



Texas A&M University-Commerce

MKT 573: Internet Marketing

Professor / Instructor Contact Information/Bio

Dr. Chris Myers, Associate Professor

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Office hours - **Tuesday and Wednesday 11 am – 1 pm or by appointment;**
virtual office is checked Mon-Fri only once per day

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Chris A. Myers, Ph.D. is a Tenured, Associate Professor of Marketing at the College of Business and Technology of Texas A & M University – Commerce. His undergraduate degree is a B.S. in Electrical Engineering from the United States Air Force Academy (USAFA) and his Masters and Ph.D. are from the University of Texas at Dallas. His marketing research focuses on the antecedents of branding, emotion in advertising, cross-cultural determinates of the effectiveness of brands, and technology mediated learning. He has published in *Journal of Promotion Management*, *Services Marketing Quarterly*, *Journal of Product and Brand Management*, *International Journal of Business Research* and *Baylor University Medical Center Proceedings*. Additionally, in the sociology and medical area, his research investigates the impact of acculturation and related factors upon the quality of care received by cardiovascular and diabetes patients. Myers received his degree from the University of Texas at Dallas under the direction of Dr. Frank Bass. Professor **Frank M. Bass** (1926-2006) was a leading academic in the field of marketing research, and is considered to be among the founders of Marketing Science. He became famous as the creator of the **Bass** diffusion model that describes the adoption of new products and technologies by first-time buyers. Additionally, Dr. Myers has 28 years in the USAF Reserves flying B-52s as a Master Navigator and 4.5 years as a team leader and project manager for Kimberly Clark making Huggies Pull-Ups.

Scholarly Expectations

All works submitted for credit **must be original works created by the scholar uniquely for the class.** It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Materials – Text

Textbook: Myers, Chris A., *The Marketing Plan Companion*, 2010.

This text (approx. 5 page chapters) has to be ordered from the Marketing and Management office. It is \$20 and it is only available from the Marketing and Management office. Please mail your check and shipping information to:

c/o Tammie Bellotte

Marketing and Management Dept.
Texas A & M Univ - Commerce
Dept. of Marketing and Management
P.O. box 3011,
Commerce, TX 75428

You may contact her by email. (Tammie.Bellotte@tamu-commerce.edu) or phone (903.886.5703). Please contact Tammie as soon as possible for the Marketing Plan Companion text and give her your shipping information.

Textbook: Roberts, M.L., Zahay, D. Internet Marketing: Integrating Online and Offline Strategies (3rd ed) Mason, OH: South-Western ISBN: 13:978-1-133-62590-2

COURSE PLAN AND EXPECTATIONS

A successful course requires expectations to be satisfied on both sides. You can expect that I have selected relevant materials and have prepared them for your review. You are expected to accomplish the course objectives using the items below. **You are highly recommended to view the student orientation tutorial, especially if you are unfamiliar with this online system.**

1. Study by means of textbook reading.
2. View and take notes on material provided in online lectures and powerpoint slides
3. Preparation of a course project.
5. Contact with students through online discussions.
6. Examinations over the textbook and lectures.

TECHNOLOGY REQUIREMENTS

This is a web-enhanced course. The following technology is recommended to be successful: Internet connection – high speed recommended (not dial-up) and Word Processor. Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0). Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

COURSE REQUIREMENTS

Activities / Assessments

Course Grading: This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you no later than (NLT) 2 days before each assignment is due. Final grades are based upon the Official University policy. There will be no curve. A 90 or above average equals

an “A,” an 80-89.9 average equals a “B,” a 70-79.9 average equals a “C” and so on. Your final course grade will be determined by dividing your total points earned by the course’s total points.

ALL ITEMS ARE INDIVIDUAL

Chat Session Attendance (bonus 10 pts each) ONLINE ONLY
Student Bio (20 pts)
Academic Honesty Policy (10 pts)
5 Discussion Boards (20 pts each (per week) for a total of 100 points)
1 Exam (150 pts)
Case 1 (Outdoor Equipment) (100 points)
Case 2 (Turbotax and Twitter) (200 pts)

Course Requirements:

Chat Sessions

In addition to virtual office communication we will have scheduled chat sessions to review key information such as the syllabus, chapter concepts, or project information. Chat sessions will cover important material related to discussions, exams and papers. You get bonus points for attending the entire session. There are no exceptions for the requirements for this or other bonus point opportunities. You will be notified in advance if the chat sessions are changed. There will be very little overlap in what is covered.

Chats are held at 8:30-9:15pm central time.

Wed, 7/11

Sun, 7/22

Mon, 7/30

Student Bio

Complete a bio of yourself in the virtual office by the appointed time in the class schedule.

Academic Honesty Policy

Complete the academic honesty policy and submit by the deadline in the class schedule.

Wall Street Journal Discussion Boards: Students critique and discuss articles from the *Wall Street Journal* (www.wsj.com) and post them on the Discussion board. **YOU ARE NOT REQUIRED TO PURCHASE A SUBSCRIPTION TO THE WALL STREET JOURNAL.** Dr. Myers will post the topic for the aforementioned articles at the beginning of each discussion. Thoughtful responses (i.e., "replies") to critiques posted by others in the class are also encouraged. This is the class participation component of the grade. If you were attending class, you would be expected to contribute to each week's class session, so you should treat the Discussion board as you would treat class participation. As a general guideline, your grade on this portion will be a function of the **quality, (covering the topic and utilizing the text and the article) (at least 10 lines for postings and 5 lines for replies).** *Please note the deadline for Discussion board participation is **Tuesday of every weeks EXCEPT FOR WEEK 1.***

Note: *Extra credit points (1pt each) can be earned under the Discussion Board for students that submit more than the required 2 replies per week. The same guidelines apply to extra credit in terms of the aforementioned quality. **The first postings receives 10 points maximum and the first***

two (required) replies receive a maximum of 5 points each. IF YOU ARE NOT ASKED A QUESTION, PLEASE TAKE ANOTHER STUDENTS QUESTION AND APPLY TO YOUR RESPONSE.....ALWAYS INCLUDE THE QUESTION YOU ARE ANSWERING.

EXAMPLE of a discussion.

MARKETING ISSUE – The goal of the assignments is to address specific brand knowledge and allow the students to gain depth and breadth on the particular brand topic. Managing brands over time is a huge topic in Chap 13. Non-product related imagery associations tend to be as important, if not more important to making a brand more distinctive and positioning it much better.

Choose an article that discusses a brand that you will assess. Assess its efforts to manage brand equity in the last 5 years. What actions has it taken to be innovative and relevant? Describe some of the details of its marketing program. Compare some of the imagery and if possible some of the non-product related imagery associations to Heineken on page 558. Address this issue (10 pts). This is your posting using an article for support. Please reply to another student's posting, AND ASK A QUESTION IN REGARD TO THEIR POSTING, address them by name (5 pts).

Additionally, respond to one of the questions you have been asked. Please address the student by name, restate the question at the beginning of your response so it is clear, what question you are answering and to whom you are referring (5 pts).

Please note, you will have a total of 3 communications for me to assess: your original posting (10 pts), a response to a student that includes a question, and you should address them by NAME (5 pts), and a response to a question you have been asked (5 pts), and you should address them by NAME. The requirements for posting and replies are in the syllabus.

Support your thoughts on the issue with reference to information found in the Wall Street Journal OR another article. Use an appropriate reference and document the reference in APA after the posting and or reply.

Remember:

Article Posting (citing an article in response to the topic)

Response Reply (ADDRESS THE STUDENT BY NAME AND respond to someone's article posting and you ask a question to the student who posted the article)

Question Reply (state the student's name, state the question you are answering, ALONG WITH THE RESPONSE)

Discussion Rubric			
Task	Accomplished	Proficient	Needs Improvement

↓			
Posting	Clearly identifies key or important information "mostly" in your own words, on topic, and utilizing the text and the article, appropriate citations. PROPER MINIMUM LENGTH, (10 points)	Identifies some important information in your own words, on topic, and utilizing the text and the article, however, information missing and or appropriate citations missing, not appropriate length. (3-9 points)	Does not clearly identify key information, not on topic, does not utilize text and or article, and or, not properly cited. Not appropriate length. (0-2 points)
Reply including asking a question	Clearly responds to another student's posting in your own words, then ask a question you are interested in knowing. YOU MUST POST YOUR QUESTION, PROPER MINIMUM LENGTH, (5 points)	Responds to another student's posting but you didn't clearly ask a question, didn't clearly utilize the text and the article in your response and not the proper length. Did not post a question. (3-4 points)	Does not clearly respond to another student's posting, did not ask a question, incomplete in utilizing the text, or the article in your response and not the proper length. (0-2 points)
Reply answering a question	Clearly states and responds to another student's question in your own words, on topic, and utilizing the text and the article. YOU MUST POST YOUR QUESTION YOU ARE ANSWERING, PROPER MINIMUM LENGTH, (5 points)	States and responds to another student's posting but you didn't clearly answer a question that is posted, didn't clearly utilize the text and the article in your response and not the proper length. Did not post a question. (3-4 points)	Does not clearly state or respond to another student's posting, incomplete in utilizing the text, and the article in your response and not the proper length. No answer to posted question. (0-2 points)
Use correct grammar, punctuation, and American Psychological Association (APA) format.	Consistently uses correct mechanics and APA format in writing professionally (0-2 errors). (0 points off)	Uses correct mechanics and APA format in writing professional papers (3-5 errors). (-2 points)	Does not use correct mechanics and/or APA format in writing papers (more than 5 errors). (-4 points)

EXAMS: There is one exam that covers approximately 15 chapters. The exam has approximately 2-4 short answer (SA) questions that will be used to test your knowledge of all materials associated with the course, such as the text, lectures, videos, and possible outside guests' discussions. There is no make-up exam. The exam time limit is approximately 3-4

hours. **You will not be able to print exams. Exams are not reset-able. Access to the exams will be restricted after the due date. Should you have problems, please contact tech support immediately and then email Dr. Myers with the ticket number.**

Short Answer Rubric			
Task			
↓	Accomplished	Proficient	Needs Improvement
Short Answer	Clearly identifies key or important information "mostly" in your own words, on topic, demonstrate knowledge of the concept, and utilizing the text and citations as needed. (45-50 points)	Identifies some but not all key or important information "mostly" in your own words, on topic, demonstrate some but not all knowledge of the concept, and utilizing the text and citations as needed. (35-44 points)	Does not clearly identify key or important information in your own words, not on topic, does not demonstrate knowledge of the concept. (0-34 points)
Use correct grammar, punctuation, and American Psychological Association (APA) format.	Consistently uses correct mechanics and APA format in writing professionally (0-2 errors). (0 points off)	Uses correct mechanics and APA format in writing professional papers (3-5 errors). (-2 points)	Does not use correct mechanics and/or APA format in writing papers (more than 5 errors). (-4 points)

Case preparation

I choose cases for their ability to improve your marketing decision-making skills on a specific set of issues (e.g., pricing), not to provide general “world knowledge” about marketing practices in a certain industry. As a result, some of the cases may appear removed from the specific problems pertinent to your particular industry experience and interests. However, the lessons to be learned from the cases selected in this course are universally relevant and transcend the particular companies, countries, or industries in which they are set.

Some of you may not be familiar with the case teaching method. To benefit from the case method, you must be intimately familiar with the facts of each case. I also recommend you follow these simple steps:

- When reading the case, you should try to identify the underlying marketing problems (not just the symptoms described in the case). While doing this, you should think about how

these problems apply to your industry and company. Do not attempt to find out what happened to the company. This greatly reduces what you will learn from the case.

- You should then generate alternative marketing actions (including their pros and cons) and make a decision about what should be done before you come to class. As is often the situation in actual practice, cases may not have all the data you would like. Nevertheless, it is critical that you develop a reasoned plan of attack on the basis of the data available. The arguments behind your recommendations are more important than your decision itself.
- Finally, you should be prepared to discuss your analysis and decisions with other course participants in a constructive manner. Repeating case facts or personal experience is not enough. Building on other peoples comments is as important as coming with answers.

A typical question at the end of a case discussion is: “so what is the answer?” In case studies, as in the real world, there is no unique answer (although some answers are better than others). What is important is that you know what you would have done in that specific marketing situation, and why,, and that you begin to construct your own framework for approaching more general marketing problems.

Case Analysis

You will have to prepare a written case analysis. These write-up are consistent with the amount of material you would have covered by the due dates. You will have to submit them to the dropbox and turnitin.com by the due dates in the syllabus. The best write-ups will be posted on the course website, so that you can review your work and compare it with other different participants in the class (grades will not be disclosed).

Case analysis must be typewritten and please use APA format (I prefer single spacing as the only exception). You may include exhibits or appendices in your write-ups. Exhibits and appendices do not count toward the page limit. The format for the written case analyses is as follows:

1. Executive summary (20%). This should define the problem, identify and expound on the key facts and analysis, and finally provide an outline with details of your recommendations.
2. Problem Statement (10%). The case analysis should begin with a very brief description of the background and key players in the scenario. This description provides a context for the problem. Insure you state the problem at hand.
3. Analysis and evaluation (50%). Identification of ALL important issues, use information presented in the case and concepts, theories, and/or past empirical research reported in the text to understand why the problems and issues have developed and why they are important. The analysis of each issue should be developed to provide the necessary background to lead to defining one or more reasonable alternative solutions to the problem.
4. Recommendations (20%). Recommended actions will evolve out of your analysis of the issues. Decide what should be done (or what should have been done). Be very clear on WHY you have chosen this action. Justify your decision with facts from the case and concepts FROM TEXT. Use sound analyses and reasoning.

YOUR ANALYSIS SHOULD INCLUDE THE ANSWERS TO MOST QUESTIONS, BUT YOU ARE NOT EXPECTED TO ANSWER THE QUESTIONS DIRECTLY.

TURNITIN.COM: Turnitin.com is a website that helps insure students do not plagiarize. Students are able to submit documents here and confirm sources or citations they may or may not have. You should review the turnitin.com tutorial because I review your sources here. You may submit a document multiple times to turnitin.com. **NO PLAGIARISM IS ALLOWED.** The project should be submitted in 2 places. It should be submitted to the Dropbox (as a word file attachment) and www.turnitin.com **NO LATER THAN MIDNIGHT.** Please use the following info to submit your project to turnitin.com. All assignments should be submitted to this website. **You are required to use APA format for the entire paper. No paper will be accepted for grading if the turnitin.com percentage is greater than 30%.**

Class: MKT 573 01W

Turnitin class id: 5222719

Turnitin password: 573sum12

ACCESS AND NAVIGATION

Access and Log in Information

This course was developed and will be facilitated utilizing eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

For personal concerns or questions, email is the best way to contact us. We generally check email several times each day and you can expect a response within 48 hours. Most questions will be answered within 24 hours. Replies will be sent to your myLeo email address.

If you have a question that affects the entire class, the Virtual Office is a better way to clarify the answer. That way we can explain once instead of answering the same question multiple times. Always check your home page for Announcements when you login. I expect students will check their email daily and login at least 4 times per week during a summer session.

Student Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)
- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

COURSE AND UNIVERSITY POLICIES

Drop a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page. Monday, May 15 is the last day to drop with no refund and a grade of Q.

Incompletes

Incompletes are only given when a student has completed all work up to the last 2 weeks of the term, and **has an extenuating circumstance**. Students only have access to the eCollege course for two weeks following the final day of the term. Therefore, incompletes are rarely given.

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Comment on Academic Honesty: There seems to be a belief among many that anything found on the Internet is free to use as one wishes. The "cut and paste" option also makes it quite tempting. However, information on the web must be properly cited just as you would any "hard copy" periodicals. Keep the following in mind:

1. It is generally not advisable to quote anything verbatim in a paper unless there is an overriding reason to do so, such as the use of a particular phrase or sentence that illustrates a point well and should not be changed. When you do so, you must provide place the statement in quotes in addition to a footnote at the end of the quote. Not placing the statement in quotes implies that the wording is your own.
2. Changing a few words in a sentence (for example, "large" to "big") may alleviate the need for quotes (depending on how much you change), but it is not the best way to go. If you are not going to provide a direct quote, then the material should be stated in your own terms. Changing a couple of words implies laziness.
3. Every idea you get from another source must be cited. Placing 100 citations in a paper does not imply that the work is not original, but that you did a proper job of giving credit where it was due.
4. The real danger in a "cut and paste" approach to report writing is that you end up including a lot of information that is related to the topic about which you are writing, but does not really address what you are trying to say. Putting things in your own words allows you to focus your comments more effectively.

Any deviation from the guidelines concerning quotes and citations constitutes plagiarism, as it suggests that you are trying to submit someone else's work and creativity as your own. If you have any questions, please let me know. All students are required to read, sign (electronically- meaning that you type out your name) and date TAMU-C Academic Honesty Policy. Be sure to upload the signed copy to your "dropbox." An Academic Honesty Policy has been posted under the „doc sharing.“ Make sure to upload the signed copy to your "Dropbox."

Syllabus subject to Change Statement: I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

Course Schedule: A course schedule is included at the end of this syllabus.

FAQs

What is your policy on accepting late assignments, giving incompletes, etc? Unless otherwise specified, late assignments are NOT ACCEPTED. If an exception is made it will be accompanied by a substantial penalty (30% of YOUR GRADE). Please note that I do not give incompletes except in extenuating circumstances. You are advised not to plan on finishing and submitting papers at the last minute to avoid costly, unforeseen problems. If you plan to juggle an impossible schedule (work, class, etc.), be prepared to accept the consequences. If you plan ahead, stay organized, and COMMUNICATE WELL in advance if and when problems arise, you will do well.

How do I submit assignment files? All assignment files must be submitted in MICROSOFT WORD format. If you use another word processor, it is YOUR RESPONSIBILITY to translate the file into Word and make sure that all fonts, graphics, etc. are as they should be. When it is time to submit the assignment, the assignment should be LOADED IN THE DROPBOX. Please double check to ensure that the file you are uploading is the correct one. You may not get a second chance to submit your true final version.

Class Schedule: The nature of this course requires that much be done in a short period of time. You are advised to plan your personal schedules accordingly. All dates listed are due dates for assignments and readings. You must turn in the required items by midnight of the date listed.

C=Marketing Plan Companion (approx. 5 page chapters)

R= authors Roberts and Zahay

WEEK/DATES	TOPICS	CHAPTERS	ASSIGNMENTS
Week 1 7/9 – 7/15	Internet Marketing Foundation	R: 1-3 C: 1,2,12	Syl., Bio, Hon. Policy 7/10 Discussion Board Due 7/12 Chat Wed, 7/11
Week 2 7/16 – 7/22	Internet Marketing Tools	R: 4-7 C: 7,4,5	Chat Sun 7/22 Discussion Board Due 7/17
Week 3 7/23 – 7/29	Social Media and Programs	R: 8-10 C: 6	Case 1 Due 7/24 Discussion Board Due 7/24
Week 4 7/30 – 8/5	Effective Web Space	R: 11-13 C: 8,9	Chat Mon 7/30 Case 2 Due 7/31 Discussion Board Due 7/31
Week 5 8/6 – 7/12	Evaluating Web Opportunities	R: 14-16 C: 10	Exam Due 8/7 Discussion Board Due 8/7