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BMKT 420.01: Integrated Online Marketing

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BMKT 420 – INTEGRATED ONLINE MARKETING
Spring 2017 – Dr. Bruneau

PROFESSOR: Dr. Carol L. Bruneau

OFFICE: GBB 303
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FAX: 243-2086
E-MAIL: Carol.Bruneau@business.umt.edu

CLASS SCHEDULE: TTh 12:30 – 1:50 pm GBB L14

OFFICE HOURS: Tuesdays: 2:00 – 4:00 pm
Wednesdays: 10:00 am - 12:00 pm
And by appointment
Walk-ins are always welcomed

REQUIRED MATERIALS:

Weinberg, Gabriel and Justin Mares (2015) *Traction: How any Startup can Achieve Explosive Customer Growth*. Portfolio/Penguin, New York, NY

Kelly, Kevin (2016) *The Inevitable: Understanding the 12 Technological Forces That Will Shape Our Future*. Viking, New York, NY

COURSE OBJECTIVES:

The development of online and digital marketing strategies and methodologies has been one of most exciting new areas of business. The class will foster an understanding of how marketing has dramatically changed in the past few years and what changes are likely to follow.

The objectives of the course are as follows:

1. To understand key developments and concepts driving the new world of digital and online marketing.
2. To learn how to apply consumer behavior theories to online and digital marketing strategies.
3. To understand the process of integrating online and digital marketing with traditional marketing strategies to create value for the organization and the consumer.
4. To conduct an in-depth study of one area of online or digital marketing.

MISSION STATEMENT:

The University of Montana's School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Learning Goal 3: SoBA graduates will be effective communicators.

Learning Goal 4: SoBA graduates will possess problem solving skills.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

COURSE EXPECTATIONS:

This course is an advanced undergraduate course intended for marketing majors and other student who require knowledge of consumer behavior for their courses of study and chosen career paths. It is a required course for those choosing an option in marketing. Class sessions will be devoted to the discussion of selected concepts, research studies and applications. **BMKT 325 is a prerequisite to this course. You must have already taken (cannot be currently taking) BMKT 325 to be enrolled in BMKT 420.**

It is expected that students will approach this course in ways that will maximize their learning rather than minimize their effort. Those students who do not approach the class in this way will suffer both in the ability to learn the material and in the grade they will receive in class. The learning experience of this class depends on student participation by active listening, by contributing to class discussions, and by contributing consistent effort to the process and outcome of hands-on exercises. Consistent preparation rather than pre-exam cramming is a necessity. I expect you to have read the assigned chapters BEFORE class on the day they are scheduled for discussion.

Preparation time may vary somewhat depending on the assignment, but can be expected to average two or three hours per class session.

The quality of this course is heavily dependent on thorough preparation, consistent attendance, and spirited participation. Those who are reluctant to speak in front of others should use this opportunity to overcome their fears before entering the business world. The class participation grade will be based on participation during class discussions and in-class exercises. **QUALITY** of participation rather than **QUANTITY** will be judged. Student should expect to be called upon at random throughout the term, either to initiate class discussion or to respond to a question by the professor. **NO LATE WORK WILL BE ACCEPTED.** Late work is defined as any work not turned in when the professor collects it on the day the assignment is due. **NO EXTRA CREDIT WORK WILL BE ACCEPTED.**

You are encouraged to visit me during my office hours if you have any questions, problems, or if you just want to talk. If you cannot meet me during posted office hours, you are encouraged to make an appointment to meet at some other time. Also, if I am in my office when you walk by, I'm always willing to meet with you.

EMAIL FROM STUDENTS:

You **MUST** use your official UM email accounts if you wish to email me. Otherwise, I will be unable to respond. In addition, I expect you to use a proper salutation and correct grammar in your emails. Please do not use text messaging abbreviations.

STUDENT CODE OF CONDUCT: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

It is the student's obligation to be familiar with the Student Conduct Code, especially as it pertains to academic misconduct (cheating, plagiarism, etc.), which is available on line at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>. Please note that it is a form of academic misconduct to submit work that was previously used in another course.

Moreover, as the Catalog reads (in terms of Academic Policies and Procedures regarding plagiarism specifically):

“Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offence in the academic community and is strictly forbidden. Students who plagiarize may fail the course and be remanded to Academic Court for possible suspension or expulsion.”

It continues,

“Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording *but also ideas*. Acknowledgement of whatever is not one's own original work is the

proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism."

So, *ALWAYS* err on the side of caution by citing the resources used in preparing your work. Moreover, *always* use direct quotations for exact wording taken from another source.

Finally, I am well aware of the various websites where one can go to find "free term papers." Believe me, it is not worth the gamble with your academic future.

STUDENTS WITH DISABILITIES:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.

CLASS PARTICIPATION:

Learning in this class will depend on the active participation of all students. Participation includes consistently attending class and actively participating in class discussions and in-class assignments, asking questions, and adding content to the class's Facebook group. Students will also have a LinkedIn account and will be required to start a professional network of meaningful contacts.

WRITING ASSIGNMENTS

There will be a variety of writing assignments throughout the semester including, but not limited to, your autobiography, an analysis of a traction channel, a blog and a prediction of online/digital marketing's future. You will be given instructions on each of these as the semester progresses. **All written assignments, with the exception of the autobiography, must be typed in a 12 point font.**

CLASS PROJECT:

Each student, in a group of 5 or fewer, will conduct a semester-long project. This project can be in the form of a case study, marketing plan for a local organization, or a research paper. Outlines for each will be distributed in class. Topics for the project must be approved by the professor. The students will present their projects during class at the end of the semester. Each student in a team will be given the same grade for the project and presentation.

GRADING:

The following weights will be used to compute your course grade:

Class Participation:	25%
Writing Assignments:	30%
Semester Project:	35%
Presentation of Project::	10%

All courses conducted by the Management & Marketing Department will be graded on a +/- basis. Below is the grade scale for this grading method.

$A \geq 93$	$77 \leq C+ < 80$
$90 \leq A- < 93$	$73 \leq C < 77$
$87 \leq B+ < 90$	$70 \leq C- < 73$
$83 \leq B < 87$	$60 \leq D < 70$
$80 \leq B- < 83$	$F < 60$

Grades will not be curved or rounded up.

COURSE OUTLINE AND ASSIGNMENTS
INTEGRATED ONLINE MARKETING – SPRING 2017

WEEK OF:	TOPIC AND ASSIGNMENTS
January 24	Overview of Online and digital
January 31	Consumer Behavior in a digital world
February 7	Effective IOM
February 14	SEM/SEO
February 21	Online Marketing Strategies
February 28	Online Marketing Strategies, cont.
March 7	The Importance of Content
March 14	Branding
March 21	SPRING BREAK – ENJOY!!
March 28	Social Media Marketing
April 4	Other forms of Online & Digital Marketing
April 11	Web Analytics
April 18	What does the Future Hold?
April 25	Student Project Presentations
May 2	Student Project Presentations
May 9	Student Project Presentations Presentations during this week will be at the scheduled Final time 8:00 – 10:00 am on Wednesday, May 9.

PROFESSOR'S AUTOBIOGRAPHY:

CAROL L. BRUNEAU – I was born in Stillwater, Oklahoma and had a fairly normal childhood. I attended Oklahoma State University and received a B.S. degree in sociology/anthropology. After graduation, I attended Arizona State University where I worked on an M.S. degree in archeology. I never finished this degree, but I did have some great experiences conducting fieldwork in Israel, Arizona and New Mexico. After dropping out of the graduate program, I became a secretary as the utility of an anthropology degree seemed to be questioned by many employers. Finally, tiring of not having any spending money, I returned to Oklahoma State University to work on an MBA degree. It was then that I discovered the wonderful world of marketing that allowed me to combine the study of human behavior that I had found interesting in anthropology with the money-making potential of an MBA degree.

After graduation, I worked as a Market Research Scientist for Battelle Pacific Northwest Laboratories in Richland, Washington for 5 years. Battelle is the largest not-for-profit contract research organization in the world. The Battelle office in Richland primarily conducts research for the U.S. Department of Energy and the Hanford Nuclear Reservation. My duties at Battelle included being responsible for supplying marketing expertise and management to a variety of contract research projects. Major areas of research that I participated in included: technology transfer and diffusion, consumer decision-making, innovative technology concepts, and market assessments. I was also the technical liaison between Battelle and eight Native American reservations located near the Hanford site for a dose reconstruction project.

Although I liked my work at Battelle, I decided it was time for a new challenge. I moved to Tucson, Arizona and began working on a Ph.D. degree in marketing at the University of Arizona in the Fall of 1991. I finished this degree in 1996.

In January of 1995, I interviewed with the Management Department of the University of Montana and was offered a position as an assistant professor. I am still thrilled after being here 20 years to have found such a great job in such a beautiful place with such great colleagues and students. I have taught Marketing Principles, Consumer Behavior, Marketing Management (undergraduate and graduate level), Marketing and Culture, Sports Marketing and Nonprofit Marketing. I have a variety of research interests including sensorial marketing, generational studies, qualitative research methodology, sports marketing, and nonprofit marketing

My hobbies include wine tasting, gourmet cooking (and eating!), traveling, hiking, playing golf (badly), reading, watching spectator sports (Go Griz!) (especially IndyCar racing!) and observing human (consumer) behavior wherever it occurs. I am a member of the Rotary Club of Missoula Sunrise. And I was able to attend the 100th running of the Indianapolis 500 this summer. It is the world's largest sporting event with 400,000 live spectators!!

YOUR AUTOBIOGRAPHY:

NAME: _____

Hometown: _____

Address:

Phone #: _____

E-mail: _____

Major: _____

Company where employed: _____
(if applicable)

Year in college: _____

What do you expect from BMKT 420? Are there any consumer behavior topics that you would specifically like me to cover?

OVER >>>>>>>>

Please use the space below to write a little something about yourself similar to the autobiography that I wrote. Include why you are taking this class and what you plan to do with your degree after graduation. Also, tell me about your background (especially business experience that you have had), your extracurricular activities, hobbies or other interests, and/or anything else you think I might find interesting. This autobiography should be turned in **Thursday, February 9 during class**. This will count as a writing assignment.