



MKT 595: **INTERNET & INTERACTIVE MARKETING**

Syllabus - Autumn 2015

James Moore

Version 12.2



condor.depaul.edu/jmoore/mkt595/

MKT 595: Internet & Interactive Marketing

Syllabus - Autumn, 2015 (Online)

Version 12.2

Last updated: August 7, 2015

Please note that syllabus is subject to change. The most recent version of the syllabus will be posted on my website:

condor.depaul.edu/jmoore/mkt595/

and on Desire2Learn (<http://D2L.depaul.edu>). If you discover any errors or discrepancies in the syllabus, please email me so I can make the necessary corrections.

James Moore 1 East Jackson Blvd., DPC 8510, Chicago, IL 60604

T +1 (312) 362-5701 @MKT595 jmoore@depaul.edu <http://condor.depaul.edu/jmoore>

Table of Contents

About MKT 595	4
Overview	4
Contact Information	4
Course Prerequisites	5
Course Objectives	5
Learning Objectives	5
Course Format	6
Teaching Philosophy	7
About the Online Course	8
Recommended Textbooks	9
Schedule	10
Grading	15
Overview	15
Grading Scale	15
Detailed Grading	16
Online Quizzes	19
Engagement	19
Engagement Rubric	20
Discussion Board Rubric	22
Blogs Rubric	23
Project Rubrics	24
Deliverables	30
Weekly Assignments	30
Midterm & Final Exams	31

Test Environment Requirements	31
Project: Marketing The Internet Marketer	33
Project Scenario	33
Accommodation	35
Assistance with Writing – The Writing Center	35
Student Evaluations	36
Frequently Asked Questions	37
Academic Integrity	39
Credits	40

About MKT 595

Overview

This online course explores the emerging business models, rules, tactics and strategies associated with the Internet medium, stressing integration with other channels and marketing operations. Classes are discussion- and activity- based, drawing on current applied readings and cases from a variety of industries in both the business-to-business and business-to-consumer markets. Students wishing to concentrate in e-business must consult with KGSB advisors prior to taking this course.

NOTE: The course is taught entirely online in an asynchronous mode. However, there are weekly deadlines and assignments to complete. Your participation in this online course will equal, or exceed, that of a typical face-to-face class.

Contact Information

James Moore. Office hours by appointment.

Office: DPC 8510 (8th floor of the DePaul Center, 1 East Jackson Blvd., Chicago, IL 60604)

Telephone: +1 (312) 362-5701

Email: jmoore@depaul.edu

Twitter: @MKT595 (<http://twitter.com/mkt595>)

You can expect me to respond to messages within 24 hours. Assignments will be graded within 3 business days of final deadline.

Course Prerequisites

MKT 555 Decisions in Marketing Management

NOTE: Students taking MKT 595 are assumed to be proficient in at least one operating system (Microsoft Windows, Apple OS X, or Linux) and Internet literate. Access to a computer and the Internet is required. You may be asked to download and install computer programs.

Course Objectives

This course focuses on a rapidly evolving area of study—the Internet. The rules on how to best utilize the Internet and the new marketing channels it has precipitated are changing daily. Given these characteristics, this course will be a combination of analytical/critical endeavor and practical experience — we will learn how to analyze new marketing opportunities arising from the Internet, assess the challenges this medium presents, and develop an appropriate course of action to leverage the strengths of this medium. Our focus will be on concepts, strategies and tactics that can be employed in a wide range of settings. This course aims to do the following:

- Provide students with a literacy of the terms, concepts and methods used in integrated and Internet marketing
- Link new opportunities on the Internet with marketing theory and practice
- Provide a critical understanding of the capabilities of this medium as a marketing channel
- Provide hands-on experience of Internet marketing technologies and techniques
- Teach students how to develop an integrated Internet marketing strategy
- Develop students' communication skills

Learning Objectives

After taking this course, students should be able to do the following:

- Think critically about new marketing strategies and tactics associated with the Internet
- Understand the potential role of the Internet in marketing strategy
- Apply these technologies in the development of sound marketing strategy
- Complete an integrated Internet marketing plan that leverages the unique strengths of this medium
- Effectively communicate their analysis and strategy

Course Format

The format for this course is a combination of lecture videos, quizzes, hands-on assignments, discussion, and project. This course is structured to provide ample opportunity for interaction among students, as well as between student and instructor. Interaction takes place online. Your active and thoughtful participation is vital.

As a result, it is imperative that you keep up with the deliverables.


All material is provided through Desire2Learn, where you can download classnotes (in PDF and iBook formats) and videos. You may find it helpful to annotate the classnotes as you watch the videos.

Section 1
Introduction

Internet Timeline	
1969	Internet "born" - First message sent over two nodes on ARPANET
1971	e-mail developed by Ray Tomlinson
1978	First Spam e-mail
1979	MUDs (Multi User Dungeons)
1980	Usernet (Newsgroups)
1985	Commercial Internet
1988	IRC (Internet Relay Chat)
1990	WWW
1990s	Commercial Regulations Relaxed
1996	Tripping Point

The Internet is a global network that links computers and computing devices. Communication takes place via a protocol known as **TCP/IP** (Transmission Control Protocol/Internet Protocol). The Protocol has two parts:

- TCP:** Tests and ensures that data packets are delivered to the correct destination.
- IP:** Provides methodology for delivering data packets. Provides system of unique addresses.

First Internet Message

 (For more information on the first message sent over ARPANET please watch this short video www.youtube.com/watch?v=3yKZ28BC)

Each node on the network has an **IP address**, such as 192.140.1.121, which uniquely identifies that node to other nodes on the network. IP addresses are either static (they never change) or dynamic (they are assigned as needed and then reused).

28

Classnotes example

Typically, the classnotes are about 40-70 pages in length and contain:

- **Learning objectives:** Specific, measurable, attainable, relevant and targeted outcomes that you will be able to demonstrate upon successfully completing the weekly assignments.
- **Assignment instructions:** Detailed information on how to complete the weekly assignments.
- **Lecture notes:** A narrative structure that follows the video material.
- **Recommended reading:** Each week I recommend some books for additional reading. Some of the recommended books are available through DePaul's Library website. If you have a Campus Connection username and password, then you can read these (and other) books online at no cost. Where possible, I will recommend free and online resources.
- **Supplementary materials:** Additional material that I think may be of use and interest to you.

Teaching Philosophy

I did not expect to teach. My parents advised me that teaching was the worst profession to follow (my mother taught). They had a pretty dim view of marketing, too. I experienced a conventional education. On the whole I hated it. I now find myself in the somewhat bizarre place of teaching at a university and loving it.

To paraphrase an old Avis advertisement, I know I am not the best teacher here at DePaul — so I try harder. Teaching (and learning) is what gets me up in the morning, and conversely what keeps me up at night.

I think the best learning takes place from practical application, experimentation, open discussion and learning from mistakes. Teaching at DePaul has given me plenty of opportunity to learn (particularly from my mistakes).

My preferred mode of teaching is hybrid/blended — where the best of online and face-to-face interaction is combined in a way that transcends the limitations of each format. However, my passion is online.

I view universities as providing two basic functions to society:

1. A safe environment in which learning can take place.
2. Assessing learning.

Everything I do in education follows from those two assumptions. I teach this course for one reason only:

I want to teach the best marketing course you have ever experienced

I quantify “best” in three areas:

1. Relevant
2. Stimulating
3. Worth your valuable time

About the Online Course

The course is taught entirely online in an asynchronous mode. By asynchronous I mean that you will not have to be online at a specific time. You can progress through each week's content at your own pace. However, there will be weekly deadlines and assignments to complete. Your participation in this online course will equal, or exceed, that of a typical face-to-face class.

You must make sure that you have the necessary technical resources needed to access the course content and complete class activities. You will need:

- Frequent access to a computer with a broadband connection to the Internet.
- A working email account that you check regularly (and that is updated in Campus Connection).
- Access to a software suite such as Microsoft Office (Word, Excel, Power Point). If you do not have access to Office, you can download a free, open source alternative such as Open Office (<http://www.openoffice.org>) that will give you the same basic functionality.
- The ability to view video files, either in a streaming (HTML5) or downloadable (QuickTime) format.
- Administrator access to a computer to install software (for the online midterm and final exams).
- A Windows or OS X computer with webcam (for the online midterm and final exams).

Because this is an online course, we will include activities that help the class get to know one another. You will be required to introduce yourself via the discussion board and other online activities.

This online course will be taught via DePaul's Learning Management System (LMS). The name of this Learning Management System is Desire2Learn (D2L). You can access the course at:

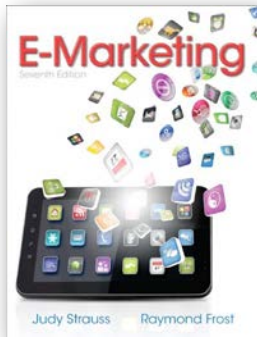
<http://D2L.depaul.edu>

You log into Desire2Learn with your regular DePaul Campus Connect username and password.

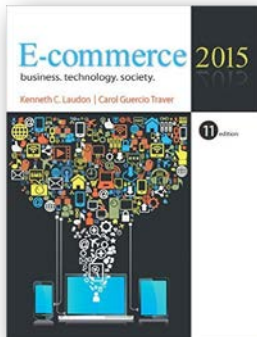
Social media features prominently in the course. You will be expected to create and update a blog over the duration of the course. I will use Twitter, email, and Desire2Learn to communicate.

Recommended Textbooks

There is no required textbook for this class. All required readings and material will be made available online. Students may find these two textbooks helpful for background reading:



Strauss, J. and R. Frost (2013). *E-Marketing* (7th edition), Prentice Hall.



Laudon, K and C. Traver (2015) *E-Commerce 2015* (11th edition), Prentice Hall.

Students requiring a refresher on basic marketing concepts may find these books to be helpful:

- **Kotler, K. and K. Keller (2015)** *Framework for Marketing Management, A* (6th Edition), Prentice Hall.
- **Kotler, K. and K. Keller (2015)** *Marketing Management* (15th Edition), Prentice Hall.

Schedule

Week	Topics	Weekly Assignment(s)
One September 9 - September 15	<ul style="list-style-type: none"> • Introduction and Course Overview • History of the Internet • How the Internet Works • Web 2.0 • Web Design • Intro to Social Media Part 1 • Blogs 	<input type="checkbox"/> Create course blog (10 points) <input type="checkbox"/> Discussion board introduction (5 points) <input type="checkbox"/> Blog journal (5 points) <input type="checkbox"/> Week 1 quiz (1 point) <input type="checkbox"/> Week 1 survey (1 points) Due: September 15, 2015 at 11: 59 p.m. (Central Time)
Two September 16 - September 22	<ul style="list-style-type: none"> • Search – Part 1 • How Search Works • SEO (Search Engine Optimization) 	<input type="checkbox"/> Analytics exercise (10 points) <input type="checkbox"/> Discussion board participation (5 points) <input type="checkbox"/> Blog journal (5 points) <input type="checkbox"/> Week 2 quiz (1 point) <input type="checkbox"/> Week 2 survey (2 points) Due: September 22, 2015 at 11: 59 p.m. (Central Time)
Three September 23 - September 29	<ul style="list-style-type: none"> • Search – Part 2 • Landing Page Optimization • Paid Search 	<input type="checkbox"/> Team Exercise: SEO (10 points) <input type="checkbox"/> Discussion board participation (5 points) <input type="checkbox"/> Blog journal (5 points) <input type="checkbox"/> Week 3 quiz (1 point) <input type="checkbox"/> Week 3 survey (2 points) Due: September 29, 2015 at 11: 59 p.m. (Central Time)

Week	Topics	Weekly Assignment(s)
Four September 30 - October 6	<ul style="list-style-type: none"> • Intro to Social Media Part 2 • Innovation • Second Life • Gaming • Mobile Marketing • Augmented Reality • Virtual Reality • Interactive Marketing • QR Codes 	<input type="checkbox"/> Team Exercise: Paid Search (10 points) <input type="checkbox"/> Discussion board participation (5 points) <input type="checkbox"/> Blog journal (5 points) <input type="checkbox"/> Week 4 quiz (1 point) <input type="checkbox"/> Week 4 survey (2 points) Due: October 6, 2015 at 11: 59 p.m. (Central Time)
Five October 7 - October 13	<ul style="list-style-type: none"> • Midterm 	<input type="checkbox"/> Twitter exercise (10 points) <input type="checkbox"/> Discussion board participation (5 points) <input type="checkbox"/> Blog journal (5 points) <input type="checkbox"/> Week 5 quiz (1 point) <input type="checkbox"/> Midterm survey (2 points) Due: October 13, 2015 at 11: 59 p.m. (Central Time)
Six October 14 - October 20	<ul style="list-style-type: none"> • Analytics • Cookies • Testing • KPI (Key Performance Indicators) • Research 	<input type="checkbox"/> Team exercise: Dashboard (10 points) <input type="checkbox"/> Discussion board participation (5 points) <input type="checkbox"/> Blog journal (5 points) <input type="checkbox"/> Week 6 quiz (1 point) <input type="checkbox"/> Week 6 survey (2 points) Due: October 20, 2015 at 11: 59 p.m. (Central Time)

Week	Topics	Weekly Assignment(s)
Seven October 21 - October 27	<ul style="list-style-type: none"> • Channels • CRM • Research 	<input type="checkbox"/> Advertising exercise (10 points) <input type="checkbox"/> Discussion board participation (5 points) <input type="checkbox"/> Blog journal (5 points) <input type="checkbox"/> Week 7 quiz (1 point) <input type="checkbox"/> Week 7 survey (2 points) Due: October 27, 2015 at 11: 59 p.m. (Central Time)
Eight October 28 - November 3	<ul style="list-style-type: none"> • Email Marketing • Spam • Consumer-Generated Content 	<input type="checkbox"/> Team Exercise: Viral Video (10 points) <input type="checkbox"/> Discussion board participation (5 points) <input type="checkbox"/> Blog journal (5 points) <input type="checkbox"/> Week 8 quiz (1 point) <input type="checkbox"/> Week 8 survey (2 points) Due: November 3, 2015 at 11: 59 p.m. (Central Time)
Nine November 4 - November 10	<ul style="list-style-type: none"> • Organizing • Security • Captchas • Privacy • Copyright • Stock Photography • PDFs 	<input type="checkbox"/> Team Exercise: Stock Photography (10 points) <input type="checkbox"/> Discussion board participation (5 points) <input type="checkbox"/> Blog journal (5 points) <input type="checkbox"/> Week 9 quiz (1 point) <input type="checkbox"/> Week 9 survey (2 points) Due: November 10, 2015 at 11: 59 p.m. (Central Time)

Week	Topics	Weekly Assignment(s)
Ten November 11 - November 17	<ul style="list-style-type: none"> • Final Presentations 	<input type="checkbox"/> Team exercise: Create video presentation (10 points) <input type="checkbox"/> Discussion board participation (5 points) <input type="checkbox"/> Blog journal (5 points) <input type="checkbox"/> Week 10 quiz (1 point) <input type="checkbox"/> Week 10 survey (2 points) Due: November 17, 2015 at 11: 59 p.m. (Central Time)
Eleven November 18 - November 24	<ul style="list-style-type: none"> • Final Exam 	

Grading

Overview

Grading	
Mid-term	20% (100 points)
Project / Presentation:	10% (50 points)
Final Exam:	20% (100 points)
Weekly Assignments:	40% (200 points)
Online quizzes:	2% (10 points)
Engagement:	4% (20 points)
Surveys:	4% (20 points)

Grading Scale

Percentage Score	Letter Grade
93-100	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-75.9	C
70-72.9	C-
66-69.9	D+
60-65.9	D
Below 60	F

Detailed Grading

Week	Deliverables	Score	Total
Week 1	Create course blog (10 points)		
	Discussion board introduction (5 points)		
	Blog journal (5 points)		
	Week 1 quiz (1 point)		
	Week 1 survey (2 points)		_____ / 23
Week 2	Analytics exercise (10 points)		
	Discussion board participation (5 points)		
	Blog journal (5 points)		
	Week 2 quiz (1 point)		
	Week 2 survey (2 points)		_____ / 23
Week 3	Team Exercise:SEO (10 points)		
	Discussion board participation (5 points)		
	Blog journal (5 points)		
	Week 3 quiz (1 point)		
	Week 3 survey (2 points)		_____ / 23
Week 4	Team Exercise: Paid Search (10 points)		
	Discussion board participation (5 points)		
	Blog journal (5 points)		
	Week 4 quiz (1 point)		
	Week 4 survey (2 points)		_____ / 23

Week	Deliverables	Score	Total
Week 5	Twitter exercise (10 points)		
	Discussion board participation (5 points)		
	Blog journal (5 points)		
	Week 5 quiz (1 point)		
	Midterm survey (2 points)		
	Midterm exam (100 points)		_____ / 123

Midcourse Progress **A** 200 - 215 points

Current total = _____ / 215 points **A-** 194 - 199 points

B+ 187 - 193 points

B 179 - 186 points

B- 172 - 178 points

C+ 166 - 171 points

C 157 - 165 points

C- 151 - 156 points

D+ 142 - 150 points

D 129 - 141 points

F 0 - 128 points

Week	Deliverables	Score	Total
Week 6	Team Exercise: Dashboard (10 points)		
	Discussion board participation (5 points)		
	Blog journal (5 points)		
	Week 6 quiz (1 point)		
	Week 6 survey (2 points)		_____ / 23
Week 7	Advertising exercise (10 points)		
	Discussion board participation (5 points)		
	Blog journal (5 points)		
	Week 7 quiz (1 point)		
	Week 7 survey (2 points)		_____ / 23
Week 8	Team Exercise: Viral Video (10 points)		
	Discussion board participation (5 points)		
	Blog journal (5 points)		
	Week 8 quiz (1 point)		
	Week 8 survey (2 points)		_____ / 23
Week 9	Team Exercise: Stock Photography (10 points)		
	Discussion board participation (5 points)		
	Blog journal (5 points)		
	Week 9 quiz (1 point)		
	Week 9 survey (2 points)		_____ / 23
Week 10	Team exercise: Create video presentation (10 points)		
	Discussion board participation (5 points)		
	Blog journal (5 points)		
	Week 10 quiz (1 point)		
	Week 10 survey (2 points)		
	Project (50 points)		_____ / 73

Week	Deliverables	Score	Total
Week 11	Final exam (100 points)		
	Engagement (20 points)		_____ / 120
Final Grade	A	465 - 500 points	
Combined total = _____ / 500 points	A-	450 - 464 points	
	B+	435 - 449 points	
	B	415 - 434 points	
	B-	400 - 414 points	
	C+	385 - 399 points	
	C	365 - 384 points	
	C-	350 - 364 points	
	D+	330 - 349 points	
	D	300 - 329 points	
	F	0 - 299 points	

Online Quizzes

To support your reading and to prepare for the midterm and final exams, you will be expected to complete a series of online quizzes. You may take the quizzes as many times as you like. You will receive full credit for participating in the online quizzes. Your grade is not dependent on how well you do on the quizzes.

Engagement

Your engagement grade will be based on your level of participation in these areas:

- Desire2Learn (Discussion Board, Content)
- Social media (Twitter, MKT 595 blogs, etc.)
- Groups

Students who post early, respond to the comments of others and actively contribute to the success of the course will receive points.

Engagement Rubric

	1 Point	3 Points	5 Points
Team Leadership	<ul style="list-style-type: none"> • Acceptable communication • Some deadlines met 	<ul style="list-style-type: none"> • Acceptable communication • Most deadlines met • Assignments mostly understood 	<ul style="list-style-type: none"> • Professional communication • Deadlines met • Understands scope and purpose of assignments
Online Discussion	<ul style="list-style-type: none"> • Comments are sometimes constructive, with occasional signs of insight. • Student does not use appropriate terminology; comments not always relevant to the discussion. 	<ul style="list-style-type: none"> • Comments mostly insightful & constructive; mostly uses appropriate terminology. • Occasionally comments are too general or not relevant to the discussion. 	<ul style="list-style-type: none"> • Comments always insightful & constructive; uses appropriate terminology • Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions
Online Discussion	<ul style="list-style-type: none"> • Comments not posted in time for others to read and respond. 	<ul style="list-style-type: none"> • Comments may not all be posted in time for others to read and respond • Responds to questions and comments from others. 	<ul style="list-style-type: none"> • Comments are posted in time for others to read and respond. • Responds to questions and comments from others meaningfully.

	1 Point	3 Points	5 Points
Online Attendance	<ul style="list-style-type: none"> • Clear evidence that some video lectures have been watched. • Clear evidence that some assigned materials have been read. • Sporadically logs into D2L. 	<ul style="list-style-type: none"> • Clear evidence that most video lectures have been watched. • Clear evidence that most assigned materials have been read. • Logs into D2L. 	<ul style="list-style-type: none"> • Clear evidence that all video lectures have been watched. • Clear evidence that all assigned materials have been read. • Regularly logs into D2L.
Community	<ul style="list-style-type: none"> • Some participation in the community. • Some enhancement of social media space. 	<ul style="list-style-type: none"> • Moderately participated in the community. • Moderately enhanced their social media space using video, audio, and images. 	<ul style="list-style-type: none"> • Actively participated in the community via comments on other blogs, tweets, and citing others in their research and writing. • Greatly enhanced their social media space using video, audio, and images.

Note: Some elements of rubric is based upon Carnegie Mellon's "Rubric for Assessing Student Participation "(Eberly Center for Teaching Excellence), and "Blogging Rubric" (Cork Institute of Technology).

I will award a maximum of twenty points for engagement.

Discussion Board Rubric

Online discussion is a vital component of the course. This is an opportunity for you to articulate your thoughts, finesse your understanding and demonstrate competency. To give you an idea of how I grade participation, here is my rubric:

Points	
3	Precise, well-reasoned response. Citation of source material. Supports position with factual information.
2	Offers relevant information. Makes note of outside source material.
1	Participates.
0	Noise.

I will award a maximum of five points for discussion board participation each week. To achieve the maximum grade you would have to post at least two times. At least one of your posts must be in response to one of your peers. You can post as many times as you want.

Note: Rubric is based upon that of the work of Bill Pelz (*Journal of Asynchronous Learning Networks*, 8(3), My three principles of effective online pedagogy, 2004).

Blogs Rubric

I grade the weekly blog posts in a similar fashion to the discussion board:

Points	
3	Precise, well-reasoned post. Citation (link) of source material. Supports position with factual information.
2	Offers relevant information. Makes note of outside source material.
1	Participates.

Bonus Points	
+1	Uses relevant images to enhance post.
+1	Uses relevant tags (keywords).
+1	Provides relevant response to blog comments.

I will award a maximum of five points for blogging each week.

Project Rubrics

Your stated learning objectives for this course are to:

- Think critically about new marketing strategies and tactics associated with the Internet
- Understand the potential role of the Internet in marketing strategy
- Apply these technologies in the development of sound marketing strategy
- Effectively communicate analysis and strategy

The project is the culmination of everything you have learnt in the course and presents an opportunity to tie everything together. The project is worth a total of 50 points, and is split into two - the written component (29 points) and the presentation component (21 points).

The rubric for the written component has two parts — **content** and **execution**:

Project	
Written Component	<ul style="list-style-type: none"> • Content - 20 points • Execution - 9 points
Presentation	<ul style="list-style-type: none"> • 21 points

Project Rubric (Written Component)

Content	5 Points	7 Points	10 Points
<p>Content / Information</p> <ul style="list-style-type: none"> • Clarity of purpose • Critical thought • Use of examples 	<ul style="list-style-type: none"> • The central idea is expressed though it may be vague or too broad • Some sense of purpose is maintained • Some evidence of critical careful thought and analysis and/or insight 	<ul style="list-style-type: none"> • Central idea and clarity and purpose are generally evident • Evidence of critical, careful thought and analysis and/or insight • There are good, relevant supporting examples and evidence 	<ul style="list-style-type: none"> • Central idea is well developed and clarity of purpose is exhibited throughout the paper • Abundance of evidence of critical, careful thought and analysis and/or insight • Evidence and examples are vivid and focus remains tight
<p>Originality</p> <ul style="list-style-type: none"> • Original thought 	<ul style="list-style-type: none"> • Central idea is forced. • Central idea is not original. 	<ul style="list-style-type: none"> • Central idea works, but is not original. 	<ul style="list-style-type: none"> • Central idea is original and works.

Execution	1 Point	2 Points	3 Points
<p>Structure</p> <ul style="list-style-type: none"> • Organization • Flow of thought • Transitions • Format 	<ul style="list-style-type: none"> • There is some level of organization, though digressions, ambiguities, irrelevances are too many • Difficult to follow • Ineffective transitions • Rambling format 	<ul style="list-style-type: none"> • Paper has a clear organizational structure with some digressions, ambiguities or irrelevances • Easily followed • Basic transitions • Structured format 	<ul style="list-style-type: none"> • Paper is logically organized • Easily followed • Effective, smooth and logical transitions • Professional format
<p>Grammar/mechanics</p> <ul style="list-style-type: none"> • Sentence structure • Punctuation/mechanics 	<ul style="list-style-type: none"> • Uses compound sentences • Too many punctuation and/or mechanical errors 	<ul style="list-style-type: none"> • Uses complex sentences • Few punctuation or mechanical errors 	<ul style="list-style-type: none"> • Manipulates complex sentences for effect/ impact • No punctuation or mechanical errors
<p>Language</p> <ul style="list-style-type: none"> • Vocabulary; use of vocabulary • Tone 	<ul style="list-style-type: none"> • Vocabulary is used properly, though sentences may be simple • Infrequently uses specific vocabulary correctly • Writer's tone exhibits some level of audience sensitivity 	<ul style="list-style-type: none"> • Vocabulary is varied, specific and appropriate • Frequently uses subject-specific vocabulary correctly • Writer's tone emerges and is generally appropriate to audience 	<ul style="list-style-type: none"> • Vocabulary is sophisticated and correct as are sentences, which vary in structure and length • Uses and manipulates subject-specific vocabulary for effect • Writer's tone is clear, consistent and appropriate for intended audience

Note: Rubrics are adapted from University of Colorado's Center for Innovations in Training Technology (CITT) online tutorials.

Project Rubric (Presentation)

	1 Point	2 Points	3 Points
<p>Concept Originality</p> <p>Ability to define problems, explore various possibilities and develop unique solutions</p>	<ul style="list-style-type: none"> Provides little or no evidence of new thought, inventiveness or creativity 	<ul style="list-style-type: none"> Concept supports design task Demonstrates some new thought, inventiveness or creativity 	<ul style="list-style-type: none"> Concept effectively addresses the design task Extends others' approaches in inventive ways Shows significant evidence of originality and inventiveness
<p>Aesthetic Quality</p> <p>Sensitivity to the principles of design and successful fulfillment of project criteria</p>	<ul style="list-style-type: none"> Visuals are either too simplistic or cluttered and busy Graphic effects fail to support the message and hamper communication of content Graphics are gratuitous Concept fails to support design task 	<ul style="list-style-type: none"> Visual elements relate to content Visual design criteria (balance, contrast, proportion, harmony, etc.) expressed Graphical elements reinforce content and are functional 	<ul style="list-style-type: none"> Skillful handling of design elements creates unique and effective style Visual elements and content reinforce each other. Design strategy supports message Overall, an effective and functionally sound design
<p>Presentation</p> <p>Display of technical skill, ability to follow directions, craftsmanship</p>	<ul style="list-style-type: none"> Poor craftsmanship given available technologies For multimedia, no attempt to manipulate timing, flow, transitions, for effect Production errors not addressed Project fails to address assignment production criteria 	<ul style="list-style-type: none"> Acceptable craftsmanship. No obvious easily correctable errors For multimedia projects, elementary efforts to control timing, flow, transitions Project fulfills assignment criteria 	<ul style="list-style-type: none"> Clear effort to achieve high production values and to use production techniques to enhance product. Craftsmanship or presentation may approach professional quality Project goes beyond assignment criteria

	1 Point	2 Points	3 Points
<p>Professionalism</p> <p>Ability to present work on time, interact with instructor, staff classmates, subject matter experts and other stakeholders in a professional manner</p>	<ul style="list-style-type: none"> Multiple instances of inappropriate communication with stakeholders, clients, team members, or professor Substantial number of deadlines missed or project incomplete 	<ul style="list-style-type: none"> Project completed, communications basic but effective Deadlines met, but often rushed Adequately acquires support and resources required to achieve goals 	<ul style="list-style-type: none"> Effective verbal and written communications, excellent demeanor and self-presentation All project deadlines met Acquires more than adequate support and resources to required achieve goals
<p>Sources/Citations</p> <p>Depending on the nature of the project, authors may need to correctly cite project sources</p>	<ul style="list-style-type: none"> One or more resources not cited Multiple citation errors 	<ul style="list-style-type: none"> All resources cited Some citation errors or formatting inconsistencies 	<ul style="list-style-type: none"> Resources well researched and thoroughly and correctly cited
<p>Engagement</p> <p>Ability to demonstrate enthusiasm for the subject and capture attention</p>	<ul style="list-style-type: none"> Lack of focus Message not communicated effectively 	<ul style="list-style-type: none"> Clear delivery Ideas easy to follow 	<ul style="list-style-type: none"> Communicates ideas with enthusiasm and appropriate language
<p>Digital Literacy</p> <p>Ability to communicate through digital formats</p>	<ul style="list-style-type: none"> inappropriate choice of file formats Files do not work as intended 	<ul style="list-style-type: none"> Materials successfully delivered in electronic format 	<ul style="list-style-type: none"> Uses relevant metadata Optimal use of file formats

Note: Rubric is adapted from New Media Design Rubric (Susan Metros and Joanne Dehoney, 2006.)

Deliverables

Weekly Assignments

Each week you will have six short assignments to complete. The assignments are designed to foster communication and reflection. Each assignment is due the following week. Each week's worth of assignments is worth a total of 23 points.

Five points will be deducted from your assignment grade for each day past the deadline.

Detailed instructions on how to complete the assignments will be provided in the classnotes.

Deadlines are posted in Desire2Learn.

Midterm & Final Exams

The Midterm and Final exams will take place online. Each exam will have a five-day window for you to take a timed online quiz (part 1) and to answer a series of six timed online essay questions (part 2). The dates the exams will be available are:

- Midterm: Wednesday October 7th (11:00 a.m. Central Time) - Sunday October 11th (11:00 p.m. Central Time)
- Final: Wednesday November 18th (11:00 a.m. Central Time.) - Sunday November 22nd (11:00 p.m. Central Time)

Exam Structure	
Part 1 - Online quiz (Suggested time: 30 minutes)	<ul style="list-style-type: none"> • 20 Multiple-choice questions (20 points) • 4 Short answer questions (8 points)
Part 2 - Online essay questions (Suggested time: 2.5 hours)	6 Short essay questions — no more than 350 words per question (72 points)

Please note that this course uses Software Secure's **Remote Proctor Now** to ensure the integrity of the midterm and final exams. The midterm and final exams will not be available to students unless the Remote Proctor Now system is used. Remote Proctor Now works with a web-camera and microphone either built-in or attached to the computer. These devices identify the student and capture video and audio throughout the exam and upload it to SSI's secure servers. This video will be used for the purpose of establishing if any suspicious activity occurred during the test. There is a student demo available here: <http://www.screencast.com/t/dJM4WfTRI>. It is recommended that you view this video. All exam videos can/will be reviewed by me. If cheating is confirmed, the student will be referred to the Policy on Academic Dishonesty in the Student Handbook.

There is a fee to use Remote Proctor Now. This will be \$15 per proctored exam (a total of \$30 for the course).

During Weeks 2-3 you will have an opportunity complete a test online exam at no charge.

Test Environment Requirements

The online testing environment should mimic the 'in class' testing environment, and must conform to the following:

- A quiet, secure, fully lighted room for the examination
- No other people in the room.
- No communicating with anyone; with the exception of contact with a faculty member or support in an emergency. This includes the prohibition of cell phone use for any purpose.
- No leaving the room

- Nothing except computer and external cameras on the desktop or tabletop - removal of all books, papers, notebooks, or other materials, unless specifically permitted in written guidelines for a particular examination.
- External cameras, when possible, should be placed on the lid of the laptop or where it will have a constant, uninterrupted view of the test taker.
- No writing visible on desk or on walls
- No music playing
- No other computers running in the exam room
- No headphones or ear buds allowed
- Have the web-cam correctly situated:
- Web-cam must be focused on individual taking exam at all times.
- Nothing covering the lens of the camera at any time during the exam.
- Lighting must be "daylight" quality and overhead is preferred if at all possible. If overhead is not possible, the source should not be behind the student.

Project: Marketing The Internet Marketer

The project for the this iteration of Internet Marketing is to create a plan to market an Internet Marketer.

Your project will have two components:

1. Project report (29 points)
2. Pre-recorded presentation (21 points)

You may complete the project either individually or as a member of a group. Groups cannot have more than six members. Each member of a group will receive the same grade for the project. I expect each member of a group to contribute equally to the success of the project. To ensure that you do not have freeloaders in your group I propose this solution:

- If the majority of a group tells me that a particular individual has not contributed to the project, then that group member's project grade is halved.
- If all other members of a group tell me that a particular individual has not contributed to the project, then that group member's project grade is zero.

In Week Ten your group will upload your pre-recorded presentation. Your presentation will be no longer than 15 minutes and include:

1. Project Report (PDF)

- No longer than 20 pages (including everything)
- APA style
- Nothing smaller than 8 point font anywhere in the document

2. Video file in either of two formats:

1. Downloadable file (QuickTime MOV, M4V, MP4, or Windows Media WMV)
2. Hosted streaming file (personal host, SlideShare, Veoh, Vimeo, or YouTube)

3. Copy of presentation materials (if using PowerPoint or equivalent) - in electronic format

You may complete the project either individually or as a member of a group. Each member of a group will receive the same grade for the project. Presentations will take place through the creation of an Internet-delivered video.

Project Scenario

Sam Marketer is a DePaul student, and will graduate in the next twelve months. S/He aspires to be a Director of Digital Marketing. Sam has worked one year in sales, then a year as a marketing analyst.

Sam realizes that s/he does not have the experience yet to be a Director of Digital Marketing, but wants to establish a digital presence that will better position her/him for interviews and career progression.

The task of your team is to create a 12-month plan to establish that digital presence.

- Sam has a budget of \$5,000 to spend on your recommendations over the next 12 months.
- Sam does not currently own a computer, tablet, or smartphone.
 - If your plan involves the use of software or hardware, then these items will have to be purchased or leased. For the purposes of the project, Sam will not be able to borrow equipment (but will have access to the Internet).
- Each week, Sam can dedicate 5 hours Monday - Friday to your recommendations. Sam can dedicate the occasional weekend to your recommendations.
- Sam does not have any social media accounts.
- Sam does not have a website.
- Sam has no preference for computer operating systems, and is comfortable using Microsoft Office and Adobe Creative Cloud.

Accommodation

Students 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.

Students 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 in the term and our conversation will remain confidential.

Loop Campus

- Lewis Center #1420
- +1 (312) 362-8002

Lincoln Park Campus

- Student Center #370
- +1 (773) 325-1677

Assistance with Writing – The Writing Center

Consider contacting or visiting the Writing Center (<http://www.depaul.edu/writing/>) to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. Bring your assignment handout and other relevant materials to your appointments.

Student 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 students, 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 students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Please don't miss this opportunity to provide feedback.

Frequently Asked Questions

What writing style should I use?

APA (American Psychological Association) Style. For more information, please use these resources:

- APA Style: <http://www.apastyle.org>
- DePaul University Center for Writing-Based Learning: <http://www.depaul.edu/writing/>
- Zotero: <http://www.zotero.org>
- EndNote (available via Campus Connection / For Students / Student Resources / Student Software)

My marketing knowledge is a little rusty, what books do you recommend?

- Framework for Marketing Management, A (6th Edition)
by Philip Kotler, Kevin Keller
- Marketing Management (15th Edition)
by Philip Kotler, Kevin Keller

What are your office hours?

By appointment. We can talk in person, over the telephone or via videoconferencing (Skype, Google Hangouts, etc.).

How many hours a week outside of class should I devote to this course?

Based upon survey data, students spend an average of 4 to 6 hours a week, in addition to time spent watching online videos.

Do we meet online each week or can I watch the recorded video online anytime during the week?

The course is taught entirely online in an asynchronous mode. You don't have to be online at a particular time to participate or watch videos. However, there are weekly deadlines and assignments to complete. Your participation in this online course will equal, or exceed, that of a typical face-to-face class.

Is there a required book for this course?

No. However, I will recommend books, websites and periodicals.

Where do I log into the course?

www.D2L.depaul.edu

What format are the course videos in?

The downloadable videos are available as QuickTime .m4v files. The streaming videos are available via Adobe Flash.

What format are the classnotes in?

The classnotes can be read online (via D2L), or you may download them as PDF or iBook format (IBA) files. The IBA files are designed for the iPad.

Why don't you teach this course as a face-to-face course anymore?

I have a busy "day job" in DePaul's College of Business. I teach as an adjunct in the evening. Teaching online allows me to spend time with my family in the evening and weekends.

How many times a year do you teach this course?

Historically, this has generally been once a year, with me teaching online for the Fall/Autumn Quarter, and Adam Garcia teaching in-class version during the Spring Quarter. Occasionally I have taught twice a year - Fall/Autumn and Spring Quarter.

I am a student from another college (not the College of Business) and want to take MKT 595. Can I do this?

Yes - your advisor must send Sharon Eul an email to confirm that the course will work toward your program, and Sharon will help you register.

Can I see student evaluations from previous classes?

Yes. You can download the evaluations here:

<http://condor.depaul.edu/jmoore/mkt595/>

Where can I find out about the Google Online Marketing Challenge?

The GOMC (Google Online Marketing Challenge) takes place from March to June each year. This coincides with the Spring quarter, but not the Autumn quarter. Detailed information on the GOMC can be found here:

<https://www.google.com/onlinechallenge/>

Why is this syllabus so long?

I want you to make an informed decision when you take this course. I want you to take the course for the right reasons. A detailed syllabus can help you decide if this is the right course for you.

Academic Integrity

Academic integrity entails absolute honesty in one's intellectual efforts. The DePaul Student Handbook details the facets and ramifications of academic integrity violations. Pay close attention to the policies on cheating and plagiarism. Work done for this course must adhere to the University Academic Integrity Policy, which you can review in the Student Handbook or by visiting:

<http://academicintegrity.depaul.edu/Resources/Students/index.html>

Credits

Cover images taken from the Freewave Data DVD (Joel Evey)