INTERNET MARKETING
Fall 2012
Sage 3235
BUS 463-001 M/W/F 9:10-10:10
BUS 463-002 M/W/F 10:20-11:20

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Required Reading

The New Rules of Marketing and PR: How to Use Social Media, News Releases, Blogs, Podcasting, Viral Marketing and Online Media to Reach Buyers Directly (2nd or 3rd edition)
David Meerman Scott

Quirk EMarketing: The Essential Guide to Online Marketing (2nd edition)*
Rob Stokes
*A PDF of this textbook is posted on D2L. Students are not required to print this PDF (do not print the entire thing since we will only use portions of it for this course.) However, if students would like to have hard copies of the chapters we discuss, they are responsible for printing them. If students wish to purchase the book, visit www.quirk.biz/emarketingtextbook/buy.

Letting Go of the Words, Second Edition: Writing Web Content that Works
Janice (Ginny) Redish
(Note: This book will be available in its paperback edition on September 6, 2012, and in kindle format on August 15, 2012. It’s okay if you don’t have this book right away when class starts, but we’ll be needing it by mid-September, so please order it as soon as you can. Hint: As of 8/14/12, Amazon had this book available for pre-order for between $28 and $32, which is a substantial discount off of the regular cover price.)

Due to the nature of the subject matter and how quickly new information on this topic emerges, this course may use materials and readings from online sources. Additional case studies, articles and other reading assignments will be posted to D2L throughout the semester. It is the student’s responsibility to check D2L prior to every class and read assignments in preparation for class discussions. A weekly reflection and an evaluation of your preparedness for class will count for 14 percent of your final grade.

Pre-Requisites

Admission to the College of Business
Introduction to Marketing (Bus 371 or its equivalent)
College of Business Objectives

The College of Business has objectives aimed at improving skills among undergraduate students. Some of these skills are developed/practiced in this course, including critical observation/reasoning, communication, project management, teamwork and technology.

Course Goals

- To understand the evolving role of the Internet in marketing B2B and B2C companies.
- To familiarize students with a selection of topics which are emerging as key elements for successful Internet Marketing strategies and tactics.
- To examine Internet Marketing by blending theory and application using recent developments in research and real-world cases.
- To incorporate applied learning into the course by integrating a team project for a local company, which will be used in their Internet Marketing efforts in 2012.

Course Outline

We will adhere as closely as possible to the outline on D2L. However, there are situations, which sometimes prompt us to move ahead, lag behind or be diverted. As a result, from time to time we will review and/or revise the status of the outline and schedule. Please visit the D2L class site on a frequent basis so that you are informed of any changes. Excuses will not be given for not staying informed about the class schedule. If there is something in the class schedule or any course information that you do not understand, it is your responsibility to communicate with the instructor to gain clarification. A general course outline of the topics we will cover in class is as follows:

- Website Goals
- User Personas
- Content & Storytelling on the Web
- Design, Landing Pages, Navigation, Usability, Accessibility
- Website Public Relations
- Rich/New Media
- Search Engine Marketing (SEM)
- Search Engine Optimization (SEO)
- Online and Pay-per-Click Advertising
- Analytics, Key Performance Indicators (KPIs) & Testing
- Social Media
- Email Marketing
- eCommerce
- Internet Law
- Final Project Presentations
## Course Requirements & Grading

Other than quizzes, each assignment will be evaluated against a rubric, which will be available in D2L. Because I anticipate great discussions in class, *unexcused* absences from class will result in a negative score of .5% for each class missed from your final score.

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<tr>
<th>Requirement</th>
<th># of Them</th>
<th>Contribution to Final Grade Each</th>
<th>Total Contribution to Final Grade</th>
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<tbody>
<tr>
<td>Student Profile Questionnaire</td>
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<tr>
<td>Quizzes</td>
<td>4</td>
<td>5%</td>
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<tr>
<td>Final Group Project Report</td>
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<td>Final Group Project Presentation</td>
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<tr>
<td>Individual Worksheets</td>
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<td>3%</td>
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<tr>
<td>Weekly D2L Reflection Discussion</td>
<td>14</td>
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<tr>
<td>Group Mid-Term Reflections/Status Updates</td>
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<td>Final Individual and Group Reflection</td>
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### Student Profile Questionnaire (4%)

This student profile questionnaire is a very short and simple mechanism for me, as the instructor, to learn more about where you are coming from in your learning and outside of classroom experiences. This will help me determine what things you may or may not know and how I may need to restructure my teaching so you get the most out of this class. It will also help me understand your career aspirations, in the event that I hear of a career or internship opportunity that may be a good fit for you. This questionnaire will also ask you to set a personal learning goal for the course that you will be asked to evaluate yourself on at the end of the semester. This student profile questionnaire will be evaluated against a rubric that will be made available in D2L.

### Final Group Project Report (20%)

A description of the final project report will be made available at the beginning of the semester. The final project report is worth 20% of a student’s final grade and will be evaluated against a rubric that will be made available in D2L.

### Final Group Project Presentation (20%)
Teams will be asked to give a 15-minute presentation to members of the client team in Sage 3235 on one of the following days:

- Monday, December 10, 2012
- Wednesday, December 12, 2012
- Friday, December 14, 2012

Assignment of team presentation days will be given at a later date. Teams will be penalized for presentations that exceed the 15-minute timeframe. A handout will be distributed to teams later in the semester to help them prepare for the presentation. The team presentation will be worth 20% of a student’s final grade.

Individual Worksheets (15%)

Throughout the semester, five (5) worksheets will be assigned and collected. The purpose of these worksheets is two-fold; to expand students’ knowledge on Internet Marketing topics through the use of case studies and to prepare students for final project team meetings, which are held as part of class throughout the semester. Late worksheets and worksheets sent electronically will not be accepted.

Weekly D2L Reflection Discussion (14%)

Weekly reflections of current topics will be assigned in D2L. It is expected that each student contribute an initial weekly reflection in D2L based on the topic or initial question I pose in D2L for that particular week. Initial posts are due in D2L by 11:59 p.m. CST on Wednesday of each week (with the exception of the first day of class). A response post to something another student has posted will be due by Sunday at 11:59 p.m. CST. In summary, you are required to post create two postings to the D2L discussion board each week. Your reflection can include any of the following types of comments:

- Your thoughts on what a guest speaker had to say that week.
- Your thoughts on any assigned reading that week.
- Your thoughts on any extra reading you’ve done on the topic for the week.
- Your thoughts on what you’ve learned and/or how you might continue to learn about the topic that week.

Length of the weekly reflection is not important, so long as you express your viewpoints professionally and completely. You will be graded on your weekly reflection per the Weekly D2L Reflection Rubric that will be posted in D2L.

Group Mid-Term Reflections/Status Updates (3%)

At about half way through the semester, you will be asked to complete a group reflection and status update. This is each individual student’s personal reflection on how their group project is progressing. A handout will be made available in D2L for you to use in completing your group reflection and status update. This reflection is your formal opportunity for you to evaluate your team and let me know of any challenges you are facing as a team. You are, of course, encouraged to speak with or email me at any time throughout the length of the course with any questions or concerns about the group project and your group dynamics so that these challenges can be addressed and corrected as soon as possible. This group reflection will be used to provide guidance to each group as you progress toward your goals. This reflection will be evaluated against a rubric that will be made available in D2L.
Final Individual and Group Reflection (4%)

The final individual and group reflection is a personal reflection by each individual class member on how you feel you’ve progressed in your learning experience in this course throughout the semester. The individual portion of the reflection will include how you feel you’ve met your personal learning goals for the course. The group portion of the reflection will include a summary of how your group worked together to complete the final project and how you’ve met your group’s goals for the project. The group reflection portion of the assignment may have an impact on each individual’s grade for the final project and presentation. This reflection will be evaluated against a rubric that will be made available in D2L.

Attendance

Unexcused absences from class will result in a negative score of .5% for each class missed from your final grade. There are 42 class meetings. If you miss three class sessions, you will receive a reduction in your final score for the class of 1.5%. If you miss 10 classes, you will receive a reduction in your final score for the class of 5%. Please attend class, as it’s why you are paying tuition.

If you cannot make class, you should e-mail reinkehe@uwosh.edu before 8 a.m. on the day of class. Failure to do so will influence your final grade. If a student does miss a class, it is their responsibility to obtain the information covered from D2L.

Your Responsibility as an Active Learner

You are ultimately responsible for your own learning. You will get out of this class what you put into it. I, as an instructor, am here to offer guidance in your learning experience. Research is a core of undergraduate student learning and will be a necessary skill that you will need in the rest of your career. As such, in addition to the required course reading and assignments, this class may involve independent research from you as a student. This is your opportunity to get the most out of this class. I encourage you to explore the class topics and go beyond what is assigned in class. I encourage you to find evidence that contradicts points offered in class, as this is a relatively new and ever-changing topic and there are often no “correct” answers. I, as an instructor, rather than answering your questions directly, will encourage you to find the answers on your own or may throw questions back to you to encourage you to think on your own. I will often offer my opinions and my experiences about class topics, but again, you are ultimately responsible for your own learning.

Classroom Civility

Civility and ethics both deal with how we treat each other on a daily basis; they are intricately linked. How we treat others is a good indication of who we are and what we value. Civility requires more than the show of good manners, proper etiquette and politeness. Civility requires restraint, respect, and responsibility in everyday life. [Source: http://www.extension.iastate.edu/mt/civility/ethics/]

I expect the following principles of civility, Adapted from The Oshkosh Civility Project and UW Oshkosh Administrative Leadership Principles, in our classroom:

- Pay attention: Be aware and attend to the people around you.
- Maintain an open, inclusive, non-threatening environment.
• Don’t gossip and don’t accept when others choose to do so.
• Treat people with respect: Honor other people and their opinions, especially in the midst of a disagreement.
• Respect the ideas, roles and talents of all members of the the class and your project team.
• Nurture, promote and integrate diversity of people and ideas.
• Encourage risk taking. It’s how we learn and grow.
• Preserve the ideals of altruistic leadership.
• Recognize, reward and celebrate success.
• Empower and support others.
• Take responsibility for yourself, your actions and your choices. Don’t shift responsibility and blame to others when you own it.
• Communicate honestly and constructively. Look for opportunities to find common ground. When disagreeing, stick to the issues and don’t make personal attacks.
• Listen carefully and respond clearly: Focus on others in order to better understand their points of view.
• Apologize when necessary. Be sincere and attempt to repair damaged relationships. Remember, you’ll have to deal with relationships in the workplace the rest of your life and this is not always easy.

Use of Personal Technology in Class

I encourage the use of personal technology and computers in class, particularly based on the nature and content of this course. The use of personal technology in the classroom should be limited to activities that pertain to classroom discussion, so as not to cause a disruption to other students. I also want you focusing on what’s going on in the classroom and not chatting with friends on Facebook about your plans for the weekend, as an example. If I receive complaints from other students about non-applicable use of personal technology in the classroom, this will impact your final score under the category of attendance. Being in attendance in class means being both physically and mentally present. Please turn your cell phones off or on vibrate mode in class and make sure your computers are muted. Thank you!

Final Grading Structure

(Note: I will not round up from a tenth of a decimal point. If you feel like you don’t deserve the particular grade you received, please make an appointment with me to make an appropriate and mature case about why you deserved a different grade. This will not, however, guarantee your grade will be changed.)

93+ (A)
90 to <93 (A-)
87 to <90 (B+)
83 to <87 (B)
80 to <83 (B-)
77 to <80 (C+)
73 to <77 (C)
70 to <73 (C-)
67 to <70 (D+)
63 to <67 (D)
60 to <63 (D-)
Below 60 (F)
Academic Honesty

UW Oshkosh is committed to a standard of academic integrity for all students. The system guidelines state: “Students are responsible for the honest completion and representation of their work ... and for respect of others’ academic endeavors” (s. UWS 14.01, Wis. Adm. Code). Students are subject to disciplinary action for academic misconduct, as defined below:

1. Academic misconduct is an act in which a student:
   a. Seeks to claim credit for the work or efforts of another without authorization or citation;
   b. Uses unauthorized materials or fabricated data in any academic exercise;
   c. Forges or falsifies academic documents or records;
   d. Intentionally impedes or damages the academic work of others;
   e. Engages in conduct aimed at making false representation of a student’s academic performance; or
   f. Assists other students in any of these acts.

2. Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

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