none"> <li>• 1.5 hours of theory</li> <li>• 1.5 hours of practice</li> </ul>
<b>UNIT 1. INTRODUCTION TO COMMERCIAL COMMUNICATION IN THE DIGITAL ENVIRONMENT</b> <ol style="list-style-type: none"> <li>1. Fundamentals of digital marketing</li> <li>2. Definition and concept of commercial communication in the digital environment</li> <li>3. Main tools and digital platforms for digital communication</li> <li>4. Data in the digital environment, trends, and challenges in the ethics and regulation of commercial communication</li> </ol>	<ul style="list-style-type: none"> <li>• 3 hours of theory</li> <li>• 1.5 hours of practice</li> </ul>
<b>UNIT 2. DIGITAL MARKETING STRATEGIES</b> <ol style="list-style-type: none"> <li>1. Creation and development of a digital marketing strategy</li> <li>2. Market and audience segmentation: Estudio General de Medios y Comscore</li> <li>3. Metrics and tools to evaluate the effectiveness of digital content</li> </ol>	<ul style="list-style-type: none"> <li>• 3 hours of theory</li> <li>• 1.5 hours of practice</li> </ul>

<b>UNIT 3. LOS INSTRUMENTOS DEL ENTORNO DIGITAL</b> <ol style="list-style-type: none"> <li>1. Definition and characteristics of websites</li> <li>2. Use of microsites and landing pages in content marketing strategy</li> <li>3. Blogging as the foundation of content marketing strategy</li> <li>4. Other formats and content: social media, podcast, audio marketing.</li> </ol>	<ul style="list-style-type: none"> <li>• 3 hours of theory</li> <li>• 1.5 hours of practice</li> </ul>
<b>UNIT 4. DIGITAL ADVERTISING</b> <ol style="list-style-type: none"> <li>1. Advertising investment in the digital environment</li> <li>2. Digital advertising formats</li> <li>3. Planning and execution of digital advertising campaigns</li> <li>4. Analysis and measurement of digital advertising results</li> <li>5. Trends and news in digital advertising</li> </ol>	<ul style="list-style-type: none"> <li>• 3 hours of theory</li> <li>• 1.5 hours of practice</li> </ul>
<b>UNIT 5. SEO Y SEM</b> <ol style="list-style-type: none"> <li>1. Fundamentals of SEO and SEM</li> <li>2. Search Engine Optimization (SEO)</li> <li>3. Search Engine Advertising (SEM)</li> <li>4. Tools and metrics for evaluating SEO and SEM</li> </ol>	<ul style="list-style-type: none"> <li>• 1.5 hours of theory</li> <li>• 1.5 hours of practice</li> </ul>
<b>UNIT 6. SOCIAL MEDIA MARKETING</b> <ol style="list-style-type: none"> <li>1. Concept and characteristics</li> <li>2. Strategies for social media management</li> <li>3. Creating content for social media</li> <li>4. Social media analytics and measurement tools</li> </ol>	<ul style="list-style-type: none"> <li>• 1.5 hours of theory</li> <li>• 1.5 hours of practice</li> </ul>
<b>UNIT 7. EMAIL MARKETING</b> <ol style="list-style-type: none"> <li>1. Definition and characteristics</li> <li>2. Design and creation of campaigns: Mailchimp</li> <li>3. Metrics and analysis of results</li> <li>4. Best practices and trends</li> </ol>	<ul style="list-style-type: none"> <li>• 1.5 hours of theory</li> <li>• 1.5 hours of practice</li> </ul>
<b>UNIT 8. INFLUENCER MARKETING</b> <ol style="list-style-type: none"> <li>1. Concept and characteristics</li> <li>2. Identification and selection of influencers</li> <li>3. Collaboration with influencers and campaign management</li> <li>4. Analysis and evaluation of impact</li> </ol>	<ul style="list-style-type: none"> <li>• 1.5 hours of theory</li> <li>• 1.5 hours of practice</li> </ul>

<b>UNIT 9. ECOMMERCE: SHOOPING ONLINE</b>  1. Introduction to e-commerce 2. Business models in e-commerce 3. E-commerce platforms and tools for their management	<ul style="list-style-type: none"> <li>• 1.5 hours of theory</li> <li>• 1.5 hours of practice</li> </ul>
<b>UNIT 10. ARTIFICIAL INTELLIGENCE APPLIED TO DIGITAL MARKETING</b>  1. Chatbots and virtual assistants in customer service and sales 2. AI in customization and automation of commercial communication.	<ul style="list-style-type: none"> <li>• 1.5 hours of theory</li> <li>• 1.5 hours of practice</li> </ul>
Final considerations	<ul style="list-style-type: none"> <li>• 1.5 hours of theory</li> <li>• 1.5 hours of practice</li> </ul>

### Timetable (Provisional)

Weeks / Sesions	Content
<b>01<sup>a</sup></b>	Subject presentation
<b>02<sup>a</sup></b>	<b>UNIT 1. INTRODUCTION TO COMMERCIAL COMMUNICATION IN THE DIGITAL ENVIRONMENT</b>
<b>03<sup>a</sup></b>	<b>UNIT 1. INTRODUCTION TO COMMERCIAL COMMUNICATION IN THE DIGITAL ENVIRONMENT</b>
<b>04<sup>a</sup></b>	<b>UNIT 2: DIGITAL MARKETING STRATEGIES</b>
<b>05<sup>a</sup></b>	<b>UNIT 2: DIGITAL MARKETING STRATEGIES</b>
<b>06<sup>a</sup></b>	<b>UNIT 3: THE TOOLS OF THE DIGITAL ENVIRONMENT</b>
<b>07<sup>a</sup></b>	<b>UNIT 3: THE TOOLS OF THE DIGITAL ENVIRONMENT</b>
<b>08<sup>a</sup></b>	<b>UNIT 4: DIGITAL ADVERTISING</b>
<b>09<sup>a</sup></b>	<b>UNIT 5. SEO Y SEM</b>
<b>10<sup>a</sup></b>	<b>UNIT 6. SOCIAL MEDIA MARKETING</b>
<b>11<sup>a</sup></b>	<b>UNIT 7. EMAIL MARKETING</b>
<b>12<sup>o</sup></b>	<b>UNIT 8. INFLUENCER MARKETING</b>

<b>13<sup>a</sup></b>	<b>UNIT 9: ECOMMERCE: SHOOPING ONLINE</b>
<b>14<sup>a</sup></b>	<b>UNIT 10: ARTIFICIAL INTELLIGENCE APPLIED TO DIGITAL MARKETING</b>
<b>15<sup>a</sup></b>	Final considerations

#### **4. TEACHING-LEARNING METHODS – COURSEWORK**

##### **4.1. Distribution of credits (specified in hours)**

<b>Number of contact hours: 48</b>	48 horas <ul style="list-style-type: none"> <li>• Theoretical and practical classes</li> <li>• Exam</li> </ul>
<b>Number of hours of Student's own work: 102</b>	102 hours <ul style="list-style-type: none"> <li>• Individual work, study, completing coursework, exam preparation:</li> </ul>

##### **4.2. Method, materials and teaching resources**

<b>Contact hours</b>	<p>The approach of the subject is based on master classes, where the theory set by the program will be exposed. Each part of the theory presented will be supported by real examples with the intention of showing to students the relationship between theory and reality.</p> <p>The role of the student in lectures is to listen actively, try to understand the arguments and theories discussed, relate the lecture content to their prior knowledge and try to take structured notes of the most important content.</p> <p>Prior preparation on the part of the student is necessary in order to fully benefit from the lecture. Students will have a basic and essential bibliography on which the subject is based, as well as a complementary bibliography that will provide students with extra knowledge about the subject and the world of commercial and institutional communication.</p> <p>During the face-to-face sessions, the practices will be carried out with the students, both individual and group. In these sessions, the students will apply the knowledge on the subject exposed in the classes. In addition, students will participate in debates and discussion groups on news, press articles and other topics considered important for the development of the subject and for the enrichment of students.</p>
<b>Individual work</b>	<p>Students must complete a final project in group. They must document, search and filter the information, and develop a report on the “selected topic”, where they relate the theory presented in class with the reality of the sector.</p>
<b>Tutorships</b>	<p>Tutorials may be in a group or individual, to be agreed between the students and the teachers.</p>
<b>Practical and theoretical tests of knowledge and skills gained</b>	<p>The student must interrelate all knowledge gained through classes and lectures, individual and group work and tutorships.</p>

#### **4. Assessment: Procedure, evaluation criteria and grading**

The approach of the subject is as follows: the face-to-face classes will be master classes, where the theory set by the program will be exposed. Each part of the theory presented will be supported by real examples with the intention of demonstrating to students the relationship between theory and reality.

Students, for their part, play an important role in these classes, since in addition to attending and relating the theory presented in class, their questions, their concerns about what is explained is a fundamental part of the development of the classes, as well as the contribution from your own examples to complete the theory.

The previous knowledge of the students is necessary for a good development of the classes. Students will have a basic and essential bibliography on which the subject is based, as well as a complementary bibliography that will provide students with extra knowledge about the subject and the world of commercial and institutional communication.

During the face-to-face sessions, the practices will be carried out with the students, both individual and group. In these sessions, the students will apply the knowledge on the subject exposed in the classes. In addition, students will participate in debates and discussion groups on news, press articles and other topics considered important for the development of the subject and for the enrichment of the students.

The students have to show the knowledge acquired during the master classes, the practical exercises, the group work and the tutorials.

The evaluation process for this subject is based on continuous assessment. For students who have been accepted for continuous assessment, their performance will be assessed on their work, knowledge and skills gained and the improvement made to their learning process. Assessment methods:

#### PRACTICAL:

- A) Active participation in theoretical and practical classes. Percentage of grade based on student participation: 10%
- B) Presenting and finding solutions to practical case studies and individual or group work: 50%

#### THEORETICAL:

- C) Passing theoretical test on knowledge and skills gained: 40%

For the approval of the subject, the student must successfully pass the set of tests, understanding that all of them together evaluate the acquisition of all the skills developed.

For those students who do not pass both parts, but have passed one of the two (whether this is the practical or theoretical part), the part that has been passed will be

saved, and only the failed part must be retaken during the resit period (June-July). If it is the theoretical part which has been failed, an exam of the relevant course content will be taken. If it is the practical part which has been failed, individual practical exercises must be completed. It is the student's responsibility to request the exercises and work plan from the teacher.

Students who have failed both parts of the subject must take an exam concerning all the course content and complete individual practical exercises, during the resit period (June-July). It is the student's responsibility to request the exercises and work plan from the teacher.

For those students who are not following the continuous assessment procedure, there will be a final evaluation during the academic year's normal exam period. Amongst others, reasons which may admit the student to opt for a final evaluation, notwithstanding that all cases must be approved, include practical work experience, work obligations, family obligations, health reasons and disability. Being a part-time student is not in itself sufficient reason for opting for the final evaluation route. To be accepted for final evaluation, the student must make a written request to the dean during the first two weeks of teaching, explaining why they are unable to follow the continuous assessment system. In the case of those students who for justified reasons are not formally matriculated from the course start date, the assessment period will begin from their enrolment on the course. The dean will consider the circumstances that the student has detailed and will make a formal decision. If after 15 days the student has not received a written reply to his/her request, s/he can assume that it has been accepted.

The final assessment for those students who do not complete the evaluation will be in the form of an exam which covers all of the course content, during the normal exam period (a mark of 5 out of 10 is required). It will also be necessary to carry out some individual practical exercises, which must be presented and handed on the date that is indicated by the teacher. For these individual practical exercises, the student must first ask the teacher (during the first month started the course), the assigned exercises, special work plan, the date, time and place of the presentation.

To be able to pass the subject, it is necessary to achieve a minimum grade of 5 out of 10 in both the exam and the individual assigned work.

For those students who do not manage to pass both parts, but do pass one of the two (whether this is the exam or the practical part), the part that has been passed will be saved, and only the failed part must be retaken during the resit period (June-July). If it is the theoretical part which has been failed, an exam of the relevant course content will be taken. If it is the practical part which has been failed, individual practical exercises must be completed. It is the student's responsibility to request the exercises and work plan from the teacher.

Students who have failed both parts of the subject must take an exam concerning all the course content and complete individual practical exercises, during the resit period (June-July). It is the student's responsibility to request the exercises and work plan from the teacher.

During the development of the evaluation tests, the guidelines established in the Regulations that establish the Coexistence Rules of the University of Alcalá must be followed, as well as the possible implications of the irregularities committed during said tests, including the consequences for committing academic fraud according to the Regulations for the Disciplinary Regime of the Student Body of the University of Alcalá

According to the Regulations Learning Assessment approved by the Governing Council of the UAH, detection of fraudulent practice in any assessment test will be graded with suspense (0).

Likewise, the warning of signs of plagiarism in any of the works or activities proposed to the students will be graded with suspense (0).

The teaching-learning methodology and the evaluation process will be adjusted, when necessary, to the when necessary, in accordance with the guidelines of the Diversity Attention Unit, to apply curricular adaptations to students with specific needs.

## 5. READING LIST

### Core Reading list:

- Chaffey, D & Ellis-Chadwick. E. (2019). *Digital marketing: strategy, implementation and practice*. Pearson. Loughborough University.
- Joyanes Aguilar, Luis (2017). *Industria 4.0 La cuarta revolución Industrial*. Marcombo. México.
- Moreno, Manuel (2018). *La enciclopedia del Community Manager*. Grupo Planeta. Barcelona.
- Muñoz, Gemma y Elósegui, Tristán (2015). *Marketing Analytics: Cómo definir y medir una estrategia online*. Editorial Anaya. Madrid.
- Liberos Hoppe. E.; Ahumada Luyando, S. & Sánchez Ahumada, M. (2024). *Inteligencia Artificial para el marketing. Cómo la tecnología revolucionará tu estrategia*. ESIC Editorial. 1º edición. Madrid.

### Complementary Reading list:

- Avinash Kaushik (2007). *Web Analytics 2.0*. Editorial Sybex.
- Dircom e IE (2017). *Comunicación comercial. Casos prácticos en gestión de la reputación*. Pearson. Madrid.
- Foro IA. (2025). *Humanidad aumentada: El impacto de la inteligencia artificial en Marketing, Comunicación y Experiencia de Cliente*. Territorio Creativo S.L.

- Galloway, Scot (2018). *El ADN secreto de Amazon, Apple, Facebook y Google*. Penguin Random House Grupo Editorial. Barcelona.
- Maciá Domene, Fernando (2015). *SEO, Técnicas Avanzadas; las claves para ser los primeros*. Editorial Anaya. Madrid.
- Ordozgoiti, R., & de la Rica, R. O. (2010). *Publicidad online: Las claves del éxito en internet*. ESIC Editorial. Madrid.
- Stone N. Adam (2015). *Unbrandable: How to Succeed in the New Brand Space*. Thames and Hudson. London.

#### Complementary Webgraphy list:

- 40 de fiebre (2008). Recuperado de: <http://www.40defiebre.com/>
- Chatbots Life (2016). Recuperado de: <https://chatbotslife.com/>
- Deloitte (2018). *Chatbots Point of view*. Recuperado de: <https://www2.deloitte.com/content/dam/Deloitte/nl/Documents/deloitte-analytics/deloitte-nl-chatbots-moving-beyond-the-hype.pdf>
- Goasduff, Laurance (2019). *Chatbots Will Appeal to Modern Workers*. Gartner. Recuperado de: <https://www.gartner.com/smarterwithgartner/chatbots-will-appeal-to-modern-workers/>
- IAB Spain (2001). Recuperado de: <https://iabspain.es/>
- Planeta Chatbot (2017). Recuperado de: <https://planetachatbot.com/>
- Social Media (2009). Recuperado de: <http://www.socialmediaexaminer.com/>
- Tristán Elosegui (2009). Recuperado de: <http://tristanelosegui.com/>

## 7. NOTA INFORMATIVA

The University of Alcalá guarantees its students that, if due to exceptional requirements the competent authorities prevent the total or partial presence of the teaching activity, the teaching plans would achieve their objectives through a teaching-learning and evaluation methodology in online format, which It would return to the face-to-face mode as soon as said impediments ceased.

## Respeto de los ODS



En la enseñanza de esta materia se seguirán los Objetivos de Desarrollo Sostenible contenidos en la Agenda 2030 de las Naciones Unidas. En especial, se hará hincapié en la reducción de las desigualdades, la acción por el clima y la protección de la vida y de los ecosistemas terrestres y marinos. En lo que toca a la gestión empresarial, se incidirá en la oferta de trabajo decente, la consecución de metas de producción y consumo responsables y el uso de energía renovable y no contaminante.

<https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo-sostenible/>