



MKT 595: INTERNET MARKETING

Syllabus - Autumn 2009

James Moore

Version 5.6

MKT 595: Internet & Interactive Marketing

Syllabus - Autumn, 2009 (Online)

Version 5.6

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

www.depaul.edu/~jmoore/mkt595/

and on the LMS (Learning Management System). If you discover any errors or discrepancies in the syllabus, please e-mail me so I can make the necessary corrections.

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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 based, drawing on current applied readings and cases from a variety of industries in both the business-to-business and business-to-consumer markets. Online activities and discussion are used to enhance the class. Students wishing to concentrate in e-business must consult with KGSB advisors prior to taking this course.

Contact Information

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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, 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. Your active and thoughtful participation is vital.

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

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 blended — where the best of online and face-to-face interaction is combined in a way that transcends the limitations of each format.

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 will be 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 weekly 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 that connects to the Internet.
- A working e-mail 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 (Flash) or downloadable (QuickTime, iTunes, 3GP) format.
- Administrator access to a computer to install software (if required).

Because this is an online course, we will include activities that help the class get to know one another. You will be required to create a “homepage” as a means of introducing yourself. Include on the homepage pertinent information such as professional experience and academic background. Personal information is welcome too, so feel free to include on the homepage information regarding family/friends/pets, etc., as well as a photo. Complete instructions on how to create the homepage will be provided the first week of class.

This online course will be taught on a new Learning Management System, not on Blackboard. You may be asked to participate in a research study. We are trying to learn more about the effect that Learning Management System (LMS) features have on learning outcomes such as social presence, teaching presence, and cognitive presence in online courses. Social presence refers to our ability to project personal characteristics online. Cognitive presence is our ability to construct meaning through online interactions. Teaching presence refers to the ability to create meaningful teaching experiences resulting in productive online learning outcomes.

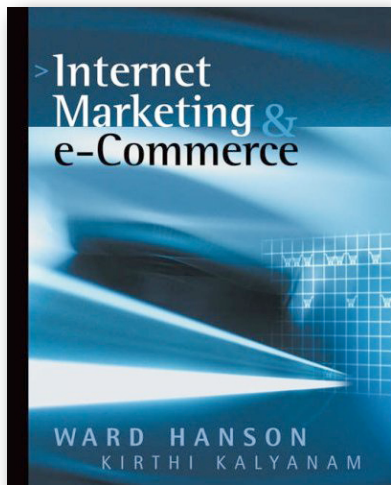
We believe that your online educational experiences are affected by how conducive an LMS is to creating social, cognitive, and teaching presence. Our ability to identify the LMS that best meets your educational needs will help us make your online learning experience at DePaul a fruitful and rewarding experience.

If you agree to participate in this study, you will be asked to fill out a confidential online survey at the end of the term that will include questions about perception and satisfaction with the LMS, as well as measures of the social presence, teaching presence and cognitive presence in the class. We will also collect information on student and faculty involvement, class participation and feedback throughout your course. All data will be codified by graduate assistants to

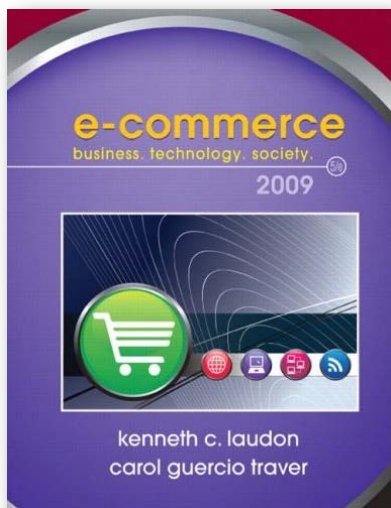
maintain your anonymity. You can choose not to participate while remaining in the course, and there will be no negative consequences if you do so.

Recommended Textbooks

There is no required textbook for this class. All required readings and material will be made available online. Previous classes have required *Internet Marketing and e-Commerce* — this textbook is now recommended rather than required.



Hanson, W. and K. Kalyanam (2006). *Internet Marketing and e-Commerce* (1st edition), South-Western College Pub.



Laudon, K and C. Traver (2008) *E-Commerce 2009* (5th edition), Prentice Hall.

Schedule

Week	Topics	Weekly Assignment(s)	Deliverables Checklist
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 	<ol style="list-style-type: none"> 1. Website planning exercise 2. Create online profile 3. Discussion board exercise 4. Week 1 quiz 5. Week 1 survey 	
Two September 16 - September 22	<ul style="list-style-type: none"> • Intro to Social Media • Blogs • Flogs • RSS • Podcasting • Analytics 	<ol style="list-style-type: none"> 1. Create course blog (and first post) 2. Form teams 3. Discussion board participation 4. Week 2 quiz 5. Week 2 survey 	<input type="checkbox"/> Website planning (20 points) <input type="checkbox"/> Online profile (10 points) <input type="checkbox"/> Discussion board (5 points) <input type="checkbox"/> Week 1 quiz (5 points) <input type="checkbox"/> Week 1 Survey (1 point)
Three September 23 - September 29	<ul style="list-style-type: none"> • Search – Part 1 <ul style="list-style-type: none"> • How Search Works • Paid Search 	<ol style="list-style-type: none"> 1. Analytics exercise 2. Team exercise: Paid Search 3. Discussion board participation 4. Blog journal 5. Week 3 quiz 6. Week 3 survey 	<input type="checkbox"/> Blog (20 points) <input type="checkbox"/> Team roster (5 points) <input type="checkbox"/> Discussion board (5 points) <input type="checkbox"/> Week 2 quiz (5 points) <input type="checkbox"/> Week 2 Survey (1 point)

Week	Topics	Weekly Assignment(s)	Deliverables Checklist
Four September 30 - October 6	<ul style="list-style-type: none"> • Search – Part 2 • SEO (Search Engine Optimization) • Landing Page Optimization 	<ol style="list-style-type: none"> 1. Team exercise: SEO 2. Discussion board participation 3. Blog journal 4. Week 4 quiz 5. Week 4 survey 	<input type="checkbox"/> Analytics (25 points) <input type="checkbox"/> Team document: Paid Search (20 points) <input type="checkbox"/> Discussion board (5 points) <input type="checkbox"/> Blog post (5 points) <input type="checkbox"/> Week 3 quiz (5 points) <input type="checkbox"/> Week 3 Survey (1 point)
Five October 9 - October 11	<ul style="list-style-type: none"> • Midterm 	<ol style="list-style-type: none"> 1. Midterm survey 	<input type="checkbox"/> Team document: SEO (20 points) <input type="checkbox"/> Discussion board (5 points) <input type="checkbox"/> Blog post (5 points) <input type="checkbox"/> Week 4 quiz (5 points) <input type="checkbox"/> Week 4 Survey (1 point)
Six October 14 - October 20	<ul style="list-style-type: none"> • Internet Business Models • Internet Retailing • Channels • CRM • Advertising 	<ol style="list-style-type: none"> 1. Team exercise: Internet Business Models 2. Discussion board participation 3. Blog journal 4. Week 6 quiz 5. Week 6 survey 	<input type="checkbox"/> Midterm Survey (1 point)

Week	Topics	Weekly Assignment(s)	Deliverables Checklist
Seven October 21 - October 27	<ul style="list-style-type: none"> Innovation Second Life Gaming Mobile Marketing 	1. Second Life Exercise 2. Discussion board participation 3. Blog journal 4. Week 7 quiz 5. Week 7 survey	<input type="checkbox"/> Team document: Internet Business Models (20 points) <input type="checkbox"/> Discussion board (5 points) <input type="checkbox"/> Blog post (5 points) <input type="checkbox"/> Week 6 quiz (5 points) <input type="checkbox"/> Week 6 Survey (1 point)
Eight October 28 - November 3	<ul style="list-style-type: none"> e-mail Marketing Research Social Web Consumer-Generated Content 	1. Discussion board participation 2. Blog journal 3. Week 8 quiz 4. Week 8 survey	<input type="checkbox"/> Second Life Exercise (30 points) <input type="checkbox"/> Discussion board (5 points) <input type="checkbox"/> Blog post (5 points) <input type="checkbox"/> Week 7 quiz (5 points) <input type="checkbox"/> Week 7 Survey (1 point)
Nine November 4 - November 10	<ul style="list-style-type: none"> Organizing Security / Privacy Copyright 	1. Discussion board participation 2. Blog journal 3. Week 9 quiz 4. Week 9 survey	<input type="checkbox"/> Discussion board (5 points) <input type="checkbox"/> Blog post (5 points) <input type="checkbox"/> Week 8 quiz (10 points) <input type="checkbox"/> Week 8 Survey (1 point)
Ten November 11 - November 17	<ul style="list-style-type: none"> Final Presentations 	1. Discussion board participation 2. Blog journal 3. Week 10 quiz 4. Week 10 survey	<input type="checkbox"/> Discussion board (5 points) <input type="checkbox"/> Blog post (5 points) <input type="checkbox"/> Week 9 quiz (5 points) <input type="checkbox"/> Week 9 Survey (1 point)
Eleven November 20 - November 22	<ul style="list-style-type: none"> Final Exam 		<input type="checkbox"/> Discussion board (5 points) <input type="checkbox"/> Blog post (5 points) <input type="checkbox"/> Week 10 quiz (10 points) <input type="checkbox"/> Week 10 Survey (1 point)

Grading

Overview

Grading	
Mid-term	15%
Project / Presentation:	25%
Final Exam:	20%
Weekly Assignments:	25% (250 points)
Online quizzes:	5%
Engagement:	5%
Surveys:	5%

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+

Percentage Score	Letter Grade
60-65.9	D
Below 60	F

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:

4. Blackboard Discussion Board
5. MKT 595 Blogs
6. Final Project

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

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.

Each week I will award a maximum of five points for discussion board participation. To achieve the maximum grade you will have to post at least two times.

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.

Project Report Rubric

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 rubric has two parts — **content** and **execution**:

Content	10 Points	30 Points	50 Points
Content / Information <ul style="list-style-type: none"> • Clarity of purpose • Critical and original 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

Execution	5 Points	7 Points	10 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.

Presentation Rubric

	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

	1 Point	2 Points	3 Points
<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
<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

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

Bonus Points	
+1	Materials successfully delivered in electronic format.
+1	Uses relevant metadata.

Deliverables

Weekly Assignments

Each week you will have a series of short assignments to complete. The assignments are designed to foster communication and reflection. Each assignment is due the following week. Five points will be deducted from your assignment grade for each day past the deadline.

More detailed instructions on how to complete the assignments will be provided each week.

Week 1 Assignments	Points
<p>Website Planning</p> <p>Create a paper prototype for your assigned website. Your planning document should include:</p> <ol style="list-style-type: none">1. Business name2. Domain name3. Navigational menu4. Page structure / hierarchy / taxonomy	20

Week 1 Assignments	Points
<p>Online Profile (LMS homepage)</p> <p>Using the LMS (Learning Management System), update your homepage with a photograph (300 x 300 pixels) of yourself and a short personal resume. On your homepage, please answer these questions:</p> <ol style="list-style-type: none"> 1. What do you do? 2. What are your interests? 3. Why did you enroll in this course? 4. What is your level of computer proficiency? 5. What do you want to learn in this course? 6. What is the most significant thing you have learned in life (so far)? 	10
<p>Week 1 Discussion Board Exercise</p> <p>Participate in the Week 1 Discussion Board. You have to post at least twice to receive full marks.</p> <p>Each discussion board post is graded according to a three-point scale.</p>	5

Week 2 Assignments	Points
<p>Create Course Blog</p> <p>Using Blogger, create a blog for MKT 595. In this blog you will create journal entries to chart your research, discoveries and thoughts as you complete this course. Post one journal entry for this week.</p>	20

Week 2 Assignments	Points
<p>Form Teams</p> <p>Upload your team information to the LMS. Your team cannot be any larger than six people. The information I will need is:</p> <ol style="list-style-type: none"> 1. Team roster 2. Team captain 3. Team name <p>Look at the online profiles of your fellow students and take note of the online discussion. This information will help inform your decision of who should be in your team. Diversity is very to a team's success. Look for a team captain with project management experience.</p>	5
<p>Week 2 Discussion Board Exercise</p> <p>Participate in the Week 2 Discussion Board. You have to post at least twice to receive full marks.</p>	5

Week 3 Assignments	Points
<p>Analytics Exercise</p> <p>Create a free Google Analytics account and add tracking code to your blog:</p> <p>http://www.google.com/analytics/</p> <p>Using Access Manager, add my account (jmoore.depaul@gmail.com) so I can view your reports.</p>	25
<p>Team Exercise: Paid Search</p> <p>Document your paid search strategy for your assigned website.</p>	20
<p>Week 3 Discussion Board Exercise</p> <p>Participate in the Week 3 Discussion Board. You have to post at least twice to receive full marks.</p>	5

Week 3 Assignments	Points
<p>Week 3 Blog Journal</p> <p>Post at least one entry to your blog charting your research, discoveries or thoughts on anything Internet marketing related that you have encountered this week.</p> <p>Use tags to categorize your postings.</p> <p>Respond to any comments left on your blog.</p>	5

Week 4 Assignments	Points
<p>Team Exercise: SEO</p> <p>Document your paid search strategy for your assigned website.</p>	20
<p>Week 4 Discussion Board Exercise</p> <p>Participate in the Week 4 Discussion Board. You have to post at least twice to receive full marks.</p>	5
<p>Week 4 Blog Journal</p> <p>Post at least one entry to your blog charting your research, discoveries or thoughts on anything Internet marketing related that you have encountered this week.</p> <p>Use tags to categorize your postings.</p> <p>Respond to any comments left on your blog.</p>	5

Week 6 Assignments	Points
<p>Team Exercise: Internet Business Models</p> <p>Document the Internet Business Model for your assigned business.</p>	20
<p>Week 6 Discussion Board Exercise</p> <p>Participate in the Week 6 Discussion Board. You have to post at least twice to receive full marks.</p>	5

Week 6 Assignments	Points
<p>Week 6 Blog Journal</p> <p>Post at least one entry to your blog charting your research, discoveries or thoughts on anything Internet marketing related that you have encountered this week.</p> <p>Use tags to categorize your postings.</p> <p>Respond to any comments left on your blog.</p>	5

Week 7 Assignments	Points
<p>Second Life Exercise</p> <p>Create a free account and avatar in Second Life:</p> <p>http://www.secondlife.com/</p> <p>Visit the Second Life marketing location that I have provided and take a screenshot of your avatar. Upload this image and the name of your avatar to the LMS.</p> <p>Please note that you will need to download and install the Second Life client to complete this assignment. You will need administrator access on your computer to install this application.</p>	30
<p>Week 7 Discussion Board Exercise</p> <p>Participate in the Week 7 Discussion Board. You have to post at least twice to receive full marks.</p>	5
<p>Week 7 Blog Journal</p> <p>Post at least one entry to your blog charting your research, discoveries or thoughts on anything Internet marketing related that you have encountered this week.</p> <p>Use tags to categorize your postings.</p> <p>Respond to any comments left on your blog.</p>	5

Week 8 Assignments	Points
<p>Week 8 Discussion Board Exercise</p> <p>Participate in the Week 8 Discussion Board. You have to post at least twice to receive full marks.</p>	5

Week 8 Assignments	Points
<p>Week 8 Blog Journal</p> <p>Post at least one entry to your blog charting your research, discoveries or thoughts on anything Internet marketing related that you have encountered this week.</p> <p>Use tags to categorize your postings.</p> <p>Respond to any comments left on your blog.</p>	5

Week 9 Assignments	Points
<p>Week 9 Discussion Board Exercise</p> <p>Participate in the Week 9 Discussion Board. You have to post at least twice to receive full marks.</p>	5
<p>Week 9 Blog Journal</p> <p>Post at least one entry to your blog charting your research, discoveries or thoughts on anything Internet marketing related that you have encountered this week.</p> <p>Use tags to categorize your postings.</p> <p>Respond to any comments left on your blog.</p>	5

Week 10 Assignments	Points
<p>Week 10 Discussion Board Exercise</p> <p>Participate in the Week 10 Discussion Board. You have to post at least twice to receive full marks.</p>	5
<p>Week 10 Blog Journal</p> <p>Post at least one entry to your blog charting your research, discoveries or thoughts on anything Internet marketing related that you have encountered this week.</p> <p>Use tags to categorize your postings.</p> <p>Respond to any comments left on your blog.</p>	5

Midterm & Final Exams

The Midterm and Final exams will take place online. Each exam will have a three-day window for you to take an online quiz (part 1) and to download and complete a take-home assignment (part 2). The dates the exams will be available are:

- Midterm: Friday October 9th (1:00 a.m Central Time.) - Sunday October 11th (11:00 a.m. Central Time)
- Final: Wednesday November 18th (11:00 a.m Central Time.) - Sunday November 22nd (11:00 a.m. Central Time)

Exam Structure	
Part 1 - Online quiz	<ul style="list-style-type: none">• 20 Multiple-choice questions (20 points)• 4 Short answer questions (20 points)
Part 2 - Take-home assignment	<ul style="list-style-type: none">• 6 Short essay questions — no more than 350 words per question (60 points)

Project: MBA Internet Product or Service

The project for the this iteration of Internet Marketing is to design an Internet product or service that would appeal to DePaul MBA students. Your project will have two components:

1. Project report (80 points)
2. Pre-recorded presentation (20 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, 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.

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 (4th Edition)**

by Philip Kotler , Kevin Keller

Marketing Management (13th Edition) (Hardcover)

by Philip Kotler , Kevin Keller

I thought the project was to compete in the Google Online Marketing Challenge – am I wrong?

The Google Online Marketing Challenge (<http://www.google.com/onlinechallenge/>) typically operates with a competition window over any three consecutive weeks between late January and late May. This becomes the course project when the challenge coincides with the MKT 595 schedule.

What are your office hours?

By appointment. We can talk in person, over the telephone or via Skype.

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 “in class.”

Is there a required book for this course?

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

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)