**PSMT 6010 - eMarketing Tools and Techniques**

**3 Graduate Credits**

**Fall 2014**

**Professor: Page Duffy**

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**Course Description**

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| Students will learn how to use marketing automation technology’s integrated web, email and database tools in pre-built, personalized marketing campaigns to acquire and retain customers. Topics will also include how to use web analytics tools, search engine marketing strategies and tactics, webinars and online surveys. Students will demonstrate their understanding of eMarketing by satisfactorily completing all Homework and In-class Assignments, a Mid-Term Exam and one Group Project.  This course is a required course for the eMarketing graduate certificate program. This certificate program in eMarketing provides students with practical knowledge and "hands-on" skill development using the integrated web, email and database technologies needed to acquire and retain customers in today's marketing environment. The 15-credit (five courses) graduate certificate includes three core courses and two elective courses, all of which are online, making the certificate accessible from anywhere. Additional information regarding this program can be found at: <http://www.scps.virginia.edu/certificates/eMarketing.php> |

**Course Objectives**

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| Program Objectives | A transformation has taken place in the field of Marketing. The Internet and its related technologies have been the driving force behind this transformation. Its effect has been felt by businesses, both large and small, in the ways needed to effectively market their goods and services to consumers and other businesses. Savvy marketers have shifted from product-centric to customer-centric marketing to acquire and retain customers, and have shifted their focus, as well as their budgets, from off-line advertising to online personalized marketing communications to achieve their marketing objectives. This is called eMarketing.  Completion of the certificate program demonstrates evidence of specialized educational achievement in eMarketing. Marketers with skills in eMarketing are delivering recognized competitive advantages for their companies and are in high demand in the marketplace. | |
| **Course Objectives** | On completion of the course, the student will be able to:   * Apply proven best practices for introducing new eMarketing technologies to their organizations. * Use sophisticated Marketing Automation technology to develop, launch and manage customer acquisition and retention eMarketing campaigns. * Understand and apply the four elements of an Effective Internet Marketing Strategy. * Manage the use of Email Marketing Services by attaining hands on, practical skills in their use. * Learn best practices in eMarketing by seeing successful campaigns conducted by other companies. * Write offer letters that incorporate the A – I – D – A formula that has been proven to generate responses. * Conduct primary market research by using online survey tools. * Design meaningful reports of campaign activity and results from Web Analytics tools. * Develop eNewsletter campaigns which are an integral element of any customer nurturing or retention program. * Develop programs that manage all aspects of marketing seminars and events whether they are to be conducted online or off line. * Have a basic understanding of search engines and the algorithms that they employ to generate the results of keyword searches. | |
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**Class Meeting Time and Place/Equipment**

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| Class meeting times | This is course is delivered entirely online in a Web-based format, and can be accessed by going to its UVaCollab portal at: <https://collab.itc.virginia.edu/portal> . Classes will meet online weekly from 7:00 – 10:00pm EDT starting September 4th and ending December 11th in a virtual classroom provided by Blackboard Collaborate, a webinar platform which is also accessed via UVaCollab. These live sessions are all recorded so that, if work causes a student’s absence, the recorded version can be viewed in Blackboard Collaborate during the weeks following the class.  **Class attendance is mandatory.** This is an online class. If unforeseeable circumstances arise that result in a student’s inability to log on for a period of time, he or she is expected to discuss the situation in advance with the instructor, and to make up any assignments*. Failure to do so will result in a decrease of at least one letter grade*. |
| **Class meeting location** | This is course is delivered entirely online in a Web-based format. All course interaction will take place on UVaCollab and can be accessed by going to its UVaCollab portal at: (<https://collab.itc.virginia.edu/portal>).  You can enter the Blackboard Collaborate classroom by clicking on the **Bb Collaborate Bridge** button in the UVaCollab left side navigation menu, then click on the **Class Number's** link and finally click on the **Launch Session** button.  When you first enter UVaCollab, click on the **Syllabus** button to familiarize yourself with what is in store for you as we progress in building your expertise in database marketing.  Then click on the **Schedule** button, select View Calendar by Month, and see what is planned for the class session. The first class will mainly be an introduction to the course and an explanation of how we will be working together each week. The material to be covered and any assignments for the next class will be available on UVaCollab one week prior to each class. New material will be posted in the **Schedule** and may not have been posted in the **Syllabus**. So work form the **Schedule**.  Assignments can be found with the left side **Assignments** button in your UVaCollab site.  To access a recorded version, merely select **View Recordings** from the upper link in the **Bb Collaborate Bridge**, and click on the class you missed. |
| **Equipment** | Students will need to purchase a headset with a microphone. You can purchase these at stores such as Best Buy for approximately $30.  Students will need to have a computer and internet connection. Either a Mac or PC will work. Windows 2007 or higher is recommended. Students need to be familiar with Microsoft Word and Powerpoint.  After you are in Blackboard Collaborate, check your audio connection by clicking the **Tools** toolbar, then select **Audio**, and then the **Audio Setup Wizard**. In later classes, you will be making presentations in Blackboard Collaborate, so it is important that you obtain a mic for your computer and test it, as well, with the Audio Setup Wizard. |
| **Technical Support** | * [Email Technical Support](mailto:rbazydlo@virginia.edu) ([idtsupport@virginia.edu](mailto:idtsupport@virginia.edu)) or 434-982-5258. |

**Office Hours**

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| **Office hours** | Daily. The instructor will make every effort to respond to all email and phone messages within 24 hours of receipt. |
| **Phone Number** | 757-552-1890 ext. 310 |
| **Email Address** | Page Duffy, Adjunct Professor  [Jpd3r@virginia.edu](mailto:Jpd3r@virginia.edu) |
| **Books** | **Required Readings**  *eMarketing – Internet Marketing Today A Handbook for eMarketers*,(Second Edition), by Page Duffy, JPD Associates, 2010, ISBN: 978-0-9763298-1-7.  The text can be ordered online or through the **UVA SCPS Bookstore via phone at (800) 759-4667**. Ask for our contact, Fred Twombley.  For online orders, you can order textbooks online through the UVA bookstore at [http://bookstore.mbsdirect.net/scps.htm](http://www.uvabookstores.com/shop_textbooks.asp)   Click on the link to 'Order My Books'. |
| **Articles** | We will also use a selection of Internet-published articles that will be assigned for reading with **links and URLs available in the UVaCollab Schedule for that class.**  Please follow the UVaCollab Schedule for the Assigned Reading and Assignments for each session. |
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**Course Expectations**

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| **Student Responsibilities** | Students should expect to spend the same number hours for an online course that they would for a face-to-face classroom in terms of course preparation, online postings, and completion of assignments. Class interactions will require about 4 hours per week. Courses readings and homework will require additional time.  **Online participation is mandatory.** In our small class of working professionals, ideas offered by your fellow students are a rich learning resource for all of us. The Discussion Forums in UVaCollab will allow us to take advantage of this added learning opportunity. The instructor will initiate some online discussions, or threads and the students will initiate others. Expect to engage in these discussions each week. These forums and online discussions make up a large part of course contact hours and interactions, as well as your 10% Participation grade.  Your postings to the threaded discussions should be:   * Substantive – adequately qualifying your position and reflecting your knowledge of the readings * Professional – respectful and appropriate * Pertinent * Clearly expressed   The instructor uses a chart for grading threaded discussions with a 5-point scale (excellent; good; fair; poor; unacceptable with an accompanying number) and he rates such categories as Ideas; Organization and Coherence; etc.) \*See Attachment B at the end of the syllabus.  **Students are expected to read all assigned readings.** The instructor will provide additional materials to be downloaded throughout the semester. There will be short written or research assignments required as part of the preparation for most classes. Students should be prepared to devote several hours per week to conduct research in support of these assignments. Students are expected to complete all homework assignment in a timely manner. If deadlines cannot be met because of scheduling conflicts, please discuss the circumstances in advance with the instructor. *Failure to meet deadlines will result in a reduced grade*.  Students are expected to log on to UVaCollab one week prior to each scheduled class to receive their Assignments and any other  instructions regarding participation in online discussion forums the following week. Assignments will be posted in UVaCollab in the **Assignments Section** one week prior to their being due and then submitted in UVaCollab according to instructions provided therein.  You should come to every class prepared to discuss the reading material that has been assigned and its relevance to your current organization (or you as a consumer). |
| **Instructor Responsibilities** | From time to time, the instructor will post Announcements informing students of important dates, assignments and course requirements. Check **Announcements** for directions each week and during the week. The announcements are viewable when you first enter the class in UVaCollab.  Page Duffy, Adjunct Professor  [Jpd3r@virginia.edu](mailto:Jpd3r@virginia.edu)  757-552-1890 ext. 310  Web: www.jpdassoc.com  The instructor will make every effort to respond to all email and phone messages within 24 hours of receipt. |

**Grading and Coursework**

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| **Grade Breakdown by percent** | Students’ grades will be determined by class participation, course assignments and projects assigned. The final grade is a weighted average of the evaluations of course components as follows:  ***Percentage of Grade for each assignment (Schedule and Assignments attached):***   * 6 Homework Assignments: 50% * Mid-term Exam: 10% * eMarketing Workshop: 10% * Three Minute Drills: 10% * Final Project: 20% |
| **Policy For Assignments** | Unless otherwise required, submit assignments in Word document format. |
| **Grading Rubric** | A 95-100  A- 90-94  B+ 86-89  B 82-85  B- 79-81  C+ 75-78  C 71-74  C- 68-70  F 67 and below |

**SCHEDULE AND ASSIGNMENTS: The Course may be accessed each week by going to the following link** <https://collab.itc.virginia.edu/portal>.

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| **Classes**  **&**  **Dates** | Topics to be Covered | Readings and Assignments |
| 1  Sept 4 | **Introduction to the Course**  Explanation of the course: objectives, expectations, policies, class schedule, etc. | Course Highlights  *Marketing Automation Demo – Planet Rx*  **Read:**   * *Handbook – Introduction* * *CRM Magazine: B2B Marketers Must Tackle Expanding Roles* |
| 2  Sept 11 | **Roadmap for Effective eMarketing**  Best Practices for introducing eMarketing to a multi-function organization. | *PowerPoint Lecture – eMarketing 101*  *Marketing Automation Demo – GE Plastics*  **Read:**   * *Handbook – CH 1 & 11*   **Open Assignment #1** |
| 3  Sept 18 | **Web-based Marketing – A Model for Developing an Effective Internet Marketing Strategy**  Understand and apply the four elements of an Effective Internet Marketing Strategy | *PowerPoint Lecture – Effective Internet Marketing Strategy*  *Lead Generation Demo – MD Solutions*  **Read:**   * *Handbook – CH 2 & 14* * *Web Marketing Today: Using Incentives to Grow Your eMail List* * *Ion: Get Ready for Better Landing Pages*   **Open Assignment #2**  **Due Today: Assignment #1** |
| 4  Sept 25 | **eMail Marketing – All Direct Marketing is Not the Same**  Write offer letters that incorporate the A – I – D – A formula that has been proven to generates responses. | *Review Assignment #1*  *Customer Retention Demo – ProfitSearch Inc.*  **Read:**   * *Handbook – CHs 3, 12 &13* * *Aberdeen Group – Email Marketing Customers Take It Personally*   **Open Assignment #3** |
| 5  Oct 2 | **Developing eMarketing Campaigns and Programs**  Understand and apply the Roadmap for Effective eMarketing Campaigns | *PowerPoint Lecture – eMarketing Workshop I*  **Read:**   * *Handbook – CH 6*   **Open Assignment #4**  **Due Today: Assignment #2** |
| 6  Oct 9 | **eMarketing Design Guidelines**  Best Practices for html and text email; offer letters; Response Forms and Landing Pages; Viral Marketing; and re-offer and re-launch strategies | *Review Assignment #2*  *PowerPoint Lecture – eMarketing Workshop II*  *SEO Demo – NEU Online*  **Read:**   * *Handbook – CH 4* |
| 7  Oct 16 | **eMarketing Metrics & ROI**  Design meaningful reports of campaign activity and results from Web Analytics tools. | *Review Readings & Assignment #3*  **Read:**   * *Handbook – CHs 7,8 & 14* * *Marketing Sherpa - Guide To Web Analytics* * *SE Watch – 4 Critical Metrics You Won’t Get From Google Analytics* * *Silverpop – 2014 eMail Marketing Metrics Benchmark Study*   **Open Assignment #5**  **Open First Three Minute Drill**  **Due Today: Assignment #3** |
| 8  Oct 23 | **Mid-term Exam**  Tests understanding of:  Best Practices for Landing Page construction;  Proper formatting for database entries;  Actionable metrics for email marketing campaigns. | **Open Mid-term in UVaCollab**  **Take Home Mid-term Exam submitted by Class 9**  **Due Today: First Three Minute Drill** |
| 9  Oct 30 | **eNewsletters**  Develop eNewsletter campaigns which are an integral element of any customer nurturing or retention program. | *Review Mid-term Exams*  *eNewsletter Demo – Standard & Poors Structured Finance*  **Read:**   * *Handbook – CH 9*   **Open Assignment #6**  **Due Today: Assignment #4 & Mid-Term Exam** |
| 10  Nov 6 | **eMarketing Event Management**  Develop programs that manage all aspects of marketing seminars and events whether they are to be conducted online or off line. | *Review Assignment #4*  **Read:**   * *Handbook – CH 10*   **Open Final Projects Assignment**  **Due Today: Assignment #5** |
| 11  Nov 13 | **Using eMarketing Tools**  Use sophisticated Marketing Automation technology to develop, launch and manage acquisition and retention eMarketing campaigns | *Review Assignment #5*  **Read:**   * *Handbook – CH 5 & App I* * *Lyris Email Marketing Automation Guide*   **Open Second Three Minute Drill**  **Due Today: Assignment #6** |
| 12  Nov 20 | **eMarketing Workshop – eMarketing at the Lucky Aces Casino**  Demonstrates understanding of effective eMarketing by analyzing an illustrative company’s current situation and creating a new approach. | *Workshop material provided via UVaCollab*  *Students will be placed in Breakout Rooms in Project Teams to work on this assignment*  *Conclusions to be submitted by Class13*  *Assign Final Projects and Project Teams*  *Review Assignment #6*  **Due Today: Second Three Minute Drill** |
| Nov 27 | **Thanksgiving Break – No Class** | *Enjoy your Holiday* |
| 13  Dec 4 | **Preparation of Group Projects** | *Review eMarketing Workshop*  **Due Today: eMarketing Workshop**  *Students will be placed in Blackboard Collaborate Breakout Rooms to work on projects and familiarize themselves with their Moderator roles.*  *Instructor will be available in class via Blackboard Collaborate to provide any needed clarification and answer questions.* |
| 14  Dec 11 | **Presentation of Group Projects**  *Presentations will be made via Blackboard Collaborate* | *Submit and present Project Presentations* |

**Synchronous weekly class meetings 40 hours**

**Class interactions (online threaded discussions) 40 hours**

**Readings and Homework 55 hours**

**Total time commitment for the course 135 hours**

**Assignment Descriptions**

**Homework Assignments**

Assignments will be posted in UVaCollab one week prior to their being due and then submitted in UVaCollab according to instructions provided therein.

**Three Minute Drills**

Each student in the class will be assigned a topic to research (two times) during the course. You will deliver a 3-minute presentation to educate the class (assuming your audience has no knowledge of your subject material). Topics, which are eMarketing-related, will be assigned randomly and will not be covered as course material. Your work will allow for broader and deeper coverage of the subject matter in this course, plus provide you with hands on experience conducting a webinar as a moderator.

You will email your slides to the instructor no later than one day prior to the assigned class and deliver your presentations via Blackboard Collaborate. A Q & A period will follow each presentation and will not be counted toward the 3 minute time limit for your presentation.

Note: You must have an operable mic on your pc to complete this assignment. On class day, remember to test your mic with the Audio Set-up Wizard accessed from the toolbar at the top of Blackboard Collaborate dashboard. Select tools and then Audio from the drop down choices.

The subjects of the three Three-minute Drills are:

1. Common eMarketing-related acronyms and terminology
2. eMarketing technology vendor landscape

**Final Projects**

One of the objectives of this Online Graduate Certificate Program, and this class, is for you to develop practical skills in the use of cutting edge eMarketing technologies and be able to apply them to solve real problems in your job environment that will be of benefit to both your organization and your career prospects. The Final Project is designed to help you do just that.

You will be asked to describe a Pilot Project with the objective of introducing eMarketing or obtaining an eMarketing application for your organization that you believe could address a problem or opportunity in your company.  A number of your submissions will be selected for development into project proposals, and then assigned to project teams to work with the leaders of the projects that have been selected. Your team assignments will be to develop power point proposal presentations advocating your solution that are suitable for subsequent presentation to company management.

Presentations should include:

* Description of the Pilot Project including its goals and objectives.
* Identification of a tentative sponsor in your organization.
* Proposed project development plan according to the Handbook's Roadmap Format.
* Copy of the project’s touch point map (before and after if replacing an existing customer process).
* Recommended eMarketing software or services.
* Proposed project schedule.
* Project Budget describing costs and benefits of the Pilot Project.

Assume that your sponsor has approved the project and continue the presentation with:

* eMarketing campaign design diagram (from the touch point map).
* Copies of documents and forms that will be used in the campaign (repurposed homework assignments can be used).
* Explanation of the database to be used (examples of typical contact records and business rules to be incorporated in the program).
* Project Activity, Status and ROI Reports, as applicable.

Submit one set of copies of your work.

*Note: Group presentations will be made during the last Class in Blackboard Collaborate.*

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| **Honor Code** | * See Attachment A at the end of this syllabus. |
| **Special Needs**  **University of Virginia Purpose Statement** | It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws.  Any SCPS student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.),should contact the Learning Needs and Evaluation Center (LNEC) and provide them with appropriate medical or psychological documentation of his/her condition.   Once accommodations are approved, it is the student’s responsibility to follow up with the instructor about logistics and implementation of accommodations.  If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately.  Accommodations for test-taking should be arranged at least 14 business days in advance of the date of the test(s).  *A student’s academic dean is also available to assist with accommodations, particularly for temporary or emergency situation. Please email* [*SCPSaccomodation@virginia.edu*](mailto:SCPSaccomodation@virginia.edu)*.*  *Students with disabilities are encouraged to contact the LNEC:* 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax.  Web: [http://www.virginia.edu/studenthealth/lnec.html](https://cms.mail.virginia.edu/Redirect/www.virginia.edu/studenthealth/lnec.html)  The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the universe and the role of mankind in it. Activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic and ethical awareness, of the members of the University and to record, preserve, and disseminate the results of intellectual discovery and creative endeavor serve this purpose. In fulfilling it, the University places the highest priority on achieving eminence as a center of higher learning. |
| **Content and Discourse Statement** | Students are expected to discuss issues respectfully and to honor differing points of view. The University and its School of Continuing and Professional Studies do not discriminate in any of their programs, procedures, or practices against any person on the basis of age, citizenship, color, handicap, national origin, political affiliation, race, religion, sex, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era. The University operates equal opportunity and affirmative action programs for faculty, staff, and students. The University of Virginia is an Equal Opportunity/Affirmative Action Employer. Any applicant for admission or employment, or any student who feels discriminated against should contact the University’s Office of Equal Opportunity Programs (EOP) at Poe Alley, West Lawn, Charlottesville, Virginia 22903. |

**Attachment A THE HONOR CODE at UVA**

Founded in 1842, the Honor System is one of the University's most cherished institutions.   Based on the principle that University students want to be trusted, the Honor System helps create and strengthen a school-wide community of trust.   Students at the University make a commitment not to lie, cheat or steal within Charlottesville, Albemarle County, or where they represent themselves as University students in order to gain the trust of others. Because they have made this commitment, students are trusted by peers, faculty members, administrators, and community residents alike. Students conduct themselves with integrity and are presumed honorable until proven otherwise.  Students are recruited and trained by the Honor Committee to serve as advisors and to provide counsel. Students investigate Honor allegations, assist and support accused students through the Honor process, and work with accused students in their defense at trial. Honor jury panels are similarly comprised entirely of students. While anyone may initiate Honor proceedings, the process is administered entirely by students.   The vitality of the Honor System depends upon the willingness of students to uphold the high standards set by their peers. When a student is formally accused of an Honor offense following investigation, that student may elect to either (1) leave the University, without requesting a trial (in which case that student will be deemed to have admitted guilt, whether or not such an admission is expressly made), or (2) request an Honor trial.

Any student found guilty of an Honor offense, or deemed to have admitted guilt after having left without requesting a trial, will be permanently dismissed from the University. The notation "enrollment discontinued" will be placed on the student's transcript, without specific reference to the Honor proceedings. In the case of a student found guilty of an Honor offense following graduation, or deemed to have admitted guilt without requesting a trial after graduation, the General Faculty of the University may undertake proceedings to revoke that student's degree.  The rules of the Honor System apply to any person who was a University student at the time an alleged Honor offense was committed, so long as a case is initiated within two years thereafter.   Students who enroll at the University benefit from the freedom and security provided by the Honor System; every student must agree to live by and support the spirit of honor.

Applicants who are not prepared to embrace this freedom and accept this responsibility should not apply for admission.  This is intended as a brief summary of some important aspects of the University's Honor System. For more information, visit the Honor Committee Web page: www.student.virginia.edu/~honor.

If you have further questions, please call the Committee at (434) 924-7602.

The Honor Committee, June 2002

**Attachment B: Grading Rubric for all written work and threaded discussions**

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Possible Points** | **5 (Excellent)** | **4 (Good)** | **3 (Fair)** | **2 (Poor)** | **1 (Unacceptable)** |
| **Ideas:** Central idea is clearly conveyed. Demonstrates thorough understanding of sources and critically analyzes each source. Clearly defines terms. |  |  |  |  |  |
| **Organization & Coherence:** Paper is well organized. Uses headings and subheadings throughout the paper. Transitional sentences are used to link one paragraph to the next and shows a logical progression and development of ideas. |  |  |  |  |  |
| **Support:** Uses appropriate evidence to support ideas and convince the reader. |  |  |  |  |  |
| **Style:** Chooses words to express specific meaning. Uses well structured sentences which are varied yet flow well together and are not long and rambling. |  |  |  |  |  |
| **Mechanics:** Paper is free of spelling, punctuation and grammatical errors. |  |  |  |  |  |
| **Subtotal** |  |  |  |  |  |
| **Total** |  |  |  |  |  |