

**MKT 362: Internet Marketing  
Spring 2009 Syllabus  
(TR 9:00--10:15am, BUSAD G103)**

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**REQUIRED TEXTS**

Required Reading:

Afuah, Allan, and Christopher L. Tucci (2003) Internet Business Models and Strategies: Text and Cases, 2nd Edition, The McGraw Hill Companies, Inc. ISBN 0-07-251166-4

Reading list

**COURSE OVERVIEW**

Once the preserve of academics and scientists, the Internet has emerged as a key platform to facilitate commerce and communication on a global basis. The Internet continues to grow at exponential rates and is transforming the value chain of virtually every industry in the United States. Already more than 9 million Internet sites are established. Network and system providers are earning billions of dollars annually to keep pace with demand.

This course will examine Internet Marketing issues from a balanced perspective of theory and practice. On the theory side, we will draw on recent developments in research on Internet Marketing. On the practice side, real-world cases and practices will be used to systematically supplement the principles and theories introduced. Organizations need to get these issues right if they are to be successful with their electronic commerce applications. The primary learning goal is to grasp the concepts such as dynamics of Internet business models, taxonomy of business models, appraisal of business models and how to apply these concepts in the traditional marketing 4Ps context. of the course will be supported with participation from outside speakers and leading industry examples in Internet Marketing and electronic commerce. As Internet Marketing is a dynamic, evolving phenomenon, issues such as M-commerce, online monetary transaction and .com performance will also be introduced and assessed.

## COURSE OBJECTIVES

By completing course requirements, you will be able to understand the marketing principles, strategies, and tactics associated with dominant Internet business models, the dynamics and taxonomy of business models and the elements of appraising business models.

The course consists of nine independent yet interrelated modules. Based on the objectives explained above, these modules are developed to address key areas, including managerial functions (dynamics and taxonomy); finance (valuing and appraising) and marketing functions (product, price, position and promotion) ship management. All these issues should be examined in the context of the fast-changing new economy and knowledge-based society.

In each of the module, the materials will be conveyed in an interactive way, i.e. through both lecturing and participating. Real-world cases and practices will be used to systematically supplement the principles and theories introduced in each module. Class activities and group discussion will be employed often to enhance the students' learning experience. In so doing, I expect to help students to develop both creative thinking and critical thinking skills in addressing issues and challenges Internet businesses are facing.

## COURSE REQUIREMENTS & GRADING

### *Class Policies*

Assignments are due on the date specified. Assignments that are submitted after the end of the class period on the designated due date are considered late. Any assignments that are submitted late will not be accepted unless authorization is received from the instructor by the time the assignment is due. This authorization should accompany the late work when it is submitted. Assignments that are submitted late with authorization will be assessed a penalty. Grading on assignments will be based on neatness and completeness of work as assigned.

Final grades will be awarded on a point basis as follows:

Midterm Group Presentation:	20%
Final Group Presentation:	25%
Individual Presentation:	20%
Class Participation:	30%
Peer Evaluation:	5%
Idea Derby Entry:	Required
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Total:	100%

Each of these areas is now discussed:

### Group Project & Presentation:

Students will complete a group project. The group will give two presentations to the class regarding their project--the Midterm Group Presentation and the Final Group Presentation. In

the Midterm Group Presentation, the group needs to report their initial thinking and project progress to the class. In the Final Group Presentation, the project results will be presented to other members of the class. The "deliverable" to the instructor is the Powerpoint presentations of the project with references. Class members will also evaluate the final presentations. The instructor will use class evaluations as one of the measures of performance prior to assigning a final project grade. Midterm and Final Group Presentations should both be approximately 15-20 minutes in duration.

#### Individual Presentation:

Students will also give an Individual Presentation. In this presentation, he/she needs to introduce his/her favorite website to the class. The history, development and current performance of the chosen e-business should be covered in the presentation. The relevant e-business model applied, and the pros and cons of utilizing the specific e-business model (appraisal of business model) should be further analyzed and discussed in the presentation.

#### Class Participation:

Failure to attend class or participate actively will impact your final grade in the course.

**Attendance:** Attendance is required for the benefit of your learning and as a courtesy to your classmates. It is essential that each student become actively involved in the class. Your contributions are essential. As a member of this class, you have the responsibility to your fellow students to be here, be prepared, and participate. It is also expected that you make it to class on time. During the semester, 6 attendances will be called and each accounts 10% to the total participation score.

**Participation in Class Discussions:** Student participation in class discussions is also an essential part of this course. The in-class activities will provide ample opportunity for students to share their ideas, thoughts, and experiences with the rest of the class. Each student is expected to offer "valuable" thoughts/comments/ideas for at least two times during the semester. The instructor will judge whether the thoughts/comments/ideas are "valuable" enough to credit each with 20% of the participation points.

#### Peer Evaluation:

Students are expected to contribute to the group project equally as the member of the project group. Failure to contribute may impact your peer evaluation grade. Team projects involve the collective work of all team members. It is normal that some members will contribute more in one aspect, while others on the team will make greater contributions in different areas. For example, one person may take charge in consolidating the report, another may do the presentation slides, a third might make the presentation, another do a lot of the literature research, another serve as a team leader, etc. In the end, good projects can result from everyone making roughly equal contributions, or, from one or two people carrying the load for the team. Toward the end of the semester, each group member will be given a Team Member Peer Evaluation form to evaluate the relative contributions of each team member including himself/herself on a 5-point scale for contribution (1= Poor, 3=Average, 5= Outstanding).

To assist the peer evaluation, each project group is encouraged to keep a running worksheet to record each member's performance (e.g. meeting attendance, assignment completion) and contribution.

### The Idea Derby Entry:

During this course, I also want each of you to generate an original idea.

The idea must be based on the guest lecture content on developing internet marketing idea for the company.

At the end of the course (April. 28<sup>th</sup>), you are to present your idea in no more than five double-spaced typewritten pages. Your presentation may be an essay with footnotes and references, or it may be a short story, a video-tape, an audio-tape, a written dialogue, a diagram with an explanation, or a three dimensional construction. The only limitations are that your idea must be (1) original, (2) based on this particular course, and (3) something you can turn in.

You must enter the idea Derby. If you don't, you'll get an Incomplete. The author of the most creative entries will get A in the course, regardless of class participation or performance on other assignments. The winner's A will not affect the grades of other students in the class.

### Extra Credit

Students will be allowed to earn up to 3% extra credit by attending two academic research sessions sponsored by any UH CBA marketing faculty member or doctoral student (1.5% for each session). These sessions may involve a focus group discussion, completion of a survey or participation in a lab experiment. Each session is expected to last 30-60 minutes. Completion with certification from the research sponsor (research sponsor name, time, date and type of study) of the session is all that is required for extra credit. Participation in any single research session may only be counted toward extra credit in one class. Students will be required to indicate the class to which they wish their participation credit allocated on the form at the research location.

Students who do not wish to participate in any research subject opportunity during the semester may still earn extra credit by completing two (1.5% each) written assignments of minimum three pages, double spaced length. The write-ups must cover the latest Internet marketing/marketing research/database marketing developments. References must be included and a grade of C or better is required for credit. Paper will not be accepted after the specified due date. Two papers may not be submitted on the same day. In addition, students may not turn-in any single paper for extra credit in more than one class. No other type of extra credit work will be allowed in this course.

*Grade Percentage*

A	93-100 %
A-	90-92 %
B+	87-89 %
B	83-86 %
B-	80-82 %
C+	77-79 %
C	73-76 %
C-	70-72 %
D	60-69 %
F	0-59 %

*This is an important course and I would like to see everyone do well in the class. Remember, I am here to help you learn the materials and get an excellent grade at the same time. Let us work together to achieve this goal.*

**CLASS SCHEDULE**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
<b>1</b>	Jan. 13 Jan. 15	Module 1: Introduction: Profiting from technological change. Where are we going?	Afuah-Tucci Ch. 1
<b>2</b>	Jan. 20 Jan. 22	Module 2: The dot.com disaster	Afuah-Tucci: The Dot.com Boom and Burst (p.96)  Reading 1
<b>3</b>	Jan. 27 Jan. 29	Module 3: Changing Properties of the Internet	Afuah-Tucci Ch. 3  Reading 2
<b>4</b>	Feb. 3 Feb. 5	Module 4: Components and Dynamics of Internet Business Models	Afuah-Tucci Ch. 4. 5. 6
<b>5</b>	Feb. 10 Feb. 12	Module 5: Appraisal of Business Models (1)	Afuah-Tucci Ch. 9
<b>6</b>	Feb. 17 Feb. 19	Module 5: Appraisal of Business Models (2)	Reading 3
<b>7</b>	Feb. 24 Feb. 26	Module 5: Appraisal of Business Models (3)	Afuah-Tucci Ch. 12: Sample Analysis of an Internet Business Model Case

8	Mar. 3 Mar. 5	Module 6: E-Marketing Product (1)	Case Study:  -- The Failure of Boo.com  Reading 4
9	Mar. 10 Mar. 12	Module 6: E-Marketing Product (2) Project Group Meeting	Case Study:  --iVillage: Innovation among Women's Websites
10	Mar. 17 Mar. 19	Group Midterm Presentation Group Midterm Presentation	
11	Mar. 24 Mar. 26	Spring Recess (no class)	
12	Mar. 31 Apr. 2	Module 7: E-Marketing: Price (1) Module 7: E-Marketing: Price (2)	Case Study:  --Slatanic--The Disastrous Move from Free to Paid Content Reading 5
13	Apr. 7 Apr. 9	Module 8: E-Marketing: Position (1) (Long-tail)	Reading 6
14	Apr. 14 Apr. 16	Module 8: E-Marketing: Position (2)	Reading 7
15	Apr. 21  Apr. 23	Module 9: E-Marketing: Promotion (1) (E102)  Project Group Meeting	
16	Apr. 28  Apr. 30	Group Project Final Presentation  Group Project Final Presentation	<u>Idea Derby Entry Due</u>
17	May 5	Virtual training session (E102)	
<b>Final Week</b>	May11- May 15		

**Tentative Schedule. You will be notified of any changes during class periods.**

## Reading List

1. Profits and the Internet: Seven Misconceptions, *MIT Sloan Management Review*, Summer 2001.
2. Contextual Marketing: The Real Business of the Internet, *Harvard Business Review*, November-December 2000.
3. E-Business: What's the Right Model? *InformationWeek Research Reports*
4. Customers as Innovators, *Harvard Business Review*, April 2002
5. A Dashboard for Online Pricing, *California Management Review*, Fall 2007.
6. Should You Invest in the Long Tail? *Harvard Business Review*, July-August 2008.
7. Get the Right Mix of Bricks and Clicks, *Harvard Business Review*, May-June 2000.