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Office: Sage 2612A (In the Dean’s Suite)
Office Hours: M/W: 3 p.m. to 4 p.m. or by appointment
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**Required Textbooks**

*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](http://www.quirk.biz/emarketingtextbook/buy).

*Letting Go of the Words, Second Edition: Writing Web Content that Works*
Janice (Ginny) Redish

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. This assigned reading is also required prior to class to ensure appropriate classroom discussion. It is the student’s responsibility to check D2L prior to every class and read assignments in preparation for class discussions.

**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.
Student Learning Objectives

- To understand the components of an Internet Marketing plan, how each part connects to the other parts of the plan and how a situation analysis informs the direction for the strategies and tactics of the plan.
- To be able to make applicable recommendations to a client for the client’s Internet marketing strategy and present those recommendations to a client audience.
- To understand a client’s business objectives and develop goals and strategies to meet objectives.
- To create SMART (specific, measurable, assignable, realistic, time-bound) goals for an online strategy.
- To understand target market(s) based on evidence-based research and develop persona profile(s) for those target markets based on realistic persona attributes or primary research.
- To understand how to determine the tasks and scenarios that users come to a website for and how to optimize a website for those tasks and scenarios.
- To understand how content plays a role in online marketing strategies.
- To write sample pieces of content that could be used in an online marketing strategy for effective conversions and to meet the needs and goals of users.
- To understand very basic HTML in order to troubleshoot web applications or apply Internet marketing strategies.
- To understand how site design, landing pages, navigation, usability and accessibility fit into an online marketing strategy and how they help users achieve their online goals and tasks.
- To understand how new and rich media (images, video, webinars, white papers, etc.) fit into an online marketing strategy, can enhance a website or online communication vehicle and help an organization reach its online goals.
- To understand what conversions and key performance indicators are for a website or Internet marketing strategy and how the components of an Internet Marketing Strategy can be optimized to increase conversions.
- To understand some basic online analytics for continuous monitoring of a website and online marketing channels.
- To understand how search engine optimization relates to organic search, some search engine optimization techniques and how to apply those techniques.
- To brainstorm a list of 100 appropriate keyword phrases for a website and verify the legitimacy of those keywords using the Google AdWords keyword tool and other sources.
- To understand methods of Internet advertising (SEM, PPC, display, etc.) and how they can increase traffic.
- To have a basic understanding of what a usability test is and how it can be used to make changes on a website.
- To understand how to maximize and leverage social media as a means of online marketing as a means of achieving online goals and objectives.
- To understand some basic strategic and tactics of an eCommerce website.
- To understand basics rules and guidelines of email marketing, how to craft a successful email campaign and measure the results of that campaign.
- To understand some basics of Internet law.

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.
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.

<table>
<thead>
<tr>
<th>Requirement</th>
<th># of Them</th>
<th>Contribution to Final Grade Each</th>
<th>Total Contribution to Final Grade</th>
</tr>
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<tbody>
<tr>
<td>Quizzes</td>
<td>4</td>
<td>5%</td>
<td>20%</td>
</tr>
<tr>
<td>D2L Reflection Discussion (8 discussions, 4 will be graded randomly)</td>
<td>8 Total 4 Graded</td>
<td>3%</td>
<td>12%</td>
</tr>
<tr>
<td>Individual Worksheets</td>
<td>6</td>
<td>4%</td>
<td>24%</td>
</tr>
<tr>
<td>Incremental Group Project Submissions</td>
<td>3</td>
<td>5%</td>
<td>15%</td>
</tr>
<tr>
<td>Final Group Project Report</td>
<td>1</td>
<td>20%</td>
<td>20%</td>
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<tr>
<td>Final Group Project Presentation</td>
<td>1</td>
<td>5%</td>
<td>5%</td>
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<tr>
<td>Participation</td>
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<td>2%</td>
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<tr>
<td>Final Individual and Group Reflection</td>
<td>1</td>
<td>2%</td>
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D2L Reflection Discussion (12%)

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, starting with the first post being due 2/6/13. A response post to something another student has posted will be due the Sunday of that same week at 11:59 p.m. CST. In summary, you are required to post create two postings to the D2L discussion board on assigned weeks.

Length of the weekly reflection is not important, so long as you express your viewpoints professionally and completely. You will be graded on 4 of the 8 the discussion posts, chosen at random by the instructor, per the D2L Reflection Rubric that will be posted in D2L. Any student that does not complete either the initial post and/or the response post for any of the 4 randomly graded weeks will receive a score of 0 for that week’s post.

Individual Worksheets (24%)

Throughout the semester, five (6) 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.

Incremental Group Project Submissions (15%)

In addition to the individual worksheets giving you content that you can use in your group’s Final Group Project Report and Presentation, groups will be required to submit three (3) sections of the Final Group
Project at various points throughout the semester. The sections to be included in these Incremental Group Project Submissions will be made available in D2L. The purpose of this is to make sure that your final project stays on track and that some of the sections of the final project can be reviewed by the instructor prior to the Final Group Project Report submission to give you time to make corrections and ensure a quality final project.

**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 (5%)**

Teams will be asked to give a **15-minute presentation** to members of the client team in Sage 1239 on one of the following days:

- Tuesday, May 7, 2013
- Thursday, May 9, 2013

Assignment of team presentation days will be given at a later date. A handout will be distributed to teams later in the semester to help them prepare for the presentation.

**Final Individual and Group Reflection (2%)**

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**

The Marketing Professors believe that when students miss class, they are not available to share their insights and help develop discussion. They are also not exposed to the “un-scripted” discussions and comments that invariably pop up in most classes. As such they lose out on the richness and perspective that is so important to truly understand how business works. We want our students to possess the insights and dimensionalities gained from the class discussions.

**One percent (1%) of the total semester possible points will be deducted for each unexcused absence.** Excused absences may include participation in all-university events and emergencies, provided appropriate documentation is submitted in a timely manner by the student who is absent. Your professor has the right to adjust this policy, for example excusing one non-emergency absence or allowing an excused absence for illness with prior communication to the professor.

Each student will be allowed two (2) **excused** absences from class for the entire semester without a penalty. An excused absence is considered when the student contacts me via email prior to the class meeting. Anything beyond those two excused absences will count as an unexcused absence and result in the one percent (1%) deduction from your final grade.
If you cannot make class, you should e-mail reinkehe@uwosh.edu before 8 a.m. on the day of class in order for it to count as excused. If a student does miss a class, it is their responsibility to obtain the information covered from D2L.

Please use your two excused absences wisely.

Group Work

Working in groups can often be more difficult than working individually on a project. However, working in teams can provide different insights and have a synergistic effect on your work. It is your responsibility to ensure that all team members contribute to the grade. As in business, your team must learn to work together, come to a consensus on ideas and resolve conflicts that arise.

The instructor will be available for consultation if your team cannot resolve their own differences. Organize early and you will be rewarded! Select a team leader who can organize meetings, keep assignments on time, and make the administrative burden much lighter on everyone. Exchange telephone numbers and email addresses with each other and make sure that I have a copy of this information for the entire team.

Set up a regular schedule of meetings when everyone is likely to attend. Allow extra meeting time during the heavy load periods in case it becomes necessary. Remember, the only people responsible for an efficient team are the team members! All the members will receive the same grade for the team project. "Freeloaders" exist only if the team allows it. Do not complain at the end of the semester that a member of the team did not do his or her part. Let me know at the beginning of such tendencies. We will have peer evaluations. An individual’s grade for a project may be downwardly adjusted depending on this evaluation.

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 or if I notice non-applicable use of personal technology in the classroom, this will impact your final score under the category of participation. 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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