

Widgets, Clicks and Tweets

Course Syllabus

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Course Description

This course will provide students with an overview of the history of the Internet and basic marketing strategies as they relate to the Internet and Web 2.0 technologies.

Students will learn about how to keep abreast of new technology, how these technologies can be used to market services and products as well as how they can be used to create and maintain social networks for professional use.

Course Learning Goals

After completing this course, you will be able to:

- Demonstrate experience using a variety of Web 2.0 technologies.
- Articulate the strengths and weaknesses of Web 2.0 technologies based on personal experience and class discussion.

If you opt to address an **F-X** competence, you will be able to:

- Identify Web 2.0 technologies that have had an impact on the behavior of the general population in a business context .
- Identify a segment of business to investigate the impact of Web 2.0 technologies in
- Articulate the role these technologies have played/are playing in business.
- Draw conclusions about the future impact, in a particular business sector, a chosen technology might have based on historical information.

If you opt to address an **S-1-D** competence, you will be able to:

- Identify a group of tools that can be used to solve a marketing problem (either real world or case study).
- Clearly delineate the strengths and weaknesses of each tool based on the specific marketing use case.
- Understand and describe the difficulty of selecting appropriate technological tools.
- Articulate the impact the technology will have on a population.

- Assess the strength of the solution based on user population characteristics.

Course Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement and Criteria
FX	Can evaluate the role and impact of mass media or information technology in the business community
S1D	Can design and plan an information technology solution for a problem in the workplace.

Course Resources

To buy your books, go to <http://www.mbsdirect.net> .

Hint: type DePaul for name of the school.

[Click here for help buying your books.](#)

Required Reading:

Kerpen, D. (2011) *Likeable social media: How to delight your customers, create and irresistible brand, and be generally amazing on Facebook (and other social networks)*. Chicago: McGraw Hill.

Additional readings and viewings will be available within the course.

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

Course Structure

This course consists of 5 modules. The estimated time to complete each module is one week. The following table outlines the course:

Week, Module # and Title	Readings	Assignments
<p>Week 1, Module 1: A Brief History of the Internet</p>	<p>Read welcome letter</p> <p>Read syllabus and review "How to take an SNL Online Course" video</p> <p>Read module content</p> <p>Read pages 1-12 and in <i>Likeable Social Media</i> (Required Text)</p> <p>Watch "History of the Internet" by Ethan Zuckerman</p>	<p>Assignment 1.1: Take syllabus quiz</p> <p>Assignment 1.2: Participate in Introductory discussion</p> <p>Assignment 1.3: Participate in Module 1 Discussion</p>
<p>Week 2, Module 2: Customer Service and the Internet Age</p>	<p>Read module content</p> <p>Read Chapters 1-9 in <i>Likeable Social Media</i> (Required Text)</p> <p>Watch the Wheat Thins campaign</p> <p>Choose one of the following activities:</p> <ul style="list-style-type: none"> • Create a four square account and check into at least one location each day • Write a yelp review 	<p>Assignment 2.1: Participate in Discussion</p> <p>Assignment 2.2: Blog posting /response</p>
<p>Week 3, Module 3: Keeping Current</p>	<p>Read module content</p> <p>Read Chapters 10-13 and Appendix in <i>Likeable Social Media</i> (Required Text)</p> <p>Watch Evan Williams video</p> <p>Choose one of the following activities:</p>	<p>Assignment 3.1: Participate in Discussion</p> <p>Assignment 3.2: Blog posting/response</p> <p>Assignment 3.3: (S-1-D only) - define the specific workplace problem you will be addressing and provide a preliminary list of technological solutions.</p> <p>Assignment 3.4 (F-X only): Begin</p>

	<ul style="list-style-type: none"> • Create a blog • Post to a blog article • Pull at least 2 feeds into an RSS feed and monitor for the duration of the class. • Follow a business on Twitter 	draft of your final paper.
Week 4, Module 4: Social Networking for Business	<p>Read module content</p> <p>Read pages Chapters 14-17 in <i>Likeable Social Media</i> (Required Text)</p> <p>Watch "How to Make a Splash in Social Media"</p> <p>Watch "Social Network" trailer</p> <p>Choose one of the following activities:</p> <ul style="list-style-type: none"> • Explore a facebook fan page for a business or product • Explore the business options of linked in 	<p>Assignment 4.1: Participate in Discussion</p> <p>Assignment 4.2: Blog posting/response</p> <p>Assignment 4.3 (S-1-D Only -Optional): Work in group area to share your ideas and get feedback on your technology plans</p>
Module 5: Blogs and Blogging	<p>Read module content</p> <p>Read pages 221-224 in <i>Likeable Social Media</i> (Required Text)</p> <p>Choose one of the following activities:</p> <ul style="list-style-type: none"> • Read a company blog • Read a consumer watch blog 	<p>Assignment 5.1: Participate in Discussion</p> <p>Assignment 5.2: Blog posting/response</p> <p>Assignment 5.3: (F-X only)- choose one of the following topics and write a 3-5 page paper</p> <ul style="list-style-type: none"> • on the impact the development of the Internet has had on how business is conducted. <p>or</p> <ul style="list-style-type: none"> • projecting the impact a web 2.0 technology will have on

the business community in 5 years.

Assignment 5.4: (S-1-D) - 3-5 page technology plan defining the technology problem and how the technology (ies) chosen will solve the problem

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Assessment of Learning

Percentage distribution of Assessments - FX competencies

Grading Category:	% of Final Grade:
Weekly Discussions	30%
Blog Postings	10%
New Tool Reflections	10%
Paper Draft	10%
Final Paper	40%
Total	100%

Percentage distribution of Assessments – S-1-D Competence

Grading Category:	% of Final Grade:
Weekly Discussions	30%
Blog Postings	10%
New Tool Reflections	10%
Texhnology Draft Plan	10%
Final Tech.Plan	40%
Total	100%

Instructions for Competence Final Projects

Marketing Technology Plan (S-1-D)

Instructions: This week you will complete drafts of the first parts of your Marketing Technology Plan. This will include your:

- Organization Profile: *Include a short description (1-3 paragraphs) of the organization to set the context.*
- Product/Service Description: *Briefly describe the product or service that you want to market (1-3 paragraphs).*
- Audience Profile: *Include a short description of your target audience (1-2 paragraphs)*

Final Paper (F-X)

Instructions: Choose one of the following topics and write a 3-5 page paper:

- on the impact the development of the Internet has had on how business is conducted. **OR**
- projecting the impact a web 2.0 technology will have on the business community in 5 years.

The paper should include an introductory paragraph and concluding paragraph and at least 3-5 body paragraphs. While I am asking you to project your opinions in this paper, I expect that you will also base those projections on scholarly resources (and these should be cited properly). All papers will be run through plagiarism detection software.

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Assessment of Learning

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

General Assessment Criteria for All Writing Assignments

Writing assignments are expected to conform to basic college-level standards of mechanics and presentation. Your instructor will be happy to work with you on these points, on a draft-revision basis, if you so desire. You are also encouraged to consult the Writing Resources page on the SNL website.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

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Discussions Forums

Discussion Forums are an important component of your online experience. This course

contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your [Student Handbook](#) for further details.

Plagiarism:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

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For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
#370, Student Center, LPC, 773.325.1677

Description of Pass/Fail Grading Options

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is

awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but *will not* be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but *will* also be included in computing a student's grade point average.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

Please note: *There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102; competence L-1), Foundations of Adult Learning (course number LL 250; competences L-2 and L-3), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.*

There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: Academic Writing for Adults (course number LL 150; competence L-4), Critical Thinking (course number LL 155; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9) and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

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Protection of Human Subjects

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of competencies in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

- The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility

that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.

- You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
- The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
- If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>

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Credits

This course was designed and produced by Melissa Koenig and staff at SNL Online of the School for New Learning of DePaul University.

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