



THE UNIVERSITY OF
WESTERN AUSTRALIA
Achieving International Excellence

Unit Outline

EBUS2207

Electronic Communications Strategy

Semester 2

2009

Crawley Campus

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Unit Coordinator**



Business School

www.business.uwa.edu.au

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UNIT DESCRIPTION

Introduction

Welcome to Electronic Communication Strategies.

The Internet has become an integral channel for an organization to offer products and services to their customers as well as presenting a significant opportunity and challenge as a marketing medium. Beyond the Internet, the world of digital commerce and digital marketing is rapidly becoming an important medium for communications and transactions between marketers and consumers. In order to maximize the benefits that the connected world is providing, we need to recognize the range of possibilities (both positive and negative) available through the Internet and understand how to leverage these possibilities into effective marketing communications strategies. The Internet is not just a marketplace; it is a set of tools that can be used for a wide range of marketing activities.

Successful digital marketing campaigns involve a high level of understanding of several critical factors: the digital channel, the technology, the environmental constraints, and the consumers involved. The dynamics of the environment makes a thorough understanding of these issues highly elusive, yet critical.

Unit content

This course is designed to provide you with an introduction into the world of the digital channel and Internet based marketing communications. It will help you develop a greater understanding of the opportunities, the challenges, and just maybe, some of the solutions for an effective marketing communications strategy in this emerging, dynamic channel that we operate in today.

In addition to addressing the typical electronic marketing communications approaches, we will also spend time looking at the emerging formats of the Internet such as blogging, social networks, and virtual worlds. Throughout the semester we will be doing ongoing work using the virtual world "Second Life". At the present time, there are more questions than answers on how to best use these emerging online mediums. Through this course, we will attempt to gain a better understanding of these avenues through interaction, utilization, and discussion.

The Goal of the Unit

The goal of the unit is to expose you to the widest possible range of leading edge electronic communications tools, provide ample opportunity for extensive 'hands-on' experience with those tools and a focus on strategic deployment that will prepare you for future success in the marketing communications field.

Learning outcomes

On completion of this unit, you will be prepared to integrate the following into a cohesive strategic communications plan utilising the New Rules of Integrated Marketing Communications:

- Blogs, wikis, forums, podcasts and social media
- Online advertising
- Web-based Public Relations
- Virtual Worlds in their many forms
- Viral communications
- Pay Per Click advertising programs

CONTACT DETAILS

We strongly advise students to regularly access their student email accounts and the unit's Web CT site. Important information regarding the unit is regularly posted to the Web CT site and communicated by email which will not be automatically forwarded to private email addresses.

Unit coordinator lecturer and tutor	
Name:	Wade Halvorson
Email:	wadeh@biz.uwa.edu.au
Phone:	0418 942 462
Consultation hours:	<i>by appointment</i>
Lecture times:	Tuesdays 3pm
Lecture venue:	case study room 201 UWA Business School
Tutorial times:	Thursdays 1pm and 2pm
Tutorial Venue:	computer lab G86 UWA Business School

Student Guild contact details

The University of Western Australia Student Guild
35 Stirling Highway
Crawley WA 6009
Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: <http://www.guild.uwa.edu.au>

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

Students in this unit will learn from reading, discussion, online investigation, class exercises, computer lab sessions and immersing themselves in the world of electronic communications. In designing the unit I have created a problem-based, hands-on learning environment which includes the use of relevant technologies to facilitate learning. Included is a blogging project, social media implementations and some student choices so they can follow their particular areas of interest. I have included these elements in the unit to ensure that students get to grips with the full range of tools available to them in this exciting digital age to get the most out of the unit.

Virtual World Assignment

Virtual worlds are 3 - D computer - mediated environments that offer rich visual interfaces and real - time communication with other residents. In 2006 it was predicted that there were 20 to 30 million people involved in virtual world environments. Since that time, the numbers have continued to grow with virtual worlds like Habbo reaching 8.6 million unique visitors per month, CyWorld in Korea continues to average 20 million visitors per month, Gaia Online attracting 2 million unique visitors per month with 300,000 users logging in daily and the virtual world Second Life currently has almost 15 million registered users worldwide.

There are a wide variety of virtual worlds targeted to every different age demographic and social environment. Some of these worlds are designed to operate more as gaming environments (NeoPets), others are more of a social environment (CyWorld), and some attempt to straddle several functions including business opportunities (Second Life). It is the business aspect of Second Life that allows its users to also be consumers. The actions and behaviours of these users/consumers need to be understood if virtual worlds are to provide an effective channel for consumer interactions with businesses. In the past 18 months alone approximately \$1.5 billion has been invested in companies developing technologies for virtual worlds.

Second Life has been a starting ground for many real life companies to explore the opportunities for virtual business and marketing; General Motors, Dell, Sony, IBM and Wells Fargo all staked their claim to online real estate in computer mediated environments (CMEs) like Second Life. Companies have experimented in Second Life with activities ranging from research and design (Starwood Hotels and Resorts), sports simulcasts (Major League Baseball), press briefing and staff training (Sun Microsystems), education (Harvard University), news (Reuters) and the in - world sales of virtual product (Adidas, Toyota). A survey of 100 CEOs from Fortune 2,000 companies found that 76% of senior executives are experimenting with alternative media such as blogs, Second Life and social networking. The actual growth potential for virtual worlds is still speculative but some believe that it may be as important as the internet to companies within the next five years.

This phase of the course will allow students to explore the range of activities being undertaken within the virtual world as well as experiencing and discussing some of the challenges that face companies pushing the boundaries of e - marketing in these emerging channels. Through immersion, guest lectures and collaborative projects, students will have the opportunity to explore the new, rich environment.

Charter of student rights and responsibilities

This Charter of Student Rights and Responsibilities upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity.

Please refer to the Academic Secretariat website for the full charter of student rights, located at <http://www.secretariat.uwa.edu.au/home/policies/charter>

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students' Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment mechanism summary

Item	Weight	Due date	Remarks
Contribution and Participation	10%	ongoing	Students failing to attend at least 10 tutorials during the semester will find it very difficult to achieve a pass mark for this component
Tutorial activities	20%	as and when required	4 out of 10 weekly scheduled activity sheets will be submitted for assessment
Virtual World Assignment	40%	part 2 is due in week 12	Part 1, student blogs, will be assessed in weeks 3, 6, 9 & 12 through the semester
Final exam	40%	tba	To pass the unit students must pass this exam.

Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: The grade FC indicates failure to complete an identified essential assessment component and means failure of the unit.

Assessment components

Assessment item # 1

- **Contribution and Participation**

Your active contribution in this course will help you to improve the content of this course, the discussion, and your learning. Your contribution will be evaluated on your overall contribution to the class, either verbally in class or electronically through the online discussion group of the course. During the first week of the class, you will need to complete a FaceBook profile to be included in the unit's FaceBook group. Further details will be provided in lecture 1.

I would also appreciate it if you would be able to spare 10 minutes during the first three weeks of the course for a meeting with me so that I can get to know you a little better and to identify your goals for the course. We will be using Google's Online Calendar for scheduling this meeting at www.google.com/calendar. I will share the scheduling details with students in lecture 1 so that you will be able to make appointments.

In Class Contribution:

The learning environment in the class is optimized when everyone contributes to the class discussions and gets involved in the group learning environment over the course of the term. Your contributions will be based not just on the quantity, but rather the quality. Such that someone who only makes a brief, insightful comment will be graded better than someone who

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is continually making marginal comments. While I am not expecting everyone to speak in every class session, I need grading criteria to use as a guide when reviewing your contribution throughout the term. The following guide will be used on a daily basis to provide a foundation for my decisions.

Not present in class or present in class and comments detrimental to learning made	0
Present in class but no comments or comments that were not pertinent to the class made	1
Present in class and an average level of contributions made	2
Present in class and significant contributions made	3

Discussion Group Contribution:

One avenue that is available to you for contributing to the course is an online discussion group to enable discussion of topics in the news, additional thoughts on in class topics, or other topics related to Electronic Marketing Communications. Twice during the semester, your contributions to the discussion group will be reviewed and an assessment will be made on your contributions over the previous period.

Not present on discussion group or comments detrimental to learning made	0
Present on discussion group but no comments or comments that were not pertinent to the discussion thread	1
Present on discussion group and an average level of contributions made	2
Present on discussion group and significant contributions made	3

Assessment item # 2

• **Tutorial Activities**

Students will submit 4 of the 10 weekly scheduled activity sheets each worth 5 marks

Assessment item # 3

• **Virtual World Assignment**

Part 1 'Second Life Blogs (4 x 5 marks = 20 marks)

Throughout the course you will be expected to post comments on a personal blog which will be set up for the course. You will be expected to make four postings to your blog as a MINIMUM. You may make additional postings, but there needs to be at least one in weeks 3, 6, 9 & 12. Your blog will be your way of capturing your thoughts and experiences as you explore 'Second Life' and immerse yourself in the virtual world.

There are some elements that should be covered in each blog to provide a starting point for our in - class discussions, but you are free to express yourself about your experiences openly. It is only through discussing these experiences that we will be able to gain a better understanding of our potential consumers in the virtual world.

As a minimum your blog should cover the following:

- The amount of time you spent in 'Second Life' since your last blog posting.
- The challenges that you had with your 'Second Life' experience.
- The interactions that you had with fellow classmates in 'Second Life', with other people, and the type of interactions that you were involved with.
- The interactions you had with real world companies or their marketing efforts in 'Second Life'.

Each week, we will spend a small portion of our time in class going over tools that will make your experience more enjoyable as well as discussing the blog contents from the previous week.

Part 2 Virtual World/3D Assignment (20 marks)

In order to allow you to pursue the range of issues within virtual worlds or 3D e - marketing in greater detail you will have the opportunity to complete an individual assignment related to Virtual Worlds or 3D Web Based Marketing on the topic of your choice. This project could explore any aspect of virtual worlds; application of marketing in the virtual environment, a specific company profile and analysis or e - marketing communications in virtual worlds, a review of a specific virtual world, or other similar topic. To ensure that your topic is appropriate to the context of the course, and it's focus on communications, you must first submit your topic choice to me via email for approval.

Consistent with the course and the diversity of ways that marketers can use the Internet to their advantage, you have options in the presentation of your material. You can present the material in a typical paper format, or if you want to be creative, you can present your information in another format (except a presentation). You can do a PodCast, design a website with your information, create a video, shoot a video in Second Life – the choice is yours.

Your submission will be due no later than 12:00 noon on Friday, October 16th. The exact structure of the information will vary depending on the topic being investigated. Make sure that you use multiple resources and provide a list of references, properly cited. I will select students at random in the final week of semester, to discuss their submission with the class. Therefore **ALL STUDENTS** must attend the lecture and tutorials in the final week and be prepared to present key elements of their assignment.

1. Research (5 Marks):

No effort made to conduct external research on the topic.	0
Inadequate research to address the topic.	1
Good research on the topic but incomplete or supported by minimal sources.	2
Good research on the topic and well supported from multiple sources, but assessment or recommendations incomplete.	3
Good research on the topic, well supported from multiple sources, good critical assessment and supported recommendations presented.	4
Very detailed research on the topic, well supported from multiple sources, thorough critical assessment and insights presented.	5

2. Content (5 Marks):

Content completely inconsistent with the assignment.	0
Missed significant elements of the topic – major parts omitted.	1
Addressed the topic but missed minor elements.	2
Addressed the topic thoroughly.	3
Addressed the topic thoroughly and included insights into the implications for online consumers' behaviour.	4
Fulfilled items for 4 above in a unique and innovative manner.	5

3. Application of Theory (5 Marks):

No integration of the theory from the course	0
Incorrect application of the theory.	1
Some theory applied, although significant elements absent.	2
Good integration of the theory although some minor elements missing.	3
Theory from the course integrated throughout the paper and correctly applied to the topic. No significant element neglected.	4
Unique insights applied in integrating the theory to the topic.	5

***NOTE: You will be graded on either 4a or 4b depending on the format of your final submission.**

4a. Writing, Structure and Presentation – For Written Work (5 Marks):

Significant errors in each of the following sections: 1) spelling, punctuation and grammar, 2) structure and flow of paper including references, 3) readability and style including word choice and tone.	0
Significant errors in two of the following sections: 1) spelling, punctuation and grammar, 2) structure and flow of paper including references, 3) readability and style including word choice and tone.	1
Significant errors in one of the following sections or minor errors in three of the following sections: 1) spelling, punctuation and grammar, 2) structure and flow of paper including references, 3) readability and style including word choice and tone.	2
Minor errors in two of the following sections: 1) spelling, punctuation and grammar, 2) structure and flow of paper including references, 3) readability and style including word choice and tone.	3

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Minor errors in only one of the following sections: 1) spelling, punctuation and grammar, 2) structure and flow of paper including references, 3) readability and style including word choice and tone. 4

No errors in any of the following sections: 1) spelling, punctuation and grammar, 2) structure and flow of paper including references, 3) readability and style including word choice and tone. 5

4b. Innovativeness, Clarity and Presentation – For Other Formats (5 Marks):

Significant errors/flaws in each of the following sections: 1) innovativeness, 2) clear presentation of material including references, 3) structure and style including word choice and tone. 0

Significant errors in two of the following sections: 1) innovativeness, 2) clear presentation of material including references, 3) structure and style including word choice and tone. 1

Significant errors in one of the following sections or minor errors in the following three sections: 1) innovativeness, 2) clear presentation of material including references, 3) structure and style including word choice and tone. 2

Minor errors in two of the following sections: 1) innovativeness, 2) clear presentation of material including references, 3) structure and style including word choice and tone. 3

Minor errors in only one of the following sections: 1) innovativeness, 2) clear presentation of material including references, 3) structure and style including word choice and tone. 4

No errors in any of the following sections: 1) innovativeness, 2) clear presentation of material including references, 3) structure and style including word choice and tone. 5

Assessment item # 4

- **Final Exam**

2hours plus 10 minutes reading time

20 multiple choice questions (20%) 5 short essay questions (50%) 1 essay (30)

To pass this unit, students are required to achieve a score of at least 50% in the final exam. Students who fail to achieve the minimum standard in the final exam but achieve an accumulated score based on all assessment components for the unit of 50 and above will be awarded a final mark of 48%.

Standard of Assessment

The Business School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia's grading system:

HD	(Higher distinction)	80-100%
D	(Distinction)	70-79%
CR	(Credit pass)	60-69%
P	(Pass)	50-59%
N+	(Fail)	45-49%
N	(Fail)	0-44%
FC	(Failed component)	

The School awards marks leading to these grades by using the following general criteria which are presented here as a clear indication of the School's expectations. These general criteria may be supplemented by specific standards with regard to a particular assignment.

- HD** The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytic framework presented in the unit. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.
- D** The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the unit and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.
- CR** The student demonstrates an understanding of the analytic framework developed in the unit and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions. The student is able to draw upon an adequate range of references and other materials.
- P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytic framework which had been developed in the unit. Draws primarily upon unit materials for referencing.
- N+** The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in the unit, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.
- N** The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to unit framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes is an acceptable academic practice. The School and Board of Examiners have the right to scale marks where it is considered necessary to maintain consistency and fairness.

Special Consideration and Deferred Exams

If something exceptional and beyond your control has interfered with your ability to study in the normal way you should consider completing an application for special consideration. The forms can be obtained at the Undergraduate Student Centre or Postgraduate Student Centre, or from the Student Administration website <http://www.studentadmin.uwa.edu.au/welcome/forms>

In exceptional circumstances you can also apply for a deferred mid-semester/trimester exam or a deferred end of semester/trimester exam within three (3) university working days from the date of the exam. Application forms can be obtained at the Undergraduate Student Centre or Postgraduate Student Centre.

A student may be granted a deferred examination in one or more of their units if the Sub-Dean of the Business School is satisfied that on the basis of medical or other exceptional reasons the candidate was either:

- substantially and unusually hindered in their preparation for an examination; or
- unavoidably absent from or unable to complete an examination.

Further information concerning Special Consideration and Deferred Examinations is available on the Business School website

<http://www.business.uwa.edu.au/studentnet/assessments>

Supplementary Assessment

Supplementary Assessment is not offered by the Business School, however, students who achieve a grade between 45-49 in the last unit for their undergraduate degree taken in the last semester of study, will be eligible for a supplementary assessment.

Ethical Scholarship, Academic Literacy and Academic Misconduct

Ethical scholarship is the pursuit of scholarly enquiry marked by honesty and integrity.

Academic Literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. **Students must not engage in academic misconduct.** Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct located on the University's website at:

http://www.teachingandlearning.uwa.edu.au/t14/for_uwa_staff/policies/student_related_policies/academic_conduct

Academic Conduct Essentials (ACE)

All newly enrolled students are required to complete a short compulsory online unit called *Academic Conduct Essentials* (ACE) within the first 10 weeks of semester. ACE introduces students to essential knowledge regarding ethical scholarship, it helps prepare them for the expectations they will need to meet during their university career and it informs them of correct academic conduct.

ACE can be accessed via WebCT (<http://webct6.uwa.edu.au>). In order to pass the unit, the unit quiz must be completed with a mark of 80% or greater. To gain the required pass mark students may attempt the quiz as many times as they wish. Completion of the unit will be recorded as an Ungraded Pass (UP) on the student's academic record. Non-completion (NC) within the required timeframe will also be documented on formal academic records (ie, in either case the grade will appear on transcripts). More information on ACE is available at <http://ace.uwa.edu.au>

Acknowledging sources of information

In the course of your individual and team work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All assignments that you submit **must** acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student's previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is **your** responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within the quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

The Business School has the following regulation on Plagiarism:

“The Faculty will promote the highest levels of probity and honesty amongst students and will provide instruction on ethical conduct. By submitting assignments and other work for assessment, students acknowledge Faculty's duty to guard against plagiarism, including by electronic means such as Turnitin or Mydropbox. A lecturer may require students submitting written or electronic work to sign a Plagiarism Declaration Form indicating that the work is original.”

Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your Sources Harvard Style’

www.library.uwa.edu.au/education_training_and_support/guides/how_to_cite_your_sources/citing_your_sources_-_harvard_style

EndNote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: ‘A Quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay <http://libguides.library.uwa.edu.au/endnote>

Business IRIS (Introductory Research and Information Skills)

From Semester 1, 2009 all commencing undergraduate students are required to complete Business IRIS within the first 10 weeks of semester. (Postgraduate students will normally complete Business IRIS as part of their Orientation program.) Business IRIS is an online, self paced unit that provides an introduction to the skills needed to find and use information effectively and efficiently when studying in Business. Topics covered include how to locate and use library resources, the search process and search strategies, how and why to reference work, and evaluating online sources.

Business IRIS is a WebCT unit containing 8 modules, the final one being a self-test module. It is recommended that you work through the modules in the order they are presented and finish with the Test Yourself quiz and survey. Multiple attempts at the quiz are allowed. Completion of the unit will be recorded as an Ungraded Pass (UP) or Ungraded Fail (UF) on your academic record.

Appeals against academic assessment

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal. It is recommended that students contact the Guild Education Officers to aid them in the appeals process.

There is a 20 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found at <http://www.secretariat.uwa.edu.au/home/policies/appeals>

TEXTBOOK(S) & RESOURCES

Recommended/required text(s)

Stokes, R. (2009) e-Marketing: The Essential Guide to Online Marketing. 2nd ed. Quirk eMarketing Pty. Ltd.

Do not purchase this text – a free electronic version of the text will be provided.

Software requirements

In order for you to complete the preparations and assignments for this course, you will need to have access to a computer, preferably a laptop that you can bring to all classes and appropriate software. You will need the following:

- **Microsoft Word:** All of your assignments will be submitted electronically. The preference is for these to be submitted in Word 2007 format. If you are using an earlier version of Word it is suggested that you download the update which will allow you to read Office 2007 documents. This update can be downloaded from the Microsoft website.
- **Acrobat Reader:** Many of the articles that you will be reading for the course, additional resources and your assignment grades will be returned in .pdf format. You will need to have the current version of Acrobat Reader (version 9.0). If you do not have the current version, it can be downloaded for free from the Adobe Acrobat website at www.adobe.com
- **iTunes:** There may be sessions in the class that will be presented as .mp3 files or as Podcasts. To effectively review these sessions, it is recommended that you use iTunes. A free version can be downloaded from www.apple.com
- **Flash:** There will be a number of flash files that will need to be viewed throughout the semester. It is likely that you already have a flash player on your computer (98% of all computers do), but if not this can be downloaded for free from the Adobe website at www.adobe.com Please make sure that you have the most current version of Flash for this course.

Hardware requirements

In order for you to enter 'Second Life' as part of the Virtual Worlds component of the course, there are some requirements for the graphics card on your computer. If your personal computer is unable to run Second Life we have the software installed on the computers in the computer lab.

Windows System Requirements

Internet Connection*: Cable or DSL

Operating System: 2000, XP, or Vista

Computer Processor: 800 MHz Pentium III or Athlon, or better

Computer Memory: 512 MB or more

Video/Graphics Card for XP/2000 - nVidia GeForce 2, GeForce 4 MX or better **OR** ATI Radeon 8500, 9250 **OR** 945 chipset or better

Video/Graphics Card for Vista (requires latest drivers) - nVidia GeForce 6600 **OR** better **OR** ATI Radeon 9500 or better **OR** 945 chipset

Mac System Requirements

Internet Connection*: Cable or DSL

Operating System: Mac OS X 10.3.9 or better

Computer Processor: 1 GHz G4 or better

Computer Memory: 512 MB or more

Video/Graphics Card - nVidia GeForce 2, GeForce 4 MX, **OR** ATI Radeon 8500, 9250 or better

Additional resources & reading material

Each week we will have different preparations for our class which may include articles, cases, video or audio files and discussion questions. The preparations for each week will be outlined in a document that will be posted on the course WebCT site in advance of the scheduled session. It will likely contain Readings, Audio & Video, Sites to view, Assignments, Discussion and Additional Readings. Any changes to these will not be made less than 1 week prior to

the actual class. In addition to the in-class sessions, there will be some elements of the

course that will be completed online, either through class PodCasts, Discussion Groups, or other online exercises.

There are a number of resources available to you to keep you up to date on current issues in

e-marketing communications – these links are available on the course WebCT site.

UNIT STRUCTURE

Overview

- **Lectures**

Including class exercises, group discussion and classes held in virtual worlds

- **Tutorials**

Including computer lab sessions

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. It is therefore important that you attend classes (and be on time). More formally, the University regulations state that 'to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials'.

UNIT SCHEDULE

Week	Tues	Lecture	Wed	Reading
1	Jul 21	Introduction to the course		<i>begin next week</i>
2	Jul 28	The New Rules of Marketing Communications	Jul 29	Chapters 1 & 18
3	Aug 4	Virtual Worlds	Aug 5	readings in Web CT
4	Aug 11	Customer Relationship Management	Aug 12	Chapter 16
5	Aug 18	Internet Marketing Communications	Aug 19	Case study
6	Aug 25	Email Advertising	Aug 26	Chapter 2
7	Sep 1	Online Advertising	Sep 2	Chapter 3
	Sep 8	<i>semester break</i>	Sep 9	<i>semester break</i>
8	Sep 15	PPC Advertising	Sep 16	Chapter 7
9	Sep 22	Social Media	Sep 23	Chapter 8
10	Sep 29	Viral Communications	Sep 30	Chapter 9
11	Oct 6	Web PR	Oct 7	Chapter 11
12	Oct 13	Integrated Electronic Marketing Communications	Oct 14	readings in Web CT
13	Oct 20	group presentations	Oct 21	group presentations

VERY IMPORTANT NOTE: The schedule may be revised as the semester progresses based on class discussion, interest of class participants and to ensure we keep up-to-date with a dynamic and fast moving field.