

## 380859: Search Engine Optimization for Marketing

MGMT-X 470.30

Summer 2021 Section 1 2 Credits 07/26/2021 to 08/29/2021 Modified 08/27/2021

### Meeting Times

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This course is fully [online](#) and has no regular meeting times.

#### HOW ONLINE CLASS WORKS

Log into [Canvas](#), our online learning management system. Review the course syllabus, connect with the instructor and classmates in the discussion portal.

- Retrieve course materials, which may include discussion boards, readings and videos, webinars, and other activities.
- Connect with your instructor with questions about your assignments, your progress, or to gain deeper insights on various topics.
- Submit your coursework via Canvas for feedback and evaluation.

### Description

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This course provides insight about the tools, techniques, and strategies needed to develop content that draws in your target audience along their consumer journey, optimize your website architecture, and build inbound links to improve search rankings. Learn about the collection of marketing, site development, and public relations tactics that form a winning SEO strategy to meet your business goals and increase site traffic and sales from the organic search channel. Topics covered include content marketing, on-page optimization, and inbound link building.

### Materials

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There is currently no book for this course; however, you will get to enjoy the benefit of an instructor that is writing a textbook on the subject.

It is **highly encouraged** that you read all the assigned reading from the internet as it will provide much needed detail that you will need to complete the assignments. In some cases, this reading will be the source of an assigned and graded discussion.

### Evaluation

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**Assignments.** Your grade is based on individual requirements.

- **SEO Audit & Roadmap (50 points/50% of grade).**
  - You will create a SEO Audit and Roadmap for the company of your choice.
- **Quizzes (25 points - 5 quizzes at 5 points each/25% of grade).**
  - A review of the previous week's presentation in quiz form.
- **Discussions (25 points - 5 discussions at 5 points each/25% of grade).**
  - An article from the internet will be assigned and discussed on Canvas.
  - While there is no specific word or sentence count required here, but fully formed thoughts and discussions are encouraged.

**Point Total:** 100

## Breakdown

Grades. Your work will be graded on the following scale:

A+	98-100
A	92-97
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	72-77
C-	70-71
F	0-69

## Institutional Policies

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### Student Conduct

Students are subject to disciplinary action for several types of misconduct or attempted misconduct, including but not limited to dishonesty, such as cheating, multiple submission, plagiarism, or knowingly furnishing false information to the University; or theft or misuse of the intellectual property of others or violation of others' copyrights. Students are encouraged to familiarize themselves with policy provisions which proscribe these and other forms of misconduct at:

<https://www.uclaextension.edu/pages/str/studentConduct.jsp> (<https://www.uclaextension.edu/pages/str/studentConduct.jsp>)

### Services for Students with Disabilities

In accordance with the Americans with Disabilities Act of 1990, UCLA Extension provides appropriate accommodations and support services to qualified applicants and students with disabilities. These include, but are not limited to, auxiliary aids/services such as sign language interpreters, assistive listening devices for hearing-impaired individuals, extended time for and proctoring of exams, and registration assistance. Accommodations and types of support services vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation. Arrangements for auxiliary aids/services are available only through UCLA Extension's Service for Students with Disabilities Office at (310) 825-7851 or by email at [access@uclaextension.edu](mailto:access@uclaextension.edu). For complete information see:

<https://www.uclaextension.edu/pages/str/studentswithDisabilities.jsp>  
(<https://www.uclaextension.edu/pages/str/studentswithDisabilities.jsp>)

### Incompletes

Your instructor may post the interim grade *Incomplete/I* if at the end of the class your overall work is of passing quality but a portion could not be submitted for understandable reasons (e.g. illness). It is your responsibility to petition your instructor for permission to submit work late and to provide an explanation, and it is his or her sole decision whether to accept the explanation. If permitted, the *Incomplete/I* grade will be posted and a time frame defined for you to submit the missing work, ranging from one to twelve weeks. *Incomplete/I* grades that remain unchanged after twelve weeks will lapse to *F*, *NP* or *U*. Receiving an *I* grade entitles you to submit only the missing work your instructor has agreed to accept late, and does not allow other work to be retaken

or oblige UCLA Extension to provide continuing access to course materials via Canvas. The *Incomplete/I* grade is not an option for courses that do not bear credit, such as 700, 800, or 900-level courses. For complete information, see:

<https://www.uclaextension.edu/pages/str/grading.jsp> (<https://www.uclaextension.edu/pages/str/grading.jsp>)

## All Grades are Final

No change of grade may be made by anyone other than the instructor, and then, only to correct clerical errors. No term grade except Incomplete may be revised by re-examination. The correction of a clerical error may be authorized only by the instructor of record communicating directly with personnel of Student and Alumni Services.

## Sexual Harassment

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates our policy.

All Extension students and instructors who believe they have been sexually harassed are encouraged to contact the Department of Student and Alumni Services for complaint resolution: UCLA Extension, 1145 Gayley Ave., Los Angeles, CA 90024; Voice/TTY: (310) 825-7031. View the University's full Policy on Sexual Harassment and Sexual Violence at <http://policy.ucop.edu/doc/4000385/SHSV> (<http://policy.ucop.edu/doc/4000385/SHSV>).

## Additional Items

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### Protecting Privacy and Data During Live Instruction

Live meeting sessions for this class, when applicable, are being conducted over Zoom. As the host, the instructor may be recording live sessions. Only the host has the ability to record meetings, no recording by other means is permitted. Recorded sessions will be posted in the Videos area of this class unless otherwise notified. Due to privacy, recordings are not available for download and are only accessible via Canvas for the duration of the class. If you have privacy concerns and do not wish to appear in the recording, do not turn on your video and/or audio. If you also prefer to use a pseudonym instead of your name, please let the instructor know what name you will be using so that the instructor knows who you are during the session. To rename yourself during a Zoom meeting, click on Participants, click on your name, click on More, click on Rename. If you would like to ask a question, you may do so privately through the Zoom chat by addressing your chat question to the instructor only (and not to ""everyone""). Additionally, chat may be used and moderated for live questions, and saving of chats is enabled. If you have questions or concerns about this, please contact the instructor via Canvas Inbox.

Pursuant to the terms of the agreement between Zoom and UCLA Extension, the data is used solely for this purpose and Zoom is prohibited from re-disclosing this information. UCLA Extension also does not use the data for any other purpose. Recordings will be deleted when no longer necessary. However, recordings may become part of an administrative disciplinary record if misconduct occurs during a video conference.

### Course and Instructor Evaluation

UCLA Extension values your feedback on course and instructor evaluations. We ask all students to take a few minutes to complete an end-of-course evaluation survey. Updates to the course and instruction are influenced by your feedback. Understanding your student experience is essential to ensure continuing excellence in the online classroom and is appreciated by your instructor and the UCLA Extension academic leadership.

Your participation in a survey is voluntary, and your responses are confidential. After instructors submit grades, they will be given an evaluation report, but this report will not contain your name.

### About Your Online Course Materials

Please note the following about online course components at UCLA Extension:

- Students must have basic computer skills, including the use of word processing software, email, and the ability to use internet browsers, such as Safari, Firefox, or Chrome.
- Students are responsible for meeting the technical requirements of Canvas and familiarizing themselves with the Canvas Learning Management System.
  - What are the basic computer specifications for Canvas? - <https://community.canvaslms.com/docs/DOC-10721> (<https://community.canvaslms.com/docs/DOC-10721>)
  - Which browsers does Canvas support? - <https://community.canvaslms.com/docs/DOC-10720> (<https://community.canvaslms.com/docs/DOC-10720>)
- Students are responsible for keeping a copy of all assignments and work submitted, and to be aware of all assignments, due dates, and course guidelines.
- Students are encouraged to keep and/or download a local copy of their assignment files, as **access to the online environment of a specific course is limited to 30 days after the final course date**, as listed in the course catalog.

To download all your assignment submissions in Canvas, please refer to the [online support guide](https://community.canvaslms.com/docs/DOC-10606). (<https://community.canvaslms.com/docs/DOC-10606>) for more information or contact Canvas Support via the help menu within Canvas.

## UCLA Extension Canvas and Learning Support

For immediate 24/7 Canvas technical support, including holidays, click on **Help** (located on the menu to the left) where you can call or chat live with a Canvas Support representative.

### UCLA Extension Instructional Design and Learning Support

The UCLA Extension Learning Support staff assists both students and instructors with Canvas-related technical support, as well as general and administrative questions.

Learning Support staff is available Monday through Friday, from 8 AM to 5 PM (Pacific Time), except holidays:

- Email: [support@unexonline.zendesk.com](mailto:support@unexonline.zendesk.com)
- Website: <http://support.uclaextension.edu> (<http://support.uclaextension.edu/>)

## Campus Safety Escorts

For students taking classes held on the UCLA campus and in and around Westwood Village, the UCLA Police Department provides a free walking escort service every day of the year from dusk until 1 a.m. Community Service Officers (CSOs) are available to walk students, faculty, staff members and visitors to and from anywhere on campus, in Westwood Village, and in the village apartments. CSOs are uniformed students who have received special training and are employed by the UCLA Police Department. To obtain an escort, please call (310) 794-9255 and allow 15 to 20 minutes for your escort to arrive. For complete information, see: <https://www.ucpd.ucla.edu/services/community-service-officers-csos/evening-escorts> (<https://www.ucpd.ucla.edu/services/community-service-officers-csos/evening-escorts>)

## Schedule

When	Module Title	Notes
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When	Module Title	Notes
Week 1	Introduction to Search Engine Optimization (SEO)	<p><b>Objectives</b></p> <p>During this week, you will learn:</p> <ul style="list-style-type: none"> <li>• History and Evolution of SEO</li> <li>• The Three Pillars of SEO: Content, Website Architecture, and Inbound Links</li> <li>• SERPs and Common Attributes</li> <li>• The True Metrics of SEO</li> <li>• Introduction to Popular SEO Tools</li> <li>• The Big Lies of SEO</li> </ul> <p><b>Outcomes</b></p> <p>By the end of this week, you will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the history and evolution of SEO and its three pillars</li> <li>• Identify the various attributes of SERPs</li> <li>• Identify and act on the true KPIs and Diagnostic Metrics of SEO</li> <li>• Avoid the big lies and commons myths of the SEO industry</li> </ul> <p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. 90.63% of Content Gets No Traffic From Google. And How to Be in the Other 9.37% [New Research for 2020] <a href="https://ahrefs.com">https://ahrefs.com</a></li> <li>2. How Search Engines Really Work - <a href="https://amplitudeagency.com/seo-services/how-search-engines-really-work/">https://amplitudeagency.com/seo-services/how-search-engines-really-work/</a></li> <li>3. What Goals Should I Be Tracking in My Analytics Tool? - <a href="https://www.portent.com/blog/analytics/what-goals-should-i-be-tracki">https://www.portent.com/blog/analytics/what-goals-should-i-be-tracki</a></li> <li>4. Would life be happier without Google? I spent a week finding out - <a href="https://www.theguardian.com/technology/2019/apr/17/woul-google-i-spent-a-week-finding-out?utm_source=Gun.io+Dispatches&amp;utm_campaign=b0b1b0d974-EMAIL_CAMPAIGN_2018_11">https://www.theguardian.com/technology/2019/apr/17/woul-google-i-spent-a-week-finding-out?utm_source=Gun.io+Dispatches&amp;utm_campaign=b0b1b0d974-EMAIL_CAMPAIGN_2018_11</a></li> <li>5. Majority of SMBs doing SEO are in-housing - <a href="https://searchengineland.com/majority-of-smbs-doing-seo-are-in-housing-31523?mkt_tok=eyJpIjoiT1RNMk1ESmhNR1F4TURkayIsInQiOiJzRGx3eFZLMWU0dks4b3dHQVV5dJXajc3TDZ3d3ISeWJabnpCVhnb">https://searchengineland.com/majority-of-smbs-doing-seo-are-in-housing-31523?mkt_tok=eyJpIjoiT1RNMk1ESmhNR1F4TURkayIsInQiOiJzRGx3eFZLMWU0dks4b3dHQVV5dJXajc3TDZ3d3ISeWJabnpCVhnb</a></li> <li>6. Analysis of 250 million SERPs finds no-click story more complex than it appears <a href="https://searchengineland.com/analysis-of-25-click-story-more-complex-than-it-appears-330224?mkt_tok=eyJpIjoiT1RNMk1ESmhNR1F4TURkayIsInQiOiJzRGx3eFZLMWU0dks4b3dHQVV5dJXajc3TDZ3d3ISeWJabnpCVhnb">https://searchengineland.com/analysis-of-25-click-story-more-complex-than-it-appears-330224?mkt_tok=eyJpIjoiT1RNMk1ESmhNR1F4TURkayIsInQiOiJzRGx3eFZLMWU0dks4b3dHQVV5dJXajc3TDZ3d3ISeWJabnpCVhnb</a></li> <li>7. Are Google's Featured Snippets Stealing Clicks? It's Complicated - <a href="https://www.searchenginejournal.com/google-featured-snip">https://www.searchenginejournal.com/google-featured-snip</a></li> <li>8. SEO myths busted by an ex-Googler - <a href="https://searchengineland.com/seo-myths-busted-by-an-ex-googler-324985">https://searchengineland.com/seo-myths-busted-by-an-ex-googler-324985</a> (Links to an e</li> <li>9. A Guide to the Biggest SEO Myths on The Web - <a href="https://www.semrush.com/blog/guide-to-biggest-seo-myths-on-web/">https://www.semrush.com/blog/guide-to-biggest-seo-myths-on-web/</a> (Links to</li> </ol> <p><b>Assignments</b></p> <p>Key assignments for this week are listed below.</p> <ol style="list-style-type: none"> <li>1. <b>Introduce Yourself</b> – Please visit the Discussion associated with this module. Due by next session.</li> <li>2. <b>Final Project: Choose Your Site</b> – Due by next session.</li> </ol>

When	Module Title	Notes
Week 2	Content	<p><b>Objectives</b></p> <p>During this week, you will learn:</p> <ul style="list-style-type: none"> <li>• The Consumer Journey and Search Marketing (a.k.a. Search Internet)</li> <li>• Keyword Research and Planning</li> <li>• Content Marketing</li> <li>• Content Auditing Techniques</li> <li>• Content Myths or “No one at Google is counting the words on your website.”</li> </ul> <p><b>Outcomes</b></p> <p>By the end of this week, you will be able to:</p> <ul style="list-style-type: none"> <li>• Perform keyword research for your product or service.</li> <li>• Write content that is relevant to your target audience and align it with their position in their consumer journey.</li> <li>• Perform a content audit on your existing website content.</li> </ul> <p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. How intent is redefining the marketing funnel -<a href="https://www.thinkwithgoogle.com/feature/search-intent-marketing-funnel/">https://www.thinkwithgoogle.com/feature/search-intent-marketing-funnel/</a> (Link)</li> <li>2. Why search needs to be combined with awareness for maximum impact <a href="https://searchengineland.com/why-search-needs-to-t-maximum-impact-318355?mkt_tok=eyJpIjoiTlUdVVM05HSTBOamRqWmpSbClsluQiOiJGMkRZdkpRc1BsYytZZDdnV0JuR3VTYW1cLzRDUWZcL2VnUmhLQ">https://searchengineland.com/why-search-needs-to-t-maximum-impact-318355?</a></li> <li>3. How search enables people to create a unique path to purchase -<a href="https://www.thinkwithgoogle.com/feature/path-to-purchase-s">https://www.thinkwithgoogle.com/feature/path-to-purchase-s</a></li> <li>4. Keyword Research Course with Greg Gifford -<a href="https://www.semrush.com/academy/courses/keyword-research-course-with-gre-to-keyword-research">https://www.semrush.com/academy/courses/keyword-research-course-with-gre-to-keyword-research</a></li> <li>5. Evolving Keyword Research to Match Your Buyer’s Journey -<a href="https://moz.com/blog/keyword-research-to-match-buyers-journey">https://moz.com/blog/keyword-research-to-match-buyers-journey</a></li> <li>6. What is SEO Content? How to Write Content that Ranks -<a href="https://ahrefs.com/blog/seo-content/">https://ahrefs.com/blog/seo-content/</a> (Links to an external site.) (<a href="https://www.thinkwithgoogle.com/feature/path-to-purchase-s">https://www.thinkwithgoogle.com/feature/path-to-purchase-s</a>)</li> <li>7. What is Duplicate Content and How Does it Affect Your SEO? <a href="https://www.portent.com/blog/seo/what-is-duplicate-content-an">https://www.portent.com/blog/seo/what-is-duplicate-content-an</a></li> <li>8. How FOX Optimizes for Branded Search Traffic - <a href="https://www.searchenginejournal.com/how-fox-com-optimize-their-website-f">https://www.searchenginejournal.com/how-fox-com-optimize-their-website-f</a></li> <li>9. Google’s Search Quality Raters Guidelines: A Guide for SEO Beginners - <a href="https://www.searchenginejournal.com/googles-search">https://www.searchenginejournal.com/googles-search</a></li> </ol> <p><b>Assignments</b></p> <p>Key assignments for this week are listed below.</p> <ol style="list-style-type: none"> <li>1. <b>Keyword Research &amp; Content Audit</b> – See Assignment attached to Module 2. Due by next class.</li> <li>2. <b>Week 2 Quiz</b> – See Quiz attached to Module 2. Due by next class.</li> <li>3. <b>Week 2 Discussion</b> – See Discussion attached to Module 2. Due by next class.</li> </ol>

When	Module Title	Notes
Week 3	Website Architecture	<p><b>Objectives</b></p> <p>During this week, you will learn to about the specifics of SEO related site architecture, including:</p> <ul style="list-style-type: none"> <li>• The Big Picture: Technical SEO is About Crawlability</li> <li>• Page Layout</li> <li>• META Tags</li> <li>• Internal Linking</li> <li>• Page Speed</li> <li>• Mobile Friendliness</li> <li>• Potential SEO Spam Issues and Site Architecture Myths</li> </ul> <p><b>Outcomes</b></p> <p>By the end of this week, you will be able to:</p> <ul style="list-style-type: none"> <li>• Utilize the tools to audit a website's site architecture</li> <li>• Identify the importance of site speed and mobile-friendliness</li> </ul> <p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. How Often Does Google Rewrite Meta Descriptions? (New Data Study) -<a href="https://ahrefs.com/blog/meta-description-study/">https://ahrefs.com/blog/meta-description-study/</a> (Links to an external site.)</li> <li>2. An SEO's Guide to Writing Structured Data (JSON-LD) -<a href="https://moz.com/blog/writing-structured-data-guide">https://moz.com/blog/writing-structured-data-guide</a> (Links to an external site.)</li> <li>3. Google Search adds support for FAQ and How-to structured data -<a href="https://searchengineland.com/google-search-adds-support-316541?mkt_tok=eyJpIjoiTksaU1Ea3dabU01TIRkaylsInQiOiJVeFJDa3ZHYWtKaVhzSmhjMVYyQTFPcTEwVktVN3dFUUpEbFR">https://searchengineland.com/google-search-adds-support-316541?mkt_tok=eyJpIjoiTksaU1Ea3dabU01TIRkaylsInQiOiJVeFJDa3ZHYWtKaVhzSmhjMVYyQTFPcTEwVktVN3dFUUpEbFR</a></li> <li>4. Visualizing Speed Metrics to Improve SEO, UX, &amp; Revenue - Whiteboard Friday -<a href="https://moz.com/blog/visualizing-speed-metric">https://moz.com/blog/visualizing-speed-metric</a></li> <li>5. 12 Steps to Lightning Page Speed - <a href="https://moz.com/blog/lightning-pagespeed">https://moz.com/blog/lightning-pagespeed</a> (Links to an external site.) (<a href="https://moz.com/bl">https://moz.com/bl</a>)</li> <li>6. AMP WordPress plugin now supports Stories -<a href="https://searchengineland.com/amp-wordpress-plugin-now-supports-stories-315">https://searchengineland.com/amp-wordpress-plugin-now-supports-stories-315</a> <a href="https://searchengineland.com/amp-wordpress-plugin-now-supports-stories-315/mkt_tok=eyJpIjoiTIRCaVpUSXhOVFk0TIRVeilsInQiOiJcL0llclZJQkJCWTdaWmZWUkhrOXZLZk5MaXF5dENrZ1pWc09yNWIFUX">mkt_tok=eyJpIjoiTIRCaVpUSXhOVFk0TIRVeilsInQiOiJcL0llclZJQkJCWTdaWmZWUkhrOXZLZk5MaXF5dENrZ1pWc09yNWIFUX</a></li> <li>7. How to Use Structured Data to Support E-A-T - <a href="https://www.searchenginejournal.com/how-to-use-structured-data-to-support-e">https://www.searchenginejournal.com/how-to-use-structured-data-to-support-e</a></li> </ol> <p><b>Assignments</b></p> <p>Key assignments for this week are listed below.</p> <ol style="list-style-type: none"> <li>1. <b>Technical Site Audit</b> – See Assignment attached to Module 3. Due by next class.</li> <li>2. <b>Week 2 Quiz</b> – See Quiz attached to Module 3. Due by next class.</li> <li>3. <b>Week 2 Discussion</b> – See Discussion attached to Module 3. Due by next class.</li> </ol>

When	Module Title	Notes
Week 4	Inbound Links	<p><b>Objectives</b></p> <p>During this week, you will learn:</p> <ul style="list-style-type: none"> <li>• Inbound Link Building is Public Relations</li> <li>• Inbound Link Auditing</li> <li>• Potential Link Spam Issues</li> <li>• Link Building Myths or “Social media does not affect organic search.”</li> </ul> <p><b>Outcomes</b></p> <p>By the end of this week, you will be able to:</p> <ul style="list-style-type: none"> <li>• Strategically build inbound links to your website and content</li> <li>• Avoid common link building traps</li> </ul> <p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. Backlink Management Course with Greg Gifford - <a href="https://www.semrush.com/academy/courses/backlink-management-course-gifford/backlink-management-basics">https://www.semrush.com/academy/courses/backlink-management-course-gifford/backlink-management-basics</a>)</li> <li>2. How to Boost Content Linkability Without Wasting Your Marketing Budget - <a href="https://moz.com/blog/boost-content-linkability">https://moz.com/blog/boost-content-linkability</a> (Lin</li> <li>3. Google on Whether Link Value Changes With Age - <a href="https://www.searchenginejournal.com/google-on-whether-link-value-chang">https://www.searchenginejournal.com/google-on-whether-link-value-chang</a></li> </ol> <p><b>Assignments</b></p> <p>Key assignments for this week are listed below.</p> <ol style="list-style-type: none"> <li>1. <b>Inbound Link Research Audit &amp; Research</b> – See Assignment attached to Module 4. Due by next class.</li> <li>2. <b>Week 4 Quiz</b> – See Quiz attached to Module 4. Due by next class.</li> <li>3. <b>Week 4 Discussion</b> – See Discussion attached to Module 4. Due by next class.</li> </ol>
Week 5	Bringing It All Together	<p><b>Objectives</b></p> <p>During this week, you will:</p> <ul style="list-style-type: none"> <li>• Pulling it all together: The SEO Audit and Roadmap</li> <li>• Change Management and SEO</li> <li>• Keeping Up with SEO Changes</li> <li>• Recent Trends and The Future of SEO</li> </ul> <p><b>Outcomes</b></p> <p>By the end of this week, you will be able to:</p> <ul style="list-style-type: none"> <li>• Combine the previously reviewed information into a complete SEO Strategy and Roadmap for your website.</li> <li>• Integrate SEO into the fabric of your organization.</li> <li>• Implement the slight differences in "Local" based SEO.</li> <li>• Keep up with the SEO changes and an eye out for the future of SEO.</li> </ul> <p><b>Readings</b></p> <ol style="list-style-type: none"> <li>1. How We Ranked a Single Page for 2.6K Keywords Driving 30K Monthly Searches [Case Study] - <a href="https://moz.com/blog/adt-keyw">https://moz.com/blog/adt-keyw</a></li> </ol> <p><b>Assignments</b></p> <p>Key assignments for this week are listed below.</p> <ol style="list-style-type: none"> <li>1. <b>SEO Audit &amp; Roadmap Presentation</b> – See Assignment attached to Module 5. Due by next class.</li> <li>2. <b>Week 5 Quiz</b> – See Quiz attached to Module 5. Due by next class.</li> <li>3. <b>Week 5 Discussion</b> – See Discussion attached to Module 5. Due by next class.</li> </ol>

When	Module Title	Notes
Week 6	Final Project	<b>Objectives</b> During this week, you will: <ul style="list-style-type: none"><li>• Present your final project - a full SEO Audit &amp; Roadmap</li></ul>