MEETING TIMES

Seminar

Tuesday, 2:00 PM to 5:00 PM, ANUCBE 26 LT4
Bring laptops and mobile phones. This is going to be a hands-on, get stuff done workshop type of arrangement.

Consultations

Tuesday, 12:00 PM to 1:50 PM, Room 1070
Consultations by appointment only - http://www.meetme.so/stephendann
(http://www.meetme.so/stephendann)

CONTACT INFORMATION

Lecturer: Dr Stephen Dann

Email: stephen.dann@anu.edu.au (mailto:stephen.dann@anu.edu.au)
Office: LF Crisp Building Room 1070
Phone: @stephendann

Office Hours:

Tuesday, 12:00 PM to 2:00 PM, Room 1070
By appointment only. Appointments made via http://www.meetme.so/stephendann
(http://www.meetme.so/stephendann)

Research School of Management: STUDENT OFFICE

Email: enquiries.rsm@anu.edu.au (mailto:enquiries.rsm@anu.edu.au)
Office: Room 1088, Level 1, LF Crisp Building 26
This course explores strategic marketing issues related to the use of e-commerce solutions for business-to-business (B2B) and business to consumer (B2C) transactions. Specific topics include the characteristics and behaviour of the online consumer, the characteristics of the business buyer, internet marketing strategies for B2B and B2C channels, developing internet marketing plans for B2B and B2C channels, and the management and control of marketing channels, marketing communication and pricing in online contexts.

Requisites

To enrol in this course you must have completed or concurrent enrolment in MKTG2004

The objective of the course is to produce a cohort of people who can hold their own in an internet environment because they're able to develop and implementing appropriate e-marketing objectives; then go out and deliver on their plan's promise by being able to plan, measure and execute a social media strategy on a social media platform of choice (Instagram, Twitter, Tumblr, Facebook).

This is course that requires the planning, execution and post-facto analysis of what just happened for an active, practical emarketing exercise.

LEARNING OUTCOMES

Upon successful completion of the requirements for this course, students will be able to:

1. explain the importance of e-marketing;
2. explain and illustrate the use of search engine marketing, online advertising and online marketing strategies;
3. explain the role of e-marketing plans as a component of corporate-level plans;
4. conduct secondary research using various sources to identify and synthesise data into useful management information;
5. recognise and write appropriate e-marketing objectives;
6. critically analyse planning options and offer constructive and practical alternative solutions;
7. formulate an integrated and comprehensive e-marketing plan;
8. describe in detail the implementation of an e-marketing plan, including the management of necessary internal organisational change; and,
9. communicate effectively about e-marketing in written and oral reports.

SCHEDULE

Research-led teaching:

The educational philosophy of ANU is that students are part of a community of scholars. An ANU education will engage students and stretch them intellectually, encouraging them to question the norms – to ask “why” not only “how” and to discover through their own research.

Staff feedback:

We use feedback from students, professional bodies and staff to make regular improvements to the course. In response to this feedback, design improvements from the previous version of the course include:

- Changing the assessment exams to more inclusive sequential build to allow for greater feedback to be received during semester
- Flipped classroom mode to encourage class engagement

More classic theories from the 80, 90s and today

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Startup</td>
<td>And so it begins...</td>
<td>Weeks 1 to 3 will cover the startup process of going from &quot;Am I doing this subject?&quot; to being ready to submit your first assessment task. Chapters 1 to 3 from the text are covered, and topics include introduction to eMarketing, marketing refresher, and eMarketing strategy</td>
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<tr>
<td>Phase Shift</td>
<td>The Heavy end of the Hammer</td>
<td>This is where the reality kicks in - 10 weeks (including the semester break) of course content, practical implementation of eMarketing, and making the project a reality. Content includes Chapters 4 to 10 of the textbook, planning, consumer behaviour, marketing mix, and services marketing.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Metrics and Measurement</td>
<td>The third phase is the write-up, wrap up and recap. Students will be finalising the documentation of their Weeks 4-10 projects, and expected to incorporate reflection and lessons from their ongoing implementation of eMarketing strategy in these final weeks, and the final assessment task.</td>
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MATERIALS
E-marketing: theory and application

Author: Dann S and Dann S
Publisher: Palgrave Macmillan
Edition: 1st
Optional
http://www.palgrave.com/page/detail/emarketing-stephen-dann/?isbn=9780230203969


The Basic Loadout

This is eMarketing. You're going to need some hardware

Minimum requirements are

- a mobile phone capable of internet access + photography (OR a semi-decent digital camera and fast reaction times to get things uploaded)
- a laptop (I have three loaner pieces of laptop hardware. They're old, they're primitive, and they'll get the job done).
- Internet access. You're going to need it.
- The following accounts are required
  - Twitter
  - YouTube
  - Instagram

You are highly recommended to have accounts with the following social media platforms

- Facebook
- Vine
- Soundcloud
- Google (Gmail, Calendar and Docs)

Highly recommended that you also have a DropBox account. Those things are magic for rescuing you from lost assignment drafts and other tech disasters.

The important issue to remember is that if you don't use your social media accounts whilst studying a course on eMarketing, you're letting yourself down, and not getting the best out of the course experience, so don't complain in the SELT if you didn't take all of the opportunities at your disposal.

**ASSESSMENT OVERVIEW**

**Summary**

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<tr>
<th>Type</th>
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Concourse | E-Marketing | https://anu.campusconcourse.com/view_syllabus?course_id=2510
<table>
<thead>
<tr>
<th>Type</th>
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<th>Learning Outcome</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Pathway A: Theoretical</td>
<td>30</td>
<td>LO1: explain the importance of e-marketing; LO3: explain the role of e-marketing</td>
<td>Should e-marketing be used as a strategic method to meet long term business objectives or is e-marketing best suited to the implementation of short term tactical outcomes? Discuss.</td>
</tr>
<tr>
<td>Essay 1</td>
<td></td>
<td>plans as a component of corporate-level plans; LO5: recognise and write appropriate e-marketing objectives;</td>
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<tr>
<td>Pathway A: Theoretical</td>
<td>40</td>
<td>LO2: explain and illustrate the use of search engine marketing, online advertising and online marketing strategies; LO7: formulate an integrated and comprehensive e-marketing plan; LO8: describe in detail the implementation of an e-marketing plan, including the management of necessary internal organisational change; and,</td>
<td>&quot;Too many practitioners are really doing e-advertising and calling it e-marketing&quot; What problems arise for e-marketing practice if industry practitioners conflate e-advertising with e-marketing? How can these problems be redressed through the use of marketing planning to integrate the rest of the marketing mix?</td>
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<tr>
<td>Essay 2</td>
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Programmers, designers and software engineers rarely have marketing in mind when they develop new platforms, products or technologies. Yet many marketers are quick to proclaim each and every new technology as the next saviour of business, the ultimate advertising platform or the greatest way to connect to the consumer. Given the discrepancy between the intent of the designers, and the applications of the marketers, can marketing co-exist with the internet?

Identify, describe and debate the merits of a using one of the e-marketing technologies discussed across the course of semester for use in planned marketing practice. Conclude with a decision on whether the technology is an awakening for marketing practice or just a new hype?
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<th>Notes</th>
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<tbody>
<tr>
<td>Pathway B: Project</td>
<td></td>
<td><strong>LO5:</strong> recognise and write appropriate e-marketing objectives; <strong>LO7:</strong> formulate an integrated and comprehensive e-marketing plan; <strong>LO8:</strong> describe in detail the implementation of an e-marketing plan, including the management of necessary internal organisational change</td>
<td>The first assessment requires the students to outline their project plan for the semester, select their primary platform for use, and overview how they plan to approach the delivery of the project including setting milestones for use in review for Assessments 2 and Assessment 3</td>
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<td></td>
<td>- Plan (theory+outline) – 2000 words 20%. This document will use citation, theory and reference to practice to explain the purpose, audience and intended outcome of the social media project.</td>
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<td>- Timeline: 10%: A timeline to the conclusion of the project (due date, Assessment 3) of semester including key milestones, metrics, and an approximated time budget for investment in the site’s creation and maintenance</td>
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<td>- Registration Document (url/sites/platforms): Pass/Fail document that details key information on the project. A template will be provided.</td>
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### Pathway B: Assessment 2: Mid-Point Review

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| Pathway B: Assessment 2: Mid-Point Review | 40     | LO2: explain and illustrate the use of search engine marketing, online advertising and online marketing strategies; LO4: conduct secondary research using various sources to identify and synthesise data into useful management information; LO6: critically analyse planning options and offer constructive and practical alternative solutions; | Now you have to implement what you promised in Phase 1. This section consists of two parts - the formative assessment task of producing and maintain an eMarketing presence, which will feed data into the summative assessment tasks. Internet Presence

This section will consist of multiple items (written, video/oral, other) based on the project selected and outlined in Phase 1. The content created will create the materials necessary to address the final project of metrics, evaluation and performance review.

However you plan it, the key to the task is to make something happen on the internet. To go from a thing that is not-yet, through to something that exists.

MidPoint Review

A midpoint review is a critical moment for a marketer. This assessment task required two elements –

- a video overview of the project which explains what it is, what it does, and what you’ve been doing with it for the duration of the project. (3 minutes, 10 marks)
- a written summary of the eMarketing-in-practice (2500 words). The midpoint summary outlines what marketing theory and practice has been used in the project to date, how the project is progressing towards the project goal and whether the project
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<td>has been able to meet the timelines within the time budget set in Assessment 1. In the paper, you are required to critique your project's performance, and the extent to which you were able to apply marketing theory and reference marketing practice in the project. You are also required to decide if you are going to commit to the original Timeline, or submit a new timeline for use in the final essay.</td>
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Pathway B: Assessment 3: End Game Review

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<th>Type</th>
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<th>Notes</th>
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<tbody>
<tr>
<td>LO1: explain the importance of e-marketing; LO3: explain the role of e-marketing plans as a component of corporate-level plans; LO5: recognise and write appropriate e-marketing objectives;</td>
<td>30</td>
<td>The final assessment task is a metrics and review paper. Based on either the original timeline submitted in Essay 1, or the revised timeline from Essay 2, answer the following questions:</td>
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<td></td>
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<td>• to what extent to which the project met the goals and expectations set in these documents?</td>
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<td>• What marketing theory and practice were in use during the project?</td>
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<td>• How well did decisions made in the planning process reflect the reality of implementation?</td>
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As part of the essay, discuss the value of plans, planning processes and metrics in the delivery of the practical project, particularly with regard to progress against your timelines.

Reference to theory is required for this essay.

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**Grading Scale**

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
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<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
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<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
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### Grade Range Notes

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>N</td>
<td>0-49%</td>
<td>Work in which the attainment of learning outcomes at or above the relevant qualification level has not been demonstrated</td>
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### ASSESSMENT ITEMS

#### Pathway A: Theory

You may elect to undertake eMarketing as a journey of three theoretical-conceptual essays which focus on debate, theory and argument. No practical creation elements are required in this path, however, you still need to be conversant with elements of emarketing practice to answer the essay questions.

- Essay Topic 1 (2000 words) 30%
- Essay Topic 2 (3000 words) 40%
- Essay Topic 3 (2000 words) 30%

Full academic referencing is required for all three essays.

#### Pathway B: Practice

You may elect to undertake the eMarketing subject as a theory-in-practice approach, which will require you to create and maintain a planned social media presence for the duration of the semester. Assessment items will revolve around the use of marketing theory in the planning, implementation and review stages of the project, and the social media presence will provide vital data for the project assessment tasks.

- Assessment 1: Project Proposal 30% ~2000 words
- Assessment 2: Mid Point Review 40. Written document plus video
- Assessment 3: Project Review 30% ~2000 words

### COURSE EXPECTATIONS
Announcements

Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.

Tutorial and/or Seminar registration

Tutorial and/or Seminar registration is done through the course Wattle page. Detailed information about sign-up times will be provided on Wattle or during the first lecture by the course convener.

When tutorials/seminars are available for enrolment:

1. Log-on to Wattle, and go to the course site.
2. Click on "Tutorial sign-up here" link
3. On the right of the screen, click "Become Member of ..." for the tutorial/seminar class you wish to enrol in.
4. Confirm your choice.

If you need to change your enrolment, click on the tab "Leave group..." and then re-enrol in another group.

You will not be able to enrol in groups that have reached their maximum number.

Please note that your enrolment in ISIS must be finalised for you to have Wattle access.

Extensions and penalties


You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

If a course convener determines that late submission of assessment tasks is not accepted for a coursework course, this information is included in the course outline.

Special consideration for assessments

Students who are unable to submit their assessment by the due date may be eligible for an extension if supported by an Application for Special Consideration.

Information on special assessment consideration can be found at: http://www.anu.edu.au
Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications must be submitted online at special.consideration@anu.edu.au (cdn-cgi/l/email-protection#d3d0d3c0cac2cf8dc0cccdd0cac7c6d1c2d7cacccde3c2cdd68dc6c7d68dc2d6).

You will be notified by your lecturer if an extension has been approved.

Identify your Assignment with your Student Number only

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

Resubmission of assignments

You are allowed to resubmit your assignments before the specific deadlines. Any submission done after the deadline will be considered as a late submission and the above listed penalty conditions will apply.

Returning assignments

All assignments will be marked and where appropriate feedback will be provided either:

- in class, or
- in person by appointment with the course lecturer, or
- via the course Wattle site.

Referencing requirements

See any specific requirements under Assessment Items.

The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the ANU Library website: http://anulib.anu.edu.au/lib_home.html.

Deferred examinations
A deferred examination is the sitting of an examination at a time other than the scheduled time/date.

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special assessment consideration (http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration) for the marking of the examination. To apply for a deferred examination:

- Complete the form at http://www.anu.edu.au/students/program-administration/assessments-exams/deferred-examinations
- Scan and attach all supporting documentation
- Email to examinations.officer@anu.edu.au (mailto:deferred.examinations@anu.edu.au)
  
Submit completed application no later than three working days after the scheduled examination.

Decisions on applications relating to final examinations are made by the Examinations Office.

After receiving notification that a deferred examination has been granted, it is the responsibility of the student to confirm the date/time/location for that examination with the relevant ANU College or School.

Use of Assignments as exemplars and grade moderation

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

Finalisation of Marks and Grades

Your final mark for the course will be based on the raw marks allocated for each of your assessment items. However, your final mark may not be the same number as produce by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed the scaled mark of that student), and may be either up or down.

Attendance / Non Attendance

For eMarketing, attendance is a question of presence/telepresence. For those who will be attending the seminar in face to face mode, you are still expected to be telepresent - this will required laptop and mobile phone use during the class time, and you are going to be expected to engage online in Twitter, Wattle and Instagram.

For those who will not be attending face to face, a scheduled telepresence chat channel has been established for the same time as the lecture (to provide a parallel approach and
backchannel). If you are not attending by physical presence, you are recommended to engage in the telepresence - ask questions online, use the forums, and engage. You will also be expected to engage online in Twitter, Wattle and Instagram.

Above all else, with Wattle, Twitter, e-mail, and the rest of the internet at our disposal, if you are not engaged in the class through one platform or another, your absence is at your discretion, and is your choice that will be respected.

**ANU POLICIES**

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at: [http://policies.anu.edu.au/](http://policies.anu.edu.au/)

Key policies include:

- Code of Practice for Student Academic Integrity
- Student Assessment (Coursework) Policy and Procedure
- Undergraduate Award Rules
- Graduate Award Rules
- Student Surveys and Evaluations Policy

**Academic Integrity**

Students are expected to have read the ANU's [Code of Practice for Student Academic Integrity](http://policies.anu.edu.au/ppl/document/ANUP_000392) before the commencement of their course.

The following is an extract from the Code of Practice for Student Academic Integrity:

Any work by a student of the Australian National University must be work:

- that is original
- that is produced for the purposes of a particular assessment task
- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used.

It is the responsibility of each individual student to ensure that:

- they are familiar with the expectations for academic integrity both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they declare their understanding of and compliance with the principles of academic integrity on appropriate *pro formas* and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis
- they do not knowingly assist other students in academically dishonest practice.

All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the *Discipline Rules* of the ANU [http://about.anu.edu.au/__documents/rules/disciplinerules.pdf](http://about.anu.edu.au/__documents/rules/disciplinerules.pdf)
Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Further information can be found at http://academichonesty.anu.edu.au/ (http://academichonesty.anu.edu.au/)

Assessment Requirements

Where possible, assessment items are submitted online through Turnitin. The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity.

For additional information regarding Turnitin please visit the ANU Online website (http://online.anu.edu.au/help_support/turnitin (http://online.anu.edu.au/help_support /turnitin)).

Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.


Student Support Services

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU's student support services links to which can be found at http://students.anu.edu.au/ (http://students.anu.edu.au/), including:

- the Counselling Centre at http://counselling.anu.edu.au/ (http://counselling.anu.edu.au/)

Library

- Information about the library can be found at http://anulib.anu.edu.au

For free training in information skills and computer skills see [anulib.anu.edu.au/research-learn](http://anulib.anu.edu.au/research-learn/)