Course Description

The advent of internet has created opportunities as well as threats to companies. This course provides students the theoretical understanding of the Internet marketplace necessary to adapt to its many changes, while also introducing them to the real-world Internet marketing problems through numerous cases. As such, this course will consist of lectures that introduce concepts/theories in online marketing and case analyses that apply those concepts/theories to real-world online marketing problems. The following topics will be mainly dealt with over the course of a semester: (1) an overview of the digital landscape and status quo; (2) digital advertising and promotion including search advertising and display advertising; (3) hands-on experience on web analytics that includes data analysis and interpretation; and (4) social media marketing and mobile marketing.

Course Objectives

The course will help students achieve the following objectives.

1. understand recent moves in the digital space by examining major online players (e.g., Google, Facebook, Amazon, and Apple) and studying relationships between offline and online marketing.
2. understand how firms use the Internet to provide and communicate value to consumers by studying online advertising platforms.
3. understand how firms use analytics to make data-driven decisions for Internet marketing.
4. understand the importance of earned media (vs. paid media), how consumers use online word-of-mouth or reviews, and how firms manage online reviews.

Course Structure

To achieve the course objectives, this course is divided into four self-contained modules.

Module 1: Digital Landscape. Module 1 explores the basics of the new digital landscape. It is important to understand “how we get here” (here “we” means firms) and recent moves in the digital space by major online players (e.g., Google, Facebook, Amazon, and Apple) that
provide traditional firms with new tools to conduct digital marketing. This module also introduces basic performance indicators for managers to measure the impact of digital initiatives.

Module 2: Digital Advertising and Promotion. The Internet has made available a lot of tools for firm to use. Module 2 focuses on how companies use the Internet to communicate value to consumers. Topics include search engine marketing, paid search advertising, search engine optimization, display advertising, and landing page optimization.

Module 3: Web Analytics. You cannot manage what you cannot measure. The Internet has enabled firms to monitor consumer behavior in detail and in real time. Such data help firms make data-driven decisions and avoid problems caused by HiPPO (Highest Paid Person’s Opinion). Module 3 introduces how firms use analytics to make Internet marketing decisions. We will learn various data analysis methods—e.g., exploratory data analysis, regression, A/B testing, logistic regression, and discuss how firms apply these methods to understand and solve their problems.

Module 4: Social Media Marketing and Mobile Marketing. Social media and mobile devices have emerged as one of the most important marketing tools, sheer due to the large user base. Module 4 focuses on how firms take advantage of social media and mobile devices to communicate with consumers. We will learn the importance of word-of-mouth or earned media (vs. paid media), how consumers use online word-of-mouth or reviews, and how firms manage online reviews.

Course Materials

- **Required textbook**: This course uses a digital textbook (Title: *Internet Marketing Essentials*) available at stukent.com.
- **Registration for textbook**: You need to create a log-in profile at library.stukent.com. Below are the registration directions:
  1. Go to [http://library.stukent.com](http://library.stukent.com)
  2. Select “Register”
  3. Fill out the form with the appropriate information. The Course Code is **K5V2I6**.
  4. You will then be able to login at http://library.stukent.com and will be prompted to pay. Once you pay, you will be given an Access Code. Type the Access Code to access the textbook.
- **Required software 1**: R and RStudio will be used for *Web Analytics* module. R is an open source software program that is a calculator, a statistical program, a statistical graphics program, and a programming language at the same time. The most recent version of R can be downloaded for free from [http://cran.rstudio.com](http://cran.rstudio.com). RStudio is a user-friendly free integrated development environment (IDE) for R. RStudio can be downloaded from [http://www.rstudio.com/products/rstudio/download](http://www.rstudio.com/products/rstudio/download). Installing and operating R and RStudio will be dealt with during the class. Please bring your notebook PC to class.
- **Required software 2**: For simple computation and quick visualization, Microsoft Excel will be used.
- **Required case pack**: Students are expected to purchase case pack at [https://cb.hbsp.harvard.edu/cbmp/access/44011144](https://cb.hbsp.harvard.edu/cbmp/access/44011144). The case pack includes the following cases and readings:
  - Amazon, Apple, Facebook, and Google (hereafter, AAFG)
Air France Internet Marketing: Optimizing Google, Yahoo, MSN, and Kayak Sponsored Search

BBVA Compass: Marketing Research Allocation

Harvard Business School Executive Education: Balancing Online and Offline Marketing

Motorcowboy: Getting a Foot in the Door (A)

Thunderbird: Improving the Online Experience Web Performance Analytics

Eyeblaster: Enabling the Next Generation of Online Advertising

Regression Analysis (Optional)

Web Analytics at Quality Alloys, Inc.

Star Digital: Assessing the Effectiveness of Display Advertising

A/B Testing at Vungle

Mekanism: Engineering Viral Marketing


Managing Online Reviews on TripAdvisor

Bank of America: Mobile Banking

- **Optional lecture slides**: Lecture slides will be posted on blackboard learning system before the class starts.

**Group Formation**

Several group assignments are required for the course (more below) and students will need to form groups early in the semester. One group will consist of up to three members. The ideal group size is three students. Unless otherwise stated, no group may have more than three members. You must attend in the first week. I will pass out a class roster in the first class to make it convenient to form groups. Everyone must be in groups by the end of the second week.

**Class Format**

A typical weekly session will consist of a lecture on textbook materials and case discussions.

**Lecture.** A weekly session will start with a lecture that deal with the textbook materials assigned to the week. Each week’s topic and textbook chapters can be found in **Course Schedule** section of the syllabus. As this part of the session will mainly cover the chapter(s) of the textbook, *Internet Marketing Essentials*, you are strongly encouraged to read the corresponding chapter(s) before the class starts.

**Case Presentation/Discussion.** The weekly case studies have been carefully selected to enhance your learning by examining real-world problems. All students are expected to come to class ready to discuss each case. Each student group will be assigned to one case for presentation and discussion leading in the class. The student group in charge of the case presentation should be well prepared to lead the discussion. At a minimum, the student group in charge of the case should be able to (i) state clearly what management should do and (ii) provide a specific, logically consistent rationale for your recommendations, backed by your analysis. I may call upon any students at any time (a.k.a. cold called) to provide specific recommendations and analysis. Even if you do not contribute to a specific case discussion by speaking, make sure that you are comfortable with what you would have done in the management situation described in the case and why.
Case wrap-up. After student group’s presentation and discussion, I will wrap up the case. The purpose of the wrap-up is to ensure that every important point of the case is dealt with and understood.

Written Assignments

Case analysis executive memos. For every case discussion, you will prepare a one-page, single-spaced memo that is based upon situation analysis and recommended strategies for a case. This is an individual assignment and should be completed independently by each student. Please do not discuss your work with others when writing an executive memo. Print the memo in a letter paper and bring it to the class. I will collect the executive memo at the beginning of the case discussion. Note that you are expected to write the executive memo for every case. Writing a memo for every case is designed to help you prepare for every case discussion. I will randomly select 4 executive memos for your evaluation.

Case presentation and write-up. Each week, one group will be assigned to present that week’s case and lead the discussion, unless otherwise stated. Group assignments are to be done with the other members of your team. The team in charge of case presentation should submit, by 12 PM of the day of presentation, a PowerPoint file for presentation and a Word file that analyzes the case. The case write-up Word file should not exceed 7 pages plus exhibits. Text should be double spaced, on one side of the page only, submitted without report covers, and stapled once in the upper left hand corner. Please leave adequate top, bottom, and side margins. Hard copy versions of all assignments are due at the beginning of class on the date the chosen case would be discussed. To be fair to all students, late papers will not be accepted unless there is a documented medical emergency.

Grading Policy

The assessment and grading system is intended to reflect student learning and performance.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case analysis executive memo</td>
<td>40% (Individual)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30% (Individual)</td>
</tr>
<tr>
<td>Case presentation</td>
<td>20% (Group)</td>
</tr>
<tr>
<td>Case write-up</td>
<td>10% (Group)</td>
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</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 92</td>
</tr>
<tr>
<td>A-</td>
<td>91.99 – 90</td>
</tr>
<tr>
<td>B+</td>
<td>89.99 – 88</td>
</tr>
<tr>
<td>B</td>
<td>87.99 – 82</td>
</tr>
<tr>
<td>B-</td>
<td>81.99 – 80</td>
</tr>
<tr>
<td>C+</td>
<td>79.99 – 78</td>
</tr>
<tr>
<td>C</td>
<td>77.99 – 72</td>
</tr>
<tr>
<td>C-</td>
<td>71.99 – 70</td>
</tr>
<tr>
<td>D+</td>
<td>69.99 – 68</td>
</tr>
<tr>
<td>D</td>
<td>67.99 – 62</td>
</tr>
<tr>
<td>D-</td>
<td>61.99 – 60</td>
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<tr>
<td>F</td>
<td>59.99 – 0</td>
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</tbody>
</table>

Computer Policy

Students may bring and use a notebook PC in the classroom for educational purpose only.
## Course Schedule (Subject to change)

<table>
<thead>
<tr>
<th>Week (Day)</th>
<th>Topic</th>
<th>Reading (T: Textbook, C: Case)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (1/21)</td>
<td>Internet Marketing Foundation Case: AAFG</td>
<td>(T) Chapter 1 (C) AAFG†</td>
<td>Activated Stukent account Team Formation</td>
</tr>
<tr>
<td>2 (1/28)</td>
<td>Balancing Online and Offline Marketing (Case 1: HBS Executive Education Case 2: BBVA)</td>
<td>(C) HBS† (C) BBVA†</td>
<td>EM: Air France</td>
</tr>
<tr>
<td>3 (2/4)</td>
<td>Search Engine Optimization Case: Air France</td>
<td>(T) Chapter 2–4 (C) Air France</td>
<td>EM: Motorcowboy</td>
</tr>
<tr>
<td>4 (2/11)</td>
<td>Paid Search Case: Motorcowboy</td>
<td>(T) Chapter 5 (C) Motorcowboy</td>
<td>EM: Motorcowboy</td>
</tr>
<tr>
<td>5 (2/18)</td>
<td>Online Advertising Case: Eyeblaster</td>
<td>(T) Chapter 6 (C) Eyeblaster</td>
<td>EM: Star Digital</td>
</tr>
<tr>
<td>6 (2/25)</td>
<td>Landing Page Optimization Case: Thunderbird</td>
<td>(T) Chapter 7 (C) Thunderbird</td>
<td>EM: Star Digital</td>
</tr>
<tr>
<td>7* (3/3)</td>
<td>Basic Analytics: Descriptive Statistics, Correlation Analysis, Cross-tabulation, A/B Testing</td>
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<tr>
<td>8 (3/10)</td>
<td>Advanced Analytics: Linear Regression, Logistic Regression Case: Quality Alloys</td>
<td>(C) Regression† (C) Quality Alloys</td>
<td>EM: Quality Alloys</td>
</tr>
<tr>
<td>9 (3/17)</td>
<td>Web Analytics Case: Star Digital</td>
<td>(T) Chapter 8 (C) Star Digital†</td>
<td>EM: Star Digital</td>
</tr>
<tr>
<td>10 (3/24)</td>
<td>Experimental Design and A/B Testing Case: Vungle</td>
<td>A/B Testing (C) Vungle</td>
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<tr>
<td>11 (3/31)</td>
<td>Spring Break (No Class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 (4/7)</td>
<td>Social Media 1 Case: Mekanism</td>
<td>(T) Chapters 10 (C) Mekanism</td>
<td>EM: Mekanism</td>
</tr>
<tr>
<td>13 (4/14)</td>
<td>Social Media 2 Case: Ford Fiesta</td>
<td>(T) Chapters 11 (C) Ford Fiesta</td>
<td>EM: Ford Fiesta</td>
</tr>
<tr>
<td>14 (4/21)</td>
<td>Online Reputation Management Case: TripAdvisor</td>
<td>(T) Chapter 12 (C) Trip Advisor</td>
<td>EM: TripAdvisor</td>
</tr>
<tr>
<td>15 (4/28)</td>
<td>Mobile Marketing Case: Bank of America</td>
<td>(T) Chapter 13 (C) Bank of America</td>
<td>EM: Bank of America</td>
</tr>
<tr>
<td>16 (5/5)</td>
<td>Course wrap-up, Review for final exam</td>
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<tr>
<td>17 (5/12)</td>
<td>Final Exam Week</td>
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Note: * Administered online (no face-to-face meeting); † Presented by the instructor; EM: executive memo