SYLLABUS

EXSM 5513 – Online and Mobile Marketing and Commerce
Social Media Citation

Faculty of Extension, University of Alberta

Blended: Online and In-class
March 21 - April 8, 2016 (Online)

In-Class dates: Mon & Tue, April 4 and 5, 9:30 am - 4:30 pm

Room 2-955 Enterprise Square

Course instructors and contact information:	**Jessica Laccetti, PhD** laccetti@ualberta.ca
Program office information:	If you have any concerns or questions regarding the course, you can contact the social media citation program staff at (780) 492-1185 between 8:30 a.m. and 4:30 p.m., Monday through Friday, or email the program at scbosch@ualberta.ca
Date of last syllabus revision:	Winter 2016 *Copyright © 2016. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the University of Alberta. Note: Should there be a discrepancy between printed and online course materials, online copies will be considered the correct and up-to-date version. No part of these notes constitutes legal advice.*

Course Description

Learn the skills needed to strategically market across various online platforms. This course will address how to implement best practices for web marketing, mobile marketing, affiliate marketing, website design, e-commerce, and other internet online marketing opportunities.

Course Outcomes

By the end of this course, you should be able to:

- Describe the basics of E-commerce and mobile marketing
- Create an inviting, user-friendly and productive website
- Plan, work with and manage different methods of online marketing
  - Web marketing
  - E-mail marketing
  - Social media marketing
  - Mobile marketing
  - Affiliate marketing
- Discuss the impact of the mobile platform and cloud computing
- Combine several marketing methods and plan a marketing campaign

Course Materials & Resources

- Class blog: http://exsm5513winter2016.blogspot.ca/

Note: Students will be using publicly accessible web 2.0 tools. While students will learn how to use settings to restrict viewing privileges for these freely hosted web 2.0 services, it should be understood that these services are hosted externally (e.g., in Canada, the US, and other countries). Anything shared via social media services should be considered public and fall within the terms of use and conditions outlined for those services. The creation of secondary accounts is recommended for students who wish to keep their personal or existing account separate from the course.

If you have concerns about privacy or the information you will put on social media platforms, please talk to your instructor before completing the course activities listed below.

COURSE SCHEDULE

Key Course Dates

Please note: All assignment submission deadlines follow **Mountain Time (MT)**, and are listed below.

Module/Unit	Key Dates & Times

Module 1
Introduction: E-Commerce & E-Business
	Activities/Assignments
	● First Day of Class (**March 21**)
	  1) Join Twitter
	  2) Follow instructor: @JessL
	● By **March 21** send an introductory tweet with the class hashtag: #EXSM5513
	● by **March 22**
	  o Class Blog: Add a comment on my Module 1 post – introduce yourself and share with us your thoughts on the readings for Module 1
	● Visit amazon.com and locate recent information in the following areas:
	  o Find the five top-selling books on E-Commerce.
	  o Find the most popular/helpful (as voted on Amazon) review of each of the top five books
	  o What do you notice about the reviews (location, gender of author, number of other reviewers author has made…)
	  o Send me @JessL, at least 3 tweets with your findings, remember to include the class hashtag: #EXSM5513

Module 2
Website Design
	Activities/Assignments
	
	● Be sure to **send the instructor your preferred e-mail** address so that you may author on the class blog due on or before end of day **March 24**
	● (Online Presence) Tweet 2 short reflections on what you've learned in the first two days of the course., due on or before end of day **March 28**
	● **Activity**: compare and contrast your five favourite online shopping sites.
	  o In a blog **post (not a comment)** list:
	    ▪ the products available

	- how easy/difficult it is to search - how easy/difficult it is to add things to cart - any features you liked and the ones that you felt detracted from the experience. Explain why. - send a tweet to me, @JessL with your main finding
Module 3 Web Marketing	**Activities/Assignments** - Go on the blog and find students' introductory blog **comments** from Module 1 (see above). Read her/his introductory comment and respond with a comment. **(before March 30**) **Activity (in class April 4-5**): Why do ads go viral? - This assignment employs the 6 Sticky principles from Chip and Dan Heath's book, Made to Stick (see the handout in e-class and in google: https://drive.google.com/file/d/0BzsIVysTrCWkYzZhQ1ZGdXJ1VGs/view?usp=sharing). - Find an ad that you believe has gone viral (use Youtube, adage.com, or any resource of your choosing). Write a short summary in a blog POST (not comment) of how the ad embodies the 6 sticky principles. Be brief, feel free to use point form, and do not exceed 3 medium-sized paragraphs. - Be sure to embed your ad in your blog post (if not possible, please include a link to it).
Module 4 E-mail Marketing	**Activities/Assignments** **Activity (in class April 4-5**): Review the selection of e-mail examples (see handout in e-class or the google doc: https://docs.google.com/document/d/1_LhwLuc2NokU8Qu2MZ_yCY2u6noJzO1OhWMd3-x6kd4/edit?usp=sharing). - Remember the key tips to strong e-mails: - short, persuasive copy - call-to-action - stand out (visuals) - few (if any) buttons - Note which ones you'd mark as spam and why? What aspects made you want to click through? - Send @JessL one or two tweets noting what you've

	learnt about e-mail marketing or something you'd like to try related to this form
Module 5 Mobile Marketing	**Activities/Assignments** ● Activity: Read the article: "Nordstrom's New Mobile Marketing Tool: Texting Photos" at *The Wall Street Journal*: http://blogs.wsj.com/cio/2014/09/18/nordstroms-new-mobile-marketing-tool-texting-photos/. How does this news fit alongside what we've read and discussed in this module? Can you think of any Canadian businesses or organizations that employ mobile marketing? Tweet @JessL two examples, be sure to include the class hashtag, #EXSM5513 On or before **March 31** ● **Assignment B** - **Mobile Strategy and Psychology** - Due **April 5**, Midnight
Module 6 Affiliate Marketing 	**Activities/Assignments** ● Activity: Choose one of the readings from Module 6 (**before April 6**). Copy the ENTIRE article and paste it into wordle.net. This will generate a tag cloud of the article. Save your tag cloud to the public gallery (anonymously if you wish) so that you can then embed it in a blog post on our class blog. Along with your embedded tag cloud, write a paragraph examining the keywords that wordle has highlighted and how that aligns with your interpretation of the article. What were the insights? Differences? ● Tweet me, @JessL, a link to your wordle blog post and include the class hashtag
Module 7 Planning an Online Marketing Campaign	**Activities/Assignments** ● Assignment D - **Draft** due in class **April 5**, **Final assignment** and blog post Due on the FINAL day of class **(11:55 pm April 8, on blog and e-class)** ● Activity: Watch the video, "The Future of Advertising": https://www.youtube.com/watch?v=4NyXzir2yKg. It highlights the importance of story to any brand. How does the idea of story fit into a general online marketing plan? Did you agree with the video? Add your thoughts in a comment on my Module 7 blog post.

MODULE OVERVIEWS

Module 1: Introduction: E-Commerce & E-Business

Topics

- Introduction
- What is E-commerce
- What is E-business
- Advantages of E-commerce
- Trends in E-commerce
- Introduction to mobile technology from SMS to today's complex multimedia landscape

Learning Outcomes

By the end of this module, you should be able to:

- Define the term "E-commerce"
- Explain basic aspects of E-commerce in relation to traditional marketing such as lower transaction costs; larger purchases per transaction; improved customer interactions, etc.

Readings

1. **Weblink:**
   Goa, Jerry. (n.d.). Introduction to E-Commerce. Retrieved from:
   https://www.uop.edu.jo/download/research/members/introduction.pdf
2. **Library E-Reading:**
   Rigby, D. K. (2014). "Digital-Physical Mashups," *Harvard Business Review*, *92*(9), 84-92.

3. **Weblink:**
   Technerd StepByStep. (19 September 2013). Introduction to E-Commerce. [Video File]. Retrieved from: https://www.youtube.com/watch?v=AhgtoQIfuQ4

4. **Weblink:**
   Boundless. (n.d.). Mobile Marketing. Retrieved from
   https://www.boundless.com/marketing/textbooks/boundless-marketing-textbook/social-media-marketing-15/introduction-to-social-media-digital-marketing-98/mobile-marketing-484-10594/

Module 2: E-Commerce Site Design

Topics

- Differences between E-commerce sites
- Successful product showcasing
- Search Functionality
- Call-to-Action
- Personalised interactions
- Payment system
- Best practice tips for overall design

Learning Outcomes

By the end of this module, you should be able to:

- Identify key features of different E-commerce websites
- Explain and implement the three key aspects that lead to higher conversion rates (findability, showcase the product, seamless check-out process)
- Use best practices for website design including effective call-to-action and meaningful interactions

Readings

1. **Weblink:**
   Alves, Daniel. (5 Jan. 2012). "How to Design an E-Commerce Site to Maximize Sales," *Mashable* Retrieved from: http://mashable.com/2012/01/05/design-ecommerce/

2. **Weblink:**
   Chapman, Cameron. (8 Oct. 2009). "15 Common Mistakes in E-Commerce Design." *Smashing Magazine*. Retrieved from:
   http://www.smashingmagazine.com/2009/10/08/15-common-mistakes-in-e-commerce-design-and-how-to-avoid-them/

3. **Weblink:**
   Forster, Diane. (18 Sept. 2014). "The Evolution of Responsive E-Commerce). *Promotion World*. Retrieved from
   http://www.promotionworld.com/se/articles/article/140918-the-evolution-of-responsive-ecommerce

Module 3: Web Marketing

Topics

- What is web marketing
- Primary online business models
- Search engine optimization
- Contextual advertising
- Viral advertising

Learning Outcomes

By the end of this module, you should be able to:

- Describe the basic principles of web marketing
- Employ search engine optimization (SEO)
- Understand the background of Google AdWords and how to make use of the three levels of AdWords accounts (accounts /campaigns /ad groups)

Readings

1. **Weblink:**
   Demmers, Jason. (2 Jan. 2013). "5 Deadly Sins of SEO and Online Marketing," *Entreprenuer.com* Retrieved from: http://www.entrepreneur.com/article/225379

2. **Weblink:**

   Tucker, Kendall. (17 March 2014). "Which business model is best to choose for your online startup?" *Spinnakr*. Retrieved from:
   http://spinnakr.com/blog/ideas/2014/03/which-business-model-is-best-to-choose-for-our-online-startup/

3. **Weblink:**
   Haden, Jeff. (9 Oct. 2013). "6 Habits of Highly Effective Adwords Advertisers. *INC*. Retrieved from
   http://www.inc.com/jeff-haden/6-habits-of-highly-effective-adwords-ppc-marketers.html

4. **Weblink:**
   Quipp, Jeff. (19 May 2014). **"**Three Examples of Contextual Advertising Done Right" *HuffPost*. Retrieved from
   http://www.huffingtonpost.ca/jeff-quipp/contextual-advertising_b_4992296.html

5. **Library E-Reading:**
   Teixeira, T. (2012). "The New Science of Viral Ads," *Harvard Business Review*, *90*(3), 25-27.

Module 4: E-mail Marketing

Topics

- Fundamentals of e-mail marketing
- Best practices in e-mail marketing (design and functionality)
- E-mail optimization
- E-mail marketing laws and tactics (anti-spam legislation in Canada)
- E-mail marketing analytics
- Planning an e-mail marketing campaign

Learning Outcomes

By the end of this module, you should be able to:

- Explain fundamental elements of email marketing
- Describe best practices for sending emails, including anti-spam legislation
- Implement e-mail messages considering timing, scheduling, communication and design guidelines
- Plan an overall e-mail marketing campaign that fits into your comprehensive marketing campaign

Readings

1. **Weblink:**
   Mail Chimp. (28 August 2014). "Best Practices for E-Mail Subject Lines," *Mail Chimp* Retrieved from:
   http://kb.mailchimp.com/campaigns/previews-and-tests/best-practices-for-email-subject-lines

2. **Weblink:**

   Jarski, Veronique Maria. (29 March 2014). "10 E-Mail Best Practices" *Marketing Profs*. Retrieved from:
   http://www.marketingprofs.com/chirp/2014/24729/10-email-best-practices-infographic

3. **Weblink:**
   Industry Canada. (15 Feb. 2013). Government of Canada Introduces Anti-Spam Legislation. Retrieved from https://www.ic.gc.ca/eic/site/ecic-ceac.nsf/eng/gv00521.html

4. **Weblink:**
   Schiestel, Andrew. (28 August 2014). "Why Smart SMBs Can't Comply With the Canadian Anti-Spam Law," *LF Press*. Retrieved from
   http://www.lfpress.com/2014/08/28/why-smart-smbs-cant-comply-with-the-canadian-anti-spam-law

5. Vero. (n.d.) Your First E-Mail Campaign Strategy. Retrieved from:
   http://blog.getvero.com/guides/email-marketing-guide/campaign-strategy/

6. Matsumoto, Tia. (20 Dec. 2013). "Back to Basics: E-Mail Marketing Metrics," Click-Z.
   Retrieved from:
   http://www.clickz.com/clickz/column/2269547/back-to-basics-email-marketing-metrics

Module 5: Mobile Marketing

Topics

- What is mobile marketing and its six main elements
- Best practices in mobile marketing
- Mobile marketing strategy
- Mobile Apps
- Mobile and Social Media

Learning Outcomes

By the end of this module, you should be able to:

- Define mobile marketing
- Name and explain the six main elements of mobile marketing:
  - sales promotion
  - mobile advertising
  - mCRM
  - brand engagement
  - advertising response
  - mobile experientia
- Identify best practices and guidelines for mobile marketing
- Explain how mobile and social platforms are dominating the marketing landscape (think of selling on Facebook and Swarm)
- Understand how mobile apps might be deployed to assist brands in their marketing strategy and reach

Readings

1. **Weblink:**
   Ovide, Shira. (28 June 2012). "Twitter's Mobile Ads Begin to Click," *The Wall Street Journal*. Retrieved from:
   http://online.wsj.com/news/articles/SB100014240527023044586045774911705731566112

2. **Weblink:**

Perlberg, Steven. (19 Sept. 2014). "For Mobile Marketers, The More Crowded, The Better," *The Wall Street Journal*. Retrieved from: http://blogs.wsj.com/cmo/2014/09/17/crowded-train-mobile-marketing/?KEYWORDS =mobile+marketing

3. **Weblink:**
Perlberg, Steven. (22 July 2014). "CMO Today: Mobile Ad Spending Leaps Ahead," *The Wall Street Journal*. Retrieved from http://blogs.wsj.com/cmo/2014/07/22/cmo-today-mobile-ad-spending-leaps-ahead/?KE YWORDS=mobile+marketing

4. **Weblink:**
Lindvik, Lauren. (28 August 2014). "Gap Buys Up All of Tumblr's Mobile Ads for a Day," *Mashable*. Retrieved from http://mashable.com/2013/08/12/gap-mobile-ad-takeover/

5. Kolodziej, Cezar. (23 Jan. 2014) "Push Mobile Marketing-App. Notifications Vs. Messaging," *Marketing Land*. Retrieved from: http://marketingland.com/welcome-to-the-world-of-push-mobile-marketing-app-notific ations-vs-messaging-70083

6. Cameron, Nadia. (11 July 2014). "Mobile Marketing Strategy: To App or Not to App?" *CMO*. Retrieved from: http://www.cmo.com.au/article/549702/mobile_marketing_strategy_app_app_/

Module 6: Affiliate Marketing

Topics

- What is affiliate marketing
- Affiliate program models
- Best practices in planning an affiliate marketing strategy
- Legal and ethical considerations (black hat and white hat techniques)
- Collecting data and managing privacy

Learning Outcomes

By the end of this module, you should be able to:

- Define affiliate marketing and understand its benefits
- Identify and elaborate the three affiliate program models (pay per click, pay per lead, pay per sale)
- Know the difference between black hat and white hat online marketing techniques

Readings

1. **Weblink:**
   D., Philip. (28 June 2012). "Search Engine Optimization: Black Hat and White Hat,"
   School of Law, University of San Francisco. Retrieved from:
   http://lawblog.usfca.edu/internetjustice/2011/search-engine-optimization-black-hat-v-white-hat/

2. **Weblink:**

   Rouse, Darren. (7 July 2009). "What is Affiliate Marketing," *Pro Blogger*. Retrieved
   from: http://www.problogger.net/archives/2009/07/07/what-is-affiliate-marketing/

3. **Weblink:**
   Cohen, Mark. (4 Dec. 2013). "Surviving Affiliate Marketing," *The New York Times*.
   Retrieved from
   http://www.nytimes.com/2013/12/05/business/smallbusiness/surviving-the-dark-side-of-affiliate-marketing.html?pagewanted=all&_r=0

4. **Weblink:**
   Ham, Larissa. (14 September 2014). "Your Blog Can Attract Millions of Followers,"
   My Small Business. Retrieved from
   http://www.canberratimes.com.au/small-business/smallbiz-marketing/your-blog-can-attract-millions-of-followers-20140831-3emu9.html

Module 7: Planning an Online Marketing Campaign

Topics

- Elements of successful online marketing campaigns
- Mistakes to avoid
- Review strong content creation techniques (writing, visuals, infographics etc.)
- Tracking and analytics
- Case studies

Learning Outcomes

By the end of this module, you should be able to:

- Explain the important role strategy plays in any successful ad campaign
- Define and put into practice the elements of a successful online marketing campaign
- Develop strong content

● Measure campaign results and be aware of various monitoring tools

Readings

1. **Weblink:**
   Young Entrepreneur Council. (24 April 2013). "8 Killer Online Marketing Campaigns," *INC*. Retrieved from:
   http://www.inc.com/young-entrepreneur-council/8-killer-online-marketing-campaigns.html

2. **Weblink:**

   Martin. (7 July 2009). "How to Create a Winning Online Marketing Campaign," *Entrepreneurial Insights*. Retrieved from:
   http://www.entrepreneurial-insights.com/create-winning-online-marketing-campaign/

3. **Weblink:**
   Pollman, Paula. (n.d.). "A 5 Step Internet Marketing Plan That's Affordable and Effective," *About Money*. Retrieved from
   http://sbinfocanada.about.com/od/onlinebusiness/a/netcampaignpp.htm

4. **Library E-Reading:**
   TĂLPĂU, A. A., & VIERAŞU, T. T. (2012). "Online Marketing Strategies: U.K. and Romania," *Bulletin Of The Transilvania University Of Brasov. Series V: Economic Sciences*, *5*(2), 31-34.

5. **Weblink:**
   (n.d.). "Marketing Campaigns," *Marketing MO*. Retrieved from
   http://www.marketingmo.com/strategic-planning/marketing-campaigns/

COURSE ASSESSMENT & GRADED ACTIVITIES

Assessments Overview and Weighting

Please refer to the "Key Course Dates" section for a list of all assessment due dates.

All due dates are listed in Mountain Time (MT).

Assessments	Weight
Assignment A - Online Presence	25%
Assignment B - Mobile Strategy and Psychology Assignment	35%
Assignment C - Online Marketing Campaign Assignment	40%
TOTAL	**100%**

Assessment Details and Evaluation Criteria

Assignment A (25%) - Online Presence
Complete between March 21st - April 8th

Every week, students will use eClass and our class blog to share a core question or thought that emerges from the assigned readings. These questions can be a paragraph or so and informal, but they are intended to help the course instructors better understand how the students are relating to the class materials and content as well as providing students with an opportunity to reflect and synthesize course content as well as developing an online footprint. These activities will also reflect the process of creating an effective online presence. Comments should be posted on the Weekly Lecture Post.

Assignment A Grading Criteria
Students will be assessed based on the following criteria:
- Application of course concepts to inform the quality of writing within posts (8 marks)
- Consistency and timeliness of posts (8 marks)
- Demonstrated integration of social media techniques (e.g., searching, tagging, linking, etc.) (9 marks)

Assignment B (15%) - Mobile Strategy and Psychology
*Due by **April 5, 11:55pm**, 2016*

Track and monitor your mobile content usage over the course of one day,
noting the when, where and why behind it. Draft a personal profile summary that offers an assessment of the role it plays in your world and the value (or limitations) it brings to both your personal and professional needs. Remember to also upload your assignment to e-class.

Make sure you include a variety of different modes (video, audio, images, blog posts, tweets etc) to add context and meaning to your assessment. Post your findings/assessment on the class blog. In your blog post be sure to respond to the following questions:

1. How often did you use your mobile? How often for work? How often for personal use?
2. What was the most enjoyable way to use your mobile (e-mail, apps, buying, etc…) and why?
3. Do you think tracking your use for one days gives a "full picture" of your current use? Why or why not?
4. Has tracking your use raised questions for you? Do you think you use your mobile too frequently and hope to turn off notifications, e-mail alerts, etc… Why or why not.

Assignment B Grading Criteria
Students will be assessed based on the following criteria:
- Demonstrates effective knowledge production skills with a coherent and well-thought through assessment that informs readers about the topic and the range of perspectives on the issue (4 marks)
- The blog post has well-written contextualizing paragraphs (2 marks)
- Demonstrated writing ability and critical thinking in blog post write-up (6 marks)
- Demonstrated transliteracy skills to locate and embed multimodal elements in blog post (2 marks)
- Demonstrated understanding of apps for business or personal use (2)

Assignment C (35%) – Online Marketing Campaign
Part 1: Design an Online Marketing Campaign plan using my template or create your own.
Draft *due in-class by April 5th* **Final** *due LAST DAY OF CLASS in e-class*
Part 2: Written short response on the class blog and final copy of the campaign in e-class
Due by **April 8**

In this assignment, you will create a basic online marketing campaign for your real or imaginary company, using a template that I have prepared for you. This assignment consists of two parts. Part 1 is the marketing template. Part 2 is the blog response.

Acknowledging that this is a short course and that creating a marketing template requires copious research and time, this is an exercise to put into practise key elements we have discussed and to experience the magnitude of a well-crafted strategy.

You may fill in the template I have given you (see e-class), or you may wish to craft your own. However, you must include responses to these key headings:

1. Executive Summary

2. Company and Product Description

3. Strategic Focus and Plan: the mission/vision and core competencies written at the company level, but goals are written at the product level.
   Identifying the mission/vision and core competencies of your company should help in creating your new product.

4. Situation Analysis (factors affecting both your company as a whole and at the new product level)

5. Market-Product Focus (for your new product)

6. Marketing Program (for your new product)

7. Implementation Plan (for your new product)

8. Evaluation and Control (for your new product)

9. Supporting information you may want to include (may be integrated within text or included as appendices): mock-ups of packaging/product, advertising, promotions, any helpful tables, charts, graphs, etc. You do not have to include all of these things - only what you feel is important to your plan.

You can read more about these steps here:
https://www.shopify.ca/enterprise/44341827-how-to-write-a-marketing-plan

Once you have completed your online marketing campaign template, please craft a short (2 paragraphs) blog response. Explain whether you have ever made a marketing campaign plan and how this one differs. What are some things you learnt? What should one always include when marketing in the online environment?

The finished assignment should be saved as a Word document (just Part 1) and uploaded to the Assignment C section in e-class. Part 2, the blog response, must appear on the class blog.

Assignment C Grading Criteria - Rubric
Part 1) Online Marketing Campaign Plan (submitted to e-class as a Word document), see the rubric below.

Part 2) Blog reflection (your own blog post authored on the class blog):

- o Written blog post submission clearly articulates and responds to the questions I have raised above. (5 marks)

- o Demonstrates critical thinking and interpretation of and engagement with course readings, class blog discussions and class twitter chats (4)

- o Any sources are appropriately cited and images, videos, tweets etc are copyright-free, public domain, or creative commons (5 marks)

	Does not meet Expectations (N/A)	Meets Expectations (N/A)	Exceeds Expectations (N/A)
Product / Service knowledge 10%	**Does not meet Expectations** Did not demonstrate knowledge of the product or service. Unclear product/service description and no mention of the product position or unique selling proposition.	**Meets Expectations** Demonstrated some knowledge of the product or service. Provided some description of the product/service and some discussion on the product position or unique selling proposition.	**Exceeds Expectations** Demonstrated a clear knowledge of the product or service. Provided a clear product/service description and articulated the product position or unique selling proposition clearly.
Situational Analysis 20%	**Does not meet Expectations** Does not include any relevant market and environmental trends. Does not identify direct or major competitors.	**Meets Expectations** Identified relevant market and environmental trends, but DID NOT analyze. Identified some direct and indirect competitors but DID not conduct competitive analysis.	**Exceeds Expectations** Identified relevant market trends and analyzed the implications of market and environmental trends on the product. Identified ALL major direct and indirect competitors as well as conducted a thorough competitive analysis
E-Marketing Strategic Planning 20%	**Does not meet Expectations** Marketing opportunity analysis, demand and supply analysis and segment analysis use inappropriate variables.	**Meets Expectations** Marketing opportunity analysis, demand and supply analysis and segment analysis does not use the most meaningful variables.	**Exceeds Expectations** Marketing opportunity analysis, demand and supply analysis and segment analysis based on meaningful variable.
Objectives 10%	**Does not meet Expectations** The objective are not feasible and measurable.	**Meets Expectations** The objective are feasible but not measurable	**Exceeds Expectations** The objective are feasible and measurable.
Implementation Plan 20%	**Does not meet Expectations** Plan contains only contains two of the 4P's of marketing as applied to the product. 4P's strategies are not feasible and inconsistent with analysis.	**Meets Expectations** Presentation contains three of the 4P's of marketing as applied to the product. 4P's strategies are feasible and consistent, but are not supported by the market analysis.	**Exceeds Expectations** Presentation contains all the 4P's of marketing as applied to the product. 4P's strategies are feasible and consistent. Fully supported with analysis of the market.
Budget & Evaluation Plan 10%	**Does not meet Expectations** Forecast revenue and cost to reach goals are not feasible and inconsistent with marketing strategies. Inappropriate performance metric.	**Meets Expectations** Forecast revenue and cost to reach goal are feasible and consistent, but are not supported by the marketing strategies. Slightly appropriate performance metric.	**Exceeds Expectations** Forecast revenue and cost to reach goal are feasible and consistent. Fully supported with marketing strategies and appropriate performance metric
Explores & develops creative ideas 10%	**Does not meet Expectations** Did not explore or offer any creative ideas.	**Meets Expectations** Explored some creative ideas and developed some new strategies to support the ideas.	**Exceeds Expectations** Explored and expanded on the creative idea and developed strategies to make the ideas work.

COURSE-SPECIFIC POLICY STATEMENTS

Penalty for Late Assignments

In this course, the penalty for late assignments will be a loss of **10**% **per day**. If you have extenuating circumstances that will prevent you from handing in your assignments on-time, please contact your instructor *before* the due date to discuss the potential options.

Citation Style

Written assignments must comply with a University-accepted citation style, either MLA or APA. For more information, visit the University libraries website (www.library.ualberta.ca) and click 'Citation Help' in the Library Services menu.

Understanding Your Grades

The University of Alberta uses a letter grading system with a four-point scale of numerical equivalents for calculating grade point averages. Grades reflect judgments of student achievement made by instructors. These judgments are based on a combination of absolute achievement and relative performance in a class.

All final results are reported using a letter grade or grade point value.

The following table presents an approximate guide for understanding the relationship between percentage grades and letter grades:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F	Letter Grade
96-100	91-95	86-90	81-85	77-80	72-76	69-71	64-68	60-63	55-59	50-54	<50	% range

UNIVERSITY & FACULTY OF EXTENTION GRADING POLICY

Official Grade Notification

Students can access and print their final grades **only** through Bear Tracks, an online service provided to University of Alberta students. (To log into Bear Tracks, visit https://www.beartracks.ualberta.ca. To learn more about Bear Tracks and your CCID please visit http://www.extension.ualberta.ca/services/student-services/faq/.) Any other edition or statement of a final grade should be considered unofficial, including those released in eClass or by other means. In the rare event access is not available, a hard copy may be requested through the Program Office. Program Offices will not release grades over telephone under any circumstance. ***If you would like to receive an email notifying you when your final grades are available, please sign on to Bear Tracks and visit the Grades section.***

The University of Alberta Grading System

The following table provides information about the meaning of letter grades:

Grading in Continuing Education Courses *

Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
	D	1.0
Failure	F	0

*These descriptors above to continuing education and undergraduate courses using alpha grades. Graduate courses use an alternative descriptor set.

Courses that are graded using the "completed requirements" criteria use the following grades and remarks:

Final Grades	Description
CR	Completed requirements; no grade point value assigned.
NC	Failure; no grade point value assigned.

A complete list of current final grades and remarks can be found §23.4 of the University Calendar.

Failing Grades

Students will receive a failing grade under the following conditions:

- if the student has failed to meet the course requirements at the required standards stipulated by the course instructor, e.g. the student's aggregate grade on submitted assignments is lower than the minimum passing grade for the course;
- if the student has failed to withdraw from the course. Non-attendance does not constitute notice of withdrawal from a course. If the student chooses to withdraw from a course, the student must contact the Faculty of Extension Registration Office and submit a written withdrawal request.

Grade Appeals

The assignment of grades is the responsibility of the course instructor. Any concerns regarding grades should first be discussed with the instructor. If the problem is not resolved, students may wish to consult the Faculty of Extension regulations regarding grade appeals. The Faculty of Extension has developed procedures in order that learners who encounter concerns and problems related to academic standing, learning assessment/grades, program requirements, or other matters may have them reviewed equitably and expeditiously. Copies of these procedures can be obtained from the Office of the Dean at 2-240 Enterprise Square, 10230 Jasper Avenue, phone (780) 492-2681.

UNIVERSITY AND FACULTY OF EXTENSION POLICY STATEMENTS

Course Outline Policies

Policy about course outlines can be found in §23.4(2) of the University Calendar.

Academic Integrity

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Recording in the Classroom

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Accommodating Disabilities

If you have a disability or condition that may require some modifications, please contact the Specialized Support and Disabilities Service (2-800 Students' Union Building; PH: (780) 492-3381; TTY: (780) 248-1665) and obtain a determination as to what accommodations should be made. The SSDS office will then provide you with a "letter of introduction" that you should bring to the Office of the Dean of the Faculty of Extension which will ensure that all appropriate arrangements are made for you.

Withdrawal, Refunds, and Transfer Information

If you wish to drop or withdraw from this course, you must do so by the official drop or withdrawal deadline. Please refer to www.extension.ualberta.ca/register/policies for information of official drop and withdrawal policies and deadlines, as well as guidelines to the withdrawal process. Non-attendance does not constitute notice of withdrawal from a course. In graded courses, please note that a failing grade can be assigned to any student who has not officially withdrawn from the course.

Your @ualberta.ca Email Address

The University of Alberta uses email to communicate important information and notices to our students, and you have been automatically assigned an @ualberta.ca email account. It is your responsibility to check your @ualberta.ca email account regularly. Visit www.extension.ualberta.ca/email for more information.

Applying for Graduation

Continuing Education students who expect to complete the requirements of a certificate or citation

program by the end of winter term must apply for graduation by Feb. 1 using Bear Tracks under Academics > My Academics > Graduation. See http://www.extension.ualberta.ca/events/graduation for more information.

In Case of Emergency

All students attending classes at Enterprise Square and 102 St. Centre MUST be familiar with the Faculty of Extension's Emergency Protocols in the event of a fire or other emergency situation. To review emergency protocols, please visit www.extension.ualberta.ca/safety.

Records in General Studies Courses

Faculty of Extension general studies courses (those with the prefix EXGEN) are non-graded and will appear on the transcript as "Non-graded."

Records in Courses in Certificate and Citation Programs

Faculty of Extension courses offered as part of certificate or citation programs are assessed. Any learner, meeting course prerequisites, can take a course that is part of a credentialed program. If you are not registered to take the full program at this time, taking a graded course gives you the opportunity to participate in assessments and earn a grade that reflects your achievement. Grades earned can later be applied to applicable program requirements. Grades earned in Continuing Education courses contribute to your University of Alberta Continuing Education GPA. University of Alberta undergraduate and graduate GPAs are calculated independently.

If you do not wish to complete assessments, receive a grade, or apply course credit to a credential, you must register to "audit" the course. Courses will appear on the transcript as "Audit." Students registered into graded courses that do not self-identify and officially register an audit student will receive the grade as earned.