

2011.86

View Outline

View: Compressed | Expanded

Internet/Social Media Marketing

Print friendly

1. Course Alpha. See HELP for information.

MKT

2. Course Number. See HELP for information.

285

3. Course Title/Catalog Title. See HELP for information.

Internet/Social Media Marketing

4. Number of Credits. See HELP for information.

3

5. Contact Hours/Type. See HELP for information.

3 hrs. lecture ? ?

Yes - per Maggie
(see initialed my copy.)

6. Course Description. See HELP for information.

Examines the use of the internet as an effective marketing tool to enhance customer relationships and strengthen brand awareness. Examines how continually emerging internet technologies and social media are increasing marketing effectiveness and efficiency. Covers development of an internet marketing plan.

7. Pre-Requisites. Please click on HELP icon for style sheet.

both

BUSN 150 or ICS 101 and MKT 120 with C or better, or consent.

8. Co-requisites

9. Recommended Preparation.

MKT 160

10. Is this a cross-listed course? See help for information.

NO

11. Reason for Proposal. Why is this course being proposed or modified? See help for information, as this question requires specific information as part of the explanation.

Hour lab

Converts a successful Topics to a regular course offering.

12. Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. See help for more information.

Spring 2013

13. Grading Method. What grading methods may be used for this course? See help for information.

- Standard (Letter, Cr/NCr, Audit) (0)

14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? See help for information.

NO

15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. See HELP for more information on SLOs.

Course SLO/Competency	a. discuss the overall importance of the internet in relation to marketing and why it is rapidly becoming an essential platform for business success	b. discuss the evolution of the internet's role in marketing	c. discuss the role social media, blogs, etc. play in driving consumer purchasing and how they can be used effectively to market a product or service	d. discuss techniques for driving traffic to a website and the importance of search engine optimization and Google promoting your business on the web	e. discuss how the traditional four P's (product, price, place, promotion) are applied in web-based and social media marketing	f. discuss the advantages and disadvantages of internet and social media marketing g. discuss traffic analysis and other methods of measuring effectiveness	h. discuss and create an internet marketing plan for a real or fictitious company
i. discuss and use, as appropriate, internet and social media marketing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ii. develop an internet marketing plan			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Course SLO/GESLO	Creativity - Able to express originality through a variety of forms.	Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.
i. discuss and use, as appropriate, internet and social media marketing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
ii. develop an internet marketing plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Course SLO/PSLO	Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships. Develop a sense and appreciation of Entrepreneurship
i. discuss and use, as appropriate, internet and social media marketing	<input checked="" type="checkbox"/>
ii. develop an internet marketing plan	

16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.

Competency/Content	1 week. Introduction to Course and History of the Web (I, a-h)	1 week. Types of Web Sites (I, II, a, b, c)	2 weeks. Social Media: Twitter, Facebook (I, II, a, c, b, d, e, f)	1 week. Social Media: Blogging (I, II, a, c, b, d, e, f)	1 week. Web Based Video; YouTube (I, II, a, b, c, d, e, f)	1 week. Wikis, RSS, Mashups, and Virtual Worlds (I, II, a, b, c, d, e, f)	1 week. Branding (I, II, a, b, c, d, e, f) 1 week. Driving Traffic: Marketing Strategies (I, II, d)	1 week. Advertising (I, II, a, c, d, e, f)	1 week. Public Relations (I, II, a, b, c, d, e, f)	1 week. Direct Marketing Campaigns (I, II, a, c, e)	1 week. Capturing and Keeping an Audience (I, a, b, c, d, e, f)	1 week. Traffic Analysis and Measuring Success (I, a, b, f, g)	2 weeks. Developing an Internet Marketing Plan (I, II, h)
a. discuss the overall importance of the internet in relation to marketing and why it is rapidly becoming an essential platform for business success	<input checked="" type="checkbox"/>												
b. discuss the evolution of the internet's role in marketing		<input checked="" type="checkbox"/>											
c. discuss the role social media, blogs, etc. play in driving consumer purchasing and how they can be			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							

used effectively to market a product or service													
d. discuss techniques for driving traffic to a website and the importance of search engine optimization and Google promoting your business on the web				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
e. discuss how the traditional four P's (product, price, place, promotion) are applied in web-based and social media marketing						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
f. discuss the advantages and disadvantages of internet and social media marketing g. discuss traffic analysis and other methods of measuring effectiveness						<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
h. discuss and create an internet marketing plan for a real or fictitious company										<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

17. Recommended Course Content and Timeline. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "RECOMMENDED COURSE CONTENT..." and enter text in that screen. Course content connects to and facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.

Content
1 week. Introduction to Course and History of the Web (I, a-h)
1 week Types of Web Sites (I, II, a, b, c)
2 weeks Social Media: Twitter, Facebook (I, II, a, c, b, d, e, f)
1 week Social Media: Blogging (I, II, a, c, b, d, e, f)
1 week Web Based Video; YouTube (I, II, a, b, c, d, e, f)
1 week Wikis, RSS, Mashups, and Virtual Worlds(I, II, a, b, c, d, e, f)
1 week Branding (I, II, a, b, c, d, e, f) 1 week Driving Traffic: Marketing Strategies(I, II, d)
1 week Advertising (I, II, a, c, d, e, f)
1 week Public Relations(I, II, a, b, c, d, e, f)
1 week Direct Marketing Campaigns (I, II, a, c, e)
1 week Capturing and Keeping an Audience (I, a, b, c, d, e, f)
1 week Traffic Analysis and Measuring Success (I, a, b, f, g)
2 weeks Developing an Internet Marketing Plan(I, II, h)

18. Recommended Evaluation and Assessment Methods. See help for information.

- Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics. (0)
- Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics. (0)
- Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics. (0)
- Includes, but is not limited to: speeches, class talks, drama presentations, oral readings, interviewing, capstone or other class presentations, oral presentations using technology, oral presentations given via technology; appropriate rubrics. (0)
- Other, not included in above (0)
- Includes, but is not limited to: research, art, observation, interview, or service learning projects, portfolio development; appropriate rubrics. (0)
- Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics. (0)
- Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics. (0)

Method of Evaluation	Includes, but is not limited to: assignments	Includes, but is not limited to: attendance,	Includes, but is not limited to: essay tests, objective	Includes, but is not limited to: group	Includes, but is not limited to: research, art,	Includes, but is not limited to: speeches, class	Includes, but is not limited to: term	Other, not included
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	done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics.	participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics.	tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics.	discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics.	observation, interview, or service learning projects, portfolio development; appropriate rubrics.	talks, drama presentations, oral readings, interviewing, capstone or other class presentations, oral presentations using technology, oral presentations given via technology; appropriate rubrics.	papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.	in above
Course SLOs								
i. discuss and use, as appropriate, internet and social media marketing								
ii. develop an internet marketing plan								
Course Competencies								
a. discuss the overall importance of the internet in relation to marketing and why it is rapidly becoming an essential platform for business success								
b. discuss the evolution of the internet's role in marketing								
c. discuss the role social media, blogs, etc. play in driving consumer purchasing and how they can be used effectively to market a product or service								
d. discuss techniques for driving traffic to a website and the importance of search engine optimization and Google promoting your business on the web								
e. discuss how the traditional four P's (product, price, place, promotion) are applied in web-based and social media marketing								
f. discuss the advantages and disadvantages of internet and social media marketing g. discuss traffic analysis and other methods of measuring effectiveness								
h. discuss and create an internet marketing plan for a real or fictitious company								

Method of Evaluation

Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics.

Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics.

Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics.
Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics.
Includes, but is not limited to: research, art, observation, interview, or service learning projects, portfolio development; appropriate rubrics.
Includes, but is not limited to: speeches, class talks, drama presentations, oral readings, interviewing, capstone or other class presentations, oral presentations using technology, oral presentations given via technology; appropriate rubrics.
Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.
Other, not included in above

19. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on the HELP icon.

Program SLO
Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships
Develop a sense and appreciation of Entrepreneurship

20. General Education Student Learner Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

<input checked="" type="checkbox"/>	Creativity - Able to express originality through a variety of forms.
<input checked="" type="checkbox"/>	Preparatory Level
<input checked="" type="checkbox"/>	Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.
<input checked="" type="checkbox"/>	Preparatory Level
<input checked="" type="checkbox"/>	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
<input checked="" type="checkbox"/>	Preparatory Level
<input checked="" type="checkbox"/>	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
<input checked="" type="checkbox"/>	Preparatory Level
<input type="checkbox"/>	Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.
<input checked="" type="checkbox"/>	Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.
<input checked="" type="checkbox"/>	Preparatory Level

	Creativity	Critical Thinking	Information Retrieval and Technology	Oral Communication	Quantitative Reasoning	Written Communication
Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics.						
Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics.						
Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics.						
Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and						

out-side of the classroom; appropriate rubrics.						
includes, but is not limited to: research, art, observation, interview, or service learning projects, portfolio development; appropriate rubrics.						
includes, but is not limited to: speeches, class talks, drama presentations, oral readings, interviewing, capstone or other class presentations, oral presentations using technology, oral presentations given via technology; appropriate rubrics.						
includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.						
Other, not included in above						

GenED SLO
Creativity - Able to express originality through a variety of forms.
Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.
Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.
Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

21. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. See HELP for more information.

22. Method(s) of delivery appropriate for this course. See Help for information.

- Cable TV (0)
- Classroom/Lab (0)
- HITS/Interactive TV (0)
- Hybrid (0)
- Online (0)

23. Text and Materials, Reference Materials, and Auxiliary Materials. See Help for information.

- David Meerman Scott. The New Rules of Marketing and PR: How to Use Social Media, Blogs, News Releases, Online, Video, and. 2nd. Wiley. .
- Jason I. Miletsky. Principles of Internet Marketing: New Tools and Methods for Web Developers (Web Technologies). 1st. .

24. Maximum enrollment. See Help for information.

24

25. Particular room type requirement. Is this course restricted to particular room type? See Help for information.

YES

computer classroom.

26. Special scheduling considerations. Are there special scheduling considerations for this course? See Help for information.

NO

27. Are special or additional resources needed for this course? See Help for information.

none

28. Does this course require special fees to be paid for by students? See Help for information.

NO

29. Does this course change the number of required credit hours in a degree or certificate? See help for information.

Yes, course will be an elective for Business Careers, required for Certificate of Completion in e-Marketing

30. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. See Help for information.

Degree	Program	Category
AA Liberal Arts:	AA	LE - Elective
AS:	NONE	
AAS:	Business Careers	PE - Program Elective
BAS:	BAS - All	N/A
Developmental/ Remedial:	N/A	

31. Course designation(s) for other colleges in the UH system.

none

32. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

2011-2012 catalog page 39,40,133

33. General Education Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

Standard 1 - Written Communication Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
Outcome 1.1 - Use writing to discover and articulate ideas.		1
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		3
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		3
Outcome 1.4 - Gather information and document sources appropriately.		1
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		1
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		3
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.		2
Outcome 1.8 - Demonstrate proficiency in revision and editing.		2
Outcome 1.9 - Develop a personal voice in written communication.		1
Standard 2 - Quantitative Reasoning Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.		
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		0
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		0
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.		2

Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.	0
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.	0
Outcome 2.6 - Assess the validity of statistical conclusions.	0
Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly.	
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.	2
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.	1
Outcome 3.3 - Recognize, identify, and define an information need.	3
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.	2
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.	3
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.	3
Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.	1
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.	2
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.	1
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.	1
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	1
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.	2
Standard 5 - Critical Thinking Apply critical thinking skills to effectively address the challenges and solve problems.	
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.	2
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.	1
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.	0
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	0
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	1
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	2
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.	2
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.	1
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	2
Standard 6 - Creativity Able to express originality through a variety of forms.	
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.	3
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.	2
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.	1

Outcome 6.4: Apply creative principles to discover and express new ideas.		3
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction		2
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.		2

34. Additional Information

Outline Information

Proposer: RICK MILLER
Progress: APPROVAL
Modify Date: 03/23/2012 9:14 PM
Approved Date:

[approval history \(4\)](#) | [Print friendly](#)