MARK 468, Internet Marketing
Fall 2014, Thursdays 6-9pm, Corboy Law Center - Room 321

Catalog Description

This course develops an understanding of the Internet as part of an overall marketing strategy by considering digital design, online consumer behavior, business-to-business marketing, interactivity, community, personalization and the role of the internet in international marketing and market research.

Outcome: Students develop the power to act effectively by using technology in increasingly complex buying environments.

➢ Prerequisites: MARK 460.

Course Overview

This course will provide an overview of various digital marketing topics, including web analytics, website design/usability, search engine marketing (paid and organic), display advertising, and social media. We will focus on theories and tactics for implementing successful digital marketing strategy through lectures, hands-on exercises, and a “real world” simulation.

Class meeting will typically begin in lecture format, highlighting key concepts from the week’s assigned readings. The second half of class will be devoted to activity or the simulation. Students are expected to play an active role in both formats. Class participation and professionalism account for 10% of the overall class grade.
Required Materials

- Internet Marketing Simulation This course uses an online Internet marketing simulation called the RealDeal Simulation, which will be accessed at [http://www.stukent.com/](http://www.stukent.com/). A simulation license must be purchased by each student ($50).

- Course Book: *Internet Marketing Start to Finish: Drive measurable, repeatable online sales with search marketing, usability, CRM, and analytics*; Catherine Juon, Dunrie Greiling, and Catherine Buerkle; First Edition; ISBN 0789747898

- Weekly reading materials will be posted on Sakai and/or available through the university library. Readings are taken from various online sources, as well as the free textbook e-marketing. The book is available in print ($40), e-reader ($29.99), or pdf (free) at [http://www.redandyellow.co.za/product/textbook-digital/](http://www.redandyellow.co.za/product/textbook-digital/)

- *eMarketing: The essential guide to marketing in a digital world*; Rob Stokes; Fifth Edition.

Recommended Readings


Social Media Examiner: All things social; [http://www.socialmediaexaminer.com/](http://www.socialmediaexaminer.com/)


Course Objectives and Learning Outcomes

As your professor for Internet Marketing, I am fortunate to be able to engage in the learning process with you. As my students, you are my partners (co-creators!) in this learning process and you must take ownership for your learning. The goal of the course is to help you to master the subject matter, guide you in developing the skills necessary to succeed in the workforce, but importantly, it is to broaden your perspectives to new ways of thinking. In order to get the maximum benefit from the course, you must push yourself to change your frame of reference, challenge your assumptions, and be open to new ideas. This course covers both digital marketing strategy and tactics, and their application to business. To this end, current business cases and issues are regularly incorporated into the class. Students are encouraged to analyze these issues with a critical lens and to reflect on possible implications for themselves as well as society at large. I employ interactive learning techniques in the classroom. I expect that you will be an active and engaged participant in this learning process by asking questions, adding insightful comments to discussions, and bringing an overall enthusiastic attitude. Please note mutual respect is important to any partnership, and thus, just as I will respect your ideas and time in class, I expect respect from you in return. Maintaining a professional attitude is essential to be successful in this class, and in your career. Finally, please remember that we are all life-long learners so we will all gain insight and knowledge from each other.

Specifically, this course aims for students

1. To recognize that the Internet has changed the marketing landscape.
2. To acknowledge the power shift from marketer to consumer and understand the implications for business.
3. To understand how the Internet can be used as a research tool to inform marketing strategy.
4. To give you practice applying course material (e.g., through problem solving and decision making) under “simulated” real-world conditions
5. To acquire skills in working with others as a member of a team (e.g., team competition)
Course Requirements and Grading Criteria

Final Grades will be based on the following assessments, weighted as indicated:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>1. Class Participation and Contribution*</td>
<td>10%</td>
</tr>
<tr>
<td>2. Midterm Exam*</td>
<td>20%</td>
</tr>
<tr>
<td>3. Final Exam*</td>
<td>35%</td>
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<td>4. Search Engine Marketing Simulation</td>
<td>35%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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*individual assessment

**Class Participation and Professionalism (10%):** I expect your active participation in class. You must be prepared to add to the class discussion through insightful comments, as well as participate in class exercises. I seek to provide a class atmosphere where everyone feels comfortable asking questions and discussing current business events. Your opinions and ideas are always welcome, as long as you express them in a professional manner. However, please note that it is not the quantity of your comments, but the quality that adds to your participation grade. Interactive classes filled with enthusiastic student participation are both more interesting and fun. Therefore, it is critical that the class move beyond strictly a lecture-style atmosphere. Please note that you should conduct yourself in a professional manner at all times. Absences may negatively impact your grade, as will arriving late and leaving the classroom before class has ended.

**Search Engine Marketing Simulation (35%):**
The Search Engine Marketing simulation involves an environment using real data from Google AdWords. Student teams (approximately 3 students) compete for simulated customers over the course of 10 sessions. This simulation offers an effective way of learning how to apply digital marketing knowledge and acquire the experience and skills for an entry level search engine marketing position. The simulation contains all the information required to participate. We will discuss the simulation together throughout the course.

**Midterm Exam (20%):**
The midterm exam covers material from the first half of the course. The format of the exam will consist of a mixture of multiple choice, matching, and short essay questions. The exam will be based on class lectures, discussions, and assigned readings.

**Final Exam (35%):**
A cumulative exam will be given on the last day of class. The exam will be based on class lectures, discussions, assigned readings, and the simulation experience. Additional information will be provided in class.

**Course Grading Scale**

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>95%–100%</td>
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<tr>
<td>A-</td>
<td>90%–94%</td>
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<tr>
<td>B+</td>
<td>87–89%</td>
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<tr>
<td>B</td>
<td>83–86%</td>
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<tr>
<td>B-</td>
<td>80–82%</td>
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<tr>
<td>C+</td>
<td>77–79%</td>
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<tr>
<td>Grade</td>
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<td>C</td>
<td>73-76%</td>
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<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>60-66%</td>
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<tr>
<td>F</td>
<td>59% and below</td>
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Please note: I will neither round up or down for your final grade.

**Quinlan School of Business Policies:**

**Attendance**

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class meeting period, is expected of Quinlan students. Faculty may set participation policies unique to their courses and use class participation as a component of the final grade. The student is responsible for any assignments or requirements missed during an absence.

Because this class uses in-class group exercises as well as individual participation, a student cannot earn an A for the course without contributing to the class as both an engaged individual student and an involved team member. You are responsible for any class assignments or requirements missed.

**Make-Up Examinations**

Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believe examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. **Make-up examinations are discouraged.** Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician’s note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

Mark 468:

Make up exams and quizzes will not be given unless the absence has been excused by the University (as noted above). If you believe that you will need to schedule a make-up exam, please contact me as soon as possible. Additionally, late assignments will not be accepted.

**Academic Integrity**

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood…Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of “F” for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

Special Requests

- This course depends on a high level of student engagement and participation. Thus, to minimize distractions to you, your fellow students, and me, laptops and other mobile devices should be only used for note taking or during group work time. If I see you doing any other activities (e.g., checking email, social networking), I will kindly ask you to put away the device for the remainder of class.

- As a courtesy to others, please remember to turn off or silence your cell phones during class.
Course Outline:

Week 1: Introduction
8/28 Ch. 1 & 2

Week 2: Digital Analytics & Research
9/4 Tools: Google Analytics
   Ch. 3 & 4

Week 3: Website Design, Development, & Usability
9/11 Ch 5, 6, & 7

Week 4: Search Engine Marketing
9/18 Ch. 8 & 9

Week 5: Search Engine Marketing 2 & Display Advertising
9/25 Start Simulation

Week 6: Midterm Exam
10/2 Simulation Discussion

Week 7: Email Marketing & Affiliate Marketing
10/9 Guest Speaker
   Add Email Marketing to Simulation

Week 8: Social Media
10/16

Week 9: Mobile Marketing & Beyond
10/23 Guest Speaker

Week 10: Final Exam
10/30 Simulation End Discussion

Please note: This class may occasionally deviate from the course outline above.
The instructor reserves the right to make changes as needed to the course syllabus.
**Detailed Course Outline:**

**Week 1: Introduction**
8/28

- What is digital marketing?
- Course overview and expectations
- Simulation discussion

What is digital marketing? Digital marketing broad term that describes the selling or delivery of products or services through online channels (e.g., a web-based inventory application; Netflix streaming) or the use of online venues for non-transaction based activities such as advertising, building community, and customer support.

Many businesses, especially traditional media (e.g., books, magazines, newspapers, and music), have met significant challenges with the introduction of digital media. Today we will discuss the history of Internet, some of major recent developments, and the digital disruption occurring in many industries.

**Required Readings:**

1. *Chapter 1: Why Online Sales Matter* (Internet Marketing Start to Finish; Juon, Greiling, and Buerkle)

2. *Chapter 2: What an Online Sales Engine Can Do* (Internet Marketing Start to Finish; Juon, Greiling, and Buerkle)


4. Look at the slide deck that summarizes some of the main points from Groundswell about Web 2.0: [http://www.slideshare.net/watchingtheweb/groundwell-winning-in-a-world-transformed-by-social-technologies](http://www.slideshare.net/watchingtheweb/groundwell-winning-in-a-world-transformed-by-social-technologies). Slides 1-9 (especially 7, 8, 9) hit their key ideas (with little explanation, but we will discuss in class). The second half of the deck shows examples from the book. (I encourage you to read the book, but I do not require it.)


**Week 2: Listen & Learn – Web Analytics & Research**
9/4

*Bring a computer to class today.*

Tools: Google Analytics & others

This week we’ll discuss marketing research on the web. We explore different tools for listening and analyzing, and also discuss presentation of information. Today we will also take a look inside Google Analytics. We will look at what can be tracked—how and why, conversions and funnels, and ecommerce tracking. We’ll also discuss some other tools that can be used for researching competitors.
Required Readings:

1. Chapter 3: Building a Metrics-Driven Practice (Internet Marketing Start to Finish; Juon, Greiling, and Buerkle)

2. Chapter 4: Breaking Down Silos to Get the Metrics You Need (Internet Marketing Start to Finish; Juon, Greiling, and Buerkle)


5. To familiarize yourself with Google Analytics (GA), watch this nine minute video: [http://www.youtube.com/watch?v=H1Opn4DS88k](http://www.youtube.com/watch?v=H1Opn4DS88k)

6. Readings from Occam’s Razor (posted on Sakai)

   Recommended Readings:

   1. If you want to read more about GA, check out the resources at [http://www.google.com/analytics/discover_analytics.html](http://www.google.com/analytics/discover_analytics.html), especially the “Read the Getting Started Guide” link.

   2. Chapter 1: The Bold New World of Web Analytics 2.0 (Web Analytics 2.0; Kaushik)

   3. Chapter 2: The Optimal Strategy for Choosing Your Web Analytics Soul Mate (Web Analytics 2.0; Kaushik)

   4. Chapter 3: The Awesome World of Clickstream Analysis: Metrics (Web Analytics 2.0; Kaushik)

Week 3: Website Design, Development, & Usability

9/11

Required Readings:

1. Chapter 5: The Audience is Listening (What Will You Say?) (Internet Marketing Start to Finish; Juon, Greiling, and Buerkle)

2. Chapter 6: Putting It All Together and Selling Online (Internet Marketing Start to Finish; Juon, Greiling, and Buerkle)

3. Chapter 7: Making Websites That Work (Internet Marketing Start to Finish; Juon, Greiling, and Buerkle)


7. Target settles suit with National Federation for the Blind (uploaded to Sakai)
Week 4: Search Engine Marketing – Optimization  
9/18

Tools: Hubspot’s Marketing Grader

We’ll cover the following for search engine optimization:

- How to pick keywords; research tools for selecting them; what to do with them once you have picked them; long tail keywords; competitive analysis of keywords.
- Looking at the page source (HTML) for a web page.
- Getting links to your site.
- Tools to assess your site (Hubspot’s Website Grader)

Required Readings:

1. Chapter 8: It’s All About Visibility (Internet Marketing Start to Finish; Juon, Greiling, and Buerkle)


Recommended Readings:

3. Read the results of the 2011 survey of SEO professionals about what matters in search. The link to the main page is below, but you need to click through the different sections of the site (e.g., Correlation & Survey Data, Predictions & Opinions) to get the full results. http://www.seomoz.org/article/search-ranking-factors
5. Chapter 4: The Awesome World of Clickstream Analysis: Practical Solutions (Web Analytics 2.0; Kaushik)

Week 5: Search Engine Marketing – Paid Search & Display Advertising  
9/25

Today we will start discussing search engine marketing and the importance of having search-friendly digital presence. We will start by talking about search ads, the sponsored links that are displayed in search engine results pages (SERP). We’ll focus specifically on Google’s system, AdWords; however, other paid search offerings, such as Yahoo!, are quite similar. We’ll cover how to set up campaigns, how the bidding system works, and how to interpret the data.
Required Readings- SEM:

1. Chapter 9: Running the Feedback Loop (Internet Marketing Start to Finish; Juon, Greiling, and Buerkle)


3. Read the following materials in the AdWords Learning Center at this URL: http://adwords.google.com/support/aw/bin/static.py?hl=en&page=learningcenter.cs
   -- Read all of the materials in sections 1 (Setup and Basics) and 2 (Manage Ads).

Today we dive into online advertising. We will cover display advertising, ad networks and exchanges, retargeting, contextual advertising, and behavioral advertising. Later in the course, we will cover another type of online advertising, search ads and affiliate advertising.

Required Readings – Display Advertising:


Recommended Readings - SEM:

Week 6: Midterm Exam
10/2

Week 7: Email & Affiliate Marketing
10/9

Required Readings:


Guest Speaker: TBA
Week 8: Social Media Marketing
10/16

Today we will discuss the range of activities that fall under the category of social media. First, we will discuss how social media has changed the marketing landscape, causing a power shift in the consumer <-> marketer relationship. Second, we’ll focus on the strategic element of social media, focusing on answering the question of "how does being on [xyz social presence] complement/add to the company or organization's value proposition. Lastly, we will look at measurement of social media investments. We will discuss challenges to developing convincing ROI measures and best practice approaches.

Required Readings:


Suggested Readings:


Week 9: Mobile Marketing & Evolving Digital Landscape
10/23

Guest Speaker: TBA

Required Readings:

Week 10: Final Exam and Wrap-up
10/30

Course Policies

1. If you are a student with a disability and seek accommodations, you must register with the Office of Services for Students with Disabilities. Please provide written notice in a timely manner to the instructor so that accommodations can be made.

2. If you miss class for any reason, you are responsible for obtaining class notes and/or class announcements from one of your fellow classmates. Absence from class does not exempt you from being responsible for the material covered in class or the class announcements. If you find yourself in a situation where you are missing multiple classes due to personal, family, health related or other issues, you need to take the initiative to contact the instructor. It is problematic if students wait to deal with such issues after a significant amount of time has passed or if assignment deadlines are missed. I can’t help or advise you if you don’t contact me and apprise me of the situation.

3. It is expected that all assigned materials have been read prior to class. You will be called on to answer questions, give examples, and explain items covered in the textbook and other assignments. If the assigned materials have not been read, you will not be able to answer the questions. This may result in your participation grade being lowered.

4. Cheating will not be tolerated. You are expected to be aware of and adhere to the University’s policies regarding the honor code, academic honesty, and other ethical considerations. One common scenario is students who let other individuals read their cases or assignments before they hand them in. If the student uses your words, you both may be held responsible for cheating. Therefore, protect your work. If you have any questions, please feel to contact me at any time. The following are excerpts of the University’s policies which can be found at [http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml):

Plagiarism is a serious form of violation of this standard. Plagiarism is the appropriation for gain of ideas, language, or work of another without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the deliberate taking and use of specific words and ideas of others without proper acknowledgement of the sources. The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

Submitting as one's own:

1. Material copied from a published source: print, internet, audio, video, etc.
2. Another person's unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one's own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Plagiarism on the part of a student in academic work or dishonest examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination.

If you do not understand any of the requirements of this class, it is your responsibility to contact
me in order to clarify your questions.

5. You may not make audio or visual reproductions of any class session without the written permission of the professor.

6. On occasion, additional material will be assigned and/or distributed in class or via email or through Sakai.

7. Please conduct yourself in a professional manner. This means showing up to class on time. Please turn your cell phones off when coming to class, and do not answer them if they should ring. Side conversations or surfing on the web during lectures and class discussions will not be tolerated. If I feel like you have violated these rules, you will be asked to leave and you will lose your participation points for that day.

8. Only those students enrolled in this class are allowed to attend.

9. Peer evaluations can affect your final grades. All group members are asked to assign points to students in their groups based on their participation. If a student earns less than 100% of the possible points from his or her teammates, that student’s final grade will be adjusted at the discretion of the professor. All students in a team will not automatically earn the same grade. The professor reserves sole right to determine whether grades are adjusted downward or upward.

10. You MUST take the exams during the regularly scheduled times unless there is a documented emergency and prior arrangements have been made in writing. Anyone missing the exams will lose that percentage of his/her grade unless s/he is involved in a documented emergency. No makeups will be given.

11. Important course announcements (e.g., possible changes in the syllabus, extra credit opportunities, etc.) and various suggestions and hints will be posted on Sakai or sent via email. Please check your Loyola e-mail regularly; I am not responsible if you can’t receive incoming mail or if you do not check your email. Please send me email communication using your Loyola email and indicate in the subject line the course you are in (e.g., Mark 468 Exam Question). Please refer to the course email policy for more information.

12. Final course grades are final. I will not change a final grade unless an error was made in calculating a final grade. If you feel you are not making satisfactory progress towards earning the grade you desire, you should see me during office hours during the semester. If you have specific questions regarding how an assignment, exam, project or participation points are graded, you may be asked to provide a brief written document indicating your question and rationale for inquiry. I will respond to this document promptly.

13. Absolutely NO LATE WORK will be accepted. All assignments should be posted online through Sakai by the start of class or another specified time if applicable. However, I understand that from time to time issues may arise, so I allow for a 30 minute grace period. For example if class starts at 6:00pm and if the time stamped on Sakai is later than 6:30pm, it will NOT be accepted. Assignments that I cannot access on Sakai because of the format or because it is listed as pending will not be accepted.