

**LINGNAN UNIVERSITY**  
**Department of Marketing & International Business**

**MKT 3301: e-Marketing**  
**2023-24 Second Term**

---

- Instructor:** Prof. Yiwei Li (Victor)  
Email: [victor.li@ln.edu.hk](mailto:victor.li@ln.edu.hk)  
Tel.: 2616 8243  
Office: SEK101/8
- Class Hours:** Wednesday (13:30 - 16:30, LKK 101)
- Office Hours:** Wednesday (16:30 - 18:30)  
Thursday (15:30 - 17:30)
- Prerequisite:** BUS2205 (Marketing Management)

**Brief Course Description:**

The use of Internet as a global communication medium has been the recent trend in business. The Internet has been treated as the channel for business communications and transactions and has achieved a stature equal to that of traditional print and broadcast media. The increasing prevalence of the Internet and the improving skills of marketers in using this new medium have made the Internet everywhere in the lives of both consumers and businesses. This course introduces topics in electronic marketing such as e-business model, mobile marketing, and social networking marketing. This course involves acquiring skills and knowledge of current e-business models and applying the e-business concept to develop strategies to enhance customer relationships, competitiveness, and profitability.

**Purpose and Nature of the Course:**

The purpose of this seminar-style course is to provide students with a deep understanding of current e-business and big data approaches and applications in industry. The topics include basic features of the digital market, big data insights, Web search data and Internet marketing, social network and social media marketing, mobile marketing, smart products, and customer relationship management (CRM) strategies. Methodologies and techniques, including text mining, web crawling, econometrics models, machine learning, and social network analysis, will be introduced and their business applications will be explained. This course aims to help students develop quantitative skills and abilities combined with innovative business ideas to create effective e-Marketing or big-data marketing strategies. Although hands-on techniques are essential parts of this class, students are not expected to master all of the introduced computational and statistical skills but are expected to have a working knowledge of e-Marketing applications, and how they are linked and supported by emerging techniques and methodologies.

This is a seminar-style class requiring your active participation. We hope every student can develop his or her own understanding of e-Marketing management. Our primary role is to stimulate and guide this process. Lectures delivered by both the teaching team and guest speakers, presentations, case and project discussions will be integrated with an interactive and iterative style. In order to have an informed class discussion, you are encouraged to preview the course materials for each class, prior to attending the class. In the group discussion, all team members are expected to participate. It is our teaching team's responsibility to create an open and supportive environment where students can feel comfortable to discuss the assigned topics. In this process, students will learn how to develop an effective e-marketing strategy and build up independent analytical skills during the discussion.

### **Learning Outcomes:**

On successful completion of this course, students are expected to:

1. recognize e-marketing concepts, theories, and context: e-business models, performance metrics, online advertising, and principles and practices of e-commerce and m-commerce, and its implication on marketing strategy (LO1)
2. Acquire analytical skills to develop digital marketing strategy effectively. (LO2)
3. Evaluate how effective the firm's e-marketing operation is integrated into the firm's overall strategic objective. (LO3)
4. Use new media such as mobile, online search, and social networking sites, and be able to apply measurement techniques to evaluate digital marketing efforts. (LO4)
5. Demonstrate the ability to recognize the ongoing trends in global e-commerce markets and technology given the dynamic and rapidly changing digital landscape. (LO5)

### **Measurement of Learning Outcomes**

1. In-class exercise, in the forms of response exercise, quizzes, case studies for discussion, requires students to comprehend key concepts, theories, and principles of e-marketing. (LO1, 3, 4, 5)
2. A mid-term quiz is used to assess students' understanding of the key concepts and principles (LO1, 2).
3. Group project requires students to create and design a web-based or app-based content that promotes and communicates the benefits of products or services to customers. The objective of the project is to demonstrate the student's ability to apply and integrate the various e-marketing concepts to develop effective strategies for an e-commerce website or mobile apps. (LO 1, 2, 3, 4, 5)
4. A final examination is designed to evaluate students' general knowledge of fundamental e-marketing concepts, skills, and ability to apply this knowledge in a variety of contexts such as social networking marketing and mobile marketing. (LO 1, 2, 3, 5)

## Measurement Criteria to Assess Learning Outcomes

| Measurement of Learning Outcomes                                | Weights | Learning Outcomes |     |     |     |     |
|---|---------|-------------------|-----|-----|-----|-----|
|   |         | LO1               | LO2 | LO3 | LO4 | LO5 |
| In-class exercise/ quizzes/ case studies (including attendance) | 20%     | √                 |     | √   | √   | √   |
| Mid-term test   | 20%     | √                 | √   |     |     |     |
| Group project   | 30%     | √                 | √   | √   | √   | √   |
| Final examination   | 30%     | √                 | √   | √   |     | √   |

### Assessment

**The assessment is on the basis of continuous assessment (both mid-term test and group projects), class participation, and final examinations.**

|   |     |
|---|-----|
| Attendance  | 5%  |
| In-class exercise / quizzes/ case studies discussion (excluding attendance) | 15% |
| Mid-term test   | 20% |
| Group project   | 30% |
| Final examination   | 30% |

---

|       |      |
|-------|------|
| Total | 100% |
|-------|------|

### **Required Readings:**

Rob Stokes, and the Creative Minds of Red & Yellow (2018). *eMarketing: The essential guide to marketing in a digital world*, 6th ed., Quirk eMarketing.

### **Supplementary Readings:**

Galit Shmueli, Peter C Bruce, Inbal Yahav, Nitin R Patel, and Kenneth C. Lichtendahl Jr (2018). *Data Mining for Business Analytics: Concepts, Techniques, and Applications in R*, 1st ed., Wiley.

Andy Field, Jeremy Miles, and Zoe Field (2012). *Discovering Statistics Using R*, 1st ed., SAGE Publications Ltd.

## Course Requirements:

### 1. **Group project (30%: project presentation and deliverables):**

A professional marketer can well promote and communicate the benefits of products or services to customers, and at the same time make and implement effective marketing strategies that bring the beneficial outcome to businesses. This assignment is designed to help students deepen their understanding of the e-marketing and big data strategies used by companies to evaluate and improve their business outcomes such as to increase companies' sales performance, to acquire and maintain customers, and to boost online word of mouth, etc. There is no restriction on the scope and presentation of your research and analysis. Each group can choose a particular company, or brand, or marketing campaign, AND investigate appropriate e-marketing or big data strategies for it. The deliverable is a PowerPoint presentation with a description of the findings, to be presented during the class. Please organize yourselves into groups of **6~7 people** each, and then nominate your topics by sending an email to me before **6 Mar**. The form should contain the name, student ID, email address and the top three preferred choices of the project topic, you will be allocated your first choice of topic if it is still available. A brief proposal should be emailed to me before **20 Mar**. The project presentation date and group project report are scheduled at the **last two weeks**. Peer Evaluation may be conducted to ensure equitable contribution from group members.

2. **Mid-term test (20%):** A mid-term test covering the material covered in the initial weeks of the course and covering materials from the associated book chapters will be arranged in normal class hours. The date and venue of the mid-term test will be informed later.
3. **In-class exercise/ quizzes/ case studies (including attendance, 20%):** Students are encouraged to participate in class discussions. A number of cases are selected for this purpose. Students are expected to apply the marketing concepts to solve realistic business problems and analyze cases which are selected from both the textbook and the industry.
4. **Final Examination (30%):** There will be a two-hour written examination at the end of the term. The exam paper will normally consist of case studies and a couple of essay type questions.

## Important Notes:

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgment of the source, including exact phrases, or summarized ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work".

Students are required to strictly follow university regulations governing academic integrity and honesty.

3. Students are required to submit writing assignment(s) using Turnitin.

4. To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.

5. ChatGPT and other Generative AI tools are expected and allowed for use in assignments. But it is important to ensure appropriate referencing for AI-generated content used in assignments.

### Course Schedule:

| Week          | Topics Covered                               | Activities  | Textbook |        |       |
|---------------|--|---|----------|--------|-------|
|               |  |   | Rob      | Galit* | Andy* |
| (1)<br>Jan 17 | - Electronic Marketing: General introduction | Internet's origination, impact, application, and basic understanding of the big data world. | 1, 22    |        |       |
| (2)<br>Jan 24 | - e-business Models and Strategies           | Implication of web 2.0 and 3.0, emarketing and m-marketing strategies                       | 1, 2     | 6      | 1, 7  |
| (3)<br>Jan 31 | - Introduction to Business analytics         | The change of consumer habits, and marketers' repositioning strategies in e-business world  | 10       |        | 9     |
| (4)<br>Feb 7  | - e-Business Experiments                     | A/B testing and their Applications in e-business  | 20       |        | 10    |
| (5)<br>Feb 14 | No Class (Chinese New Year Holidays)         |   |          |        |       |
| (6)<br>Feb 21 | No Class (Sports Day)                        |   |          |        |       |

|                |  |  |            |      |      |
|----------------|--|--|------------|------|------|
| (7)<br>Feb 28  | - Big Data Marketing and O2O marketing                                     | Field experiments, Difference in difference (DID), and Do-It-Yourself Coding in big data analysis  | 10, 20     |      | 9,10 |
| (8)<br>Mar 6   | - Social Media and Social Networking Marketing                             | Social media marketing and social networking marketing, their theories and applications  | 13         | 19   |      |
| (9)<br>Mar 13  | - Mobile Marketing   | Topic 1: Mobile technology, its trend, development, and ways to launch mobile marketing campaigns<br><br>Topic 2: Mobile apps and mobile targeting | 7          |      |      |
| (10)<br>Mar 20 | - Machine Learning and Artificial Intelligence (AI)                        | Machine learning and clustering analysis   | 10         | 7-11 |      |
| (11)<br>Mar 27 | - Machine Learning and Artificial Intelligence (AI)                        | Machine learning and classification analysis   | 10         | 7-11 |      |
| (12)<br>Apr 3  | - Online Advertising and Web Analytics                                     | Advertising and new media in e-marketing   | 11, 12, 21 | 20   | 1, 7 |
| (13)<br>Apr 10 | - Text Mining and Branding   | Web-based text mining: a case of luxury supercars  | 5, 6, 21   | 20   |      |
| (14)<br>Apr 17 | Group Project Presentation   |  |            |      |      |
| (15)<br>Apr 24 | Group Project Presentation (Con't);<br>Class Materials & Final Exam Review |  |            |      |      |

### Assessment Rubrics - Class Participation (exercises, quizzes, case discussions)

| Assessment Criteria  | Weight      | Mastering<br>(8 – 10 marks)   | Developing<br>(5 – 7 marks)   | Emerging<br>(0 – 4 marks)   |
|--|-------------|---|---|---|
| <b>Questions and queries raised during exercises and discussions</b>                               | 30%         | <ul style="list-style-type: none"> <li>▪ Willing to ask quality questions to clarify key concepts that can benefit the class as a whole</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Willing to ask questions to seek for clarification for him/herself</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Keep silent and unable to ask relevant and meaningful questions</li> </ul>   |
| <b>Suggestions and comments made during class discussions</b>                                      | 40%         | <ul style="list-style-type: none"> <li>▪ Able to voice out valuable opinions and comments</li> <li>▪ Able to identify the key issues involved in the discussions</li> <li>▪ Able to make meaningful suggestions to handle some issues or problems given in class discussions</li> </ul> | <ul style="list-style-type: none"> <li>▪ Able to voice out opinions and comments</li> <li>▪ Able to make some suggestions that might not be very relevant to the problems or issues given in class discussions</li> </ul>                     | <ul style="list-style-type: none"> <li>▪ Unable to voice out opinions and comments</li> <li>▪ Unable to identify the key issues or problems and very little and relevant suggestions could be made</li> </ul> |
| <b>Understanding of the key concepts learnt in the class (exercise, quizzes, case discussions)</b> | 30%         | <ul style="list-style-type: none"> <li>▪ Able to demonstrate how a concept is defined</li> <li>▪ Able to illustrate the concept with some examples</li> <li>▪ Able to distinguish a concept from other similar concepts</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Able to know how a concept is defined</li> <li>▪ Unable, sometimes, to illustrate a concept with relevant examples</li> <li>▪ Unable to distinguish a concept from other similar concepts</li> </ul> | <ul style="list-style-type: none"> <li>▪ Unable to recall how a concept is defined and hence unable to show how a concept is different from other similar concepts</li> </ul>                                 |
| <b>Total</b>   | <b>100%</b> | <b>Total Marks = = (Marks obtained for each criterion) x (weight for each criterion)</b>  |   |   |

## Assessment Rubrics - Group Project

| Assessment criteria   | Weight      | Mastering<br>(8- 10 marks)  | Developing<br>(5 –7 marks)  | Emerging<br>(0 – 4 marks)  |
|---|-------------|---|---|--|
| <b>Ability to conduct an in-depth e-marketing environmental analysis</b>              | 15%         | <ul style="list-style-type: none"> <li>▪ Able to collect relevant information to analyze the various e-marketing environmental forces</li> <li>▪ Able to draw relevant conclusions from the analysis</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Able to collect relevant information to do the analysis, but unable to draw relevant conclusions based on the collected information</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Unable to collect relevant information and to draw conclusions</li> </ul>   |
| <b>Ability to identify the e-marketing opportunity and the challenges involved</b>    | 15%         | <ul style="list-style-type: none"> <li>▪ Able to fully analyze the viability of the e-marketing concept and the market potential</li> <li>▪ Able to identify the problems/challenges facing the company</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Able to partly analyze the viability of the e-marketing concept and the market potential</li> <li>▪ Can partly identify the major problems/challenges facing the company</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Unable to partly analyze the viability of the e-marketing concept and the market potential</li> <li>▪ Unable to identify any problems/challenges facing the company</li> </ul>  |
| <b>Ability to develop an appropriate e-marketing strategy and implementation plan</b> | 30%         | <ul style="list-style-type: none"> <li>▪ Able to develop an e-marketing strategy to cope with the opportunity and challenges identified</li> <li>▪ Able to develop an implementation plan to capture the opportunity</li> <li>▪ Able to handle the queries raised in class</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Can partly develop an e-marketing strategy</li> <li>▪ Can partly develop an implementation plan</li> <li>▪ Cannot fully respond to the queries raised in class</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Unable to develop an e-marketing strategy and an implementation plan</li> <li>▪ Fail to handle the queries raised in class</li> </ul>   |
| <b>Writing Quality</b>  | 10%         | <ul style="list-style-type: none"> <li>▪ Smooth and logical flow of writing</li> <li>▪ Few spelling and grammar errors and correct use of sentence structure</li> <li>▪ Clear and good use of tables and figures.</li> <li>▪ Clear references.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Writings are not concise and sometimes not logical</li> <li>▪ Some spelling and grammars found</li> <li>▪ Provide some tables and figures.</li> <li>▪ Offer limited or imprecise references.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ The flow of the written project lacks logic</li> <li>▪ The content in each section is not relevant</li> <li>▪ Many spelling and grammars found</li> <li>▪ Missing major references.</li> </ul>  |
| <b>Effectiveness of presentation skills</b>   | 30%         | <ul style="list-style-type: none"> <li>▪ Fluent and logical sequence without reading the script</li> <li>▪ Clarity of explanation</li> <li>▪ Good eye contact</li> <li>▪ Speak clearly and loudly for the audience to hear</li> <li>▪ Use appropriate language</li> <li>▪ Good visual aids</li> <li>▪ Good coordination among team members</li> <li>▪ Finish on time</li> </ul> | <ul style="list-style-type: none"> <li>▪ Presentation flow not smooth and logical for some members</li> <li>▪ Some explanations unclear</li> <li>▪ Some members have no eye contacts</li> <li>▪ Weak voice for some members</li> <li>▪ Not speaking in a professional way</li> <li>▪ Fair use of visual aids</li> <li>▪ Weak coordination among members</li> <li>▪ Finish on time at rush in the last part of the presentation</li> </ul> | <ul style="list-style-type: none"> <li>▪ Overall flow is not smooth and logical</li> <li>▪ Most members have weak voices</li> <li>▪ Unclear explanations</li> <li>▪ Inappropriate use of language</li> <li>▪ Little use of visual aid</li> <li>▪ Little or ineffective coordination among members</li> <li>▪ Unable to finish on time</li> </ul> |
| <b>Total</b>  | <b>100%</b> | <b>Total Marks = (Marks obtained for each criterion) x (weight for each criterion)</b>  |   |  |



### Assessment Rubrics - Final Examination

| Assessment Criteria  | Weight      | Mastering<br>(8 – 10 marks)   | Developing<br>(5 – 7 marks)   | Emerging<br>(0 – 4 marks)   |
|--|-------------|---|---|---|
| <b>Understanding of the concepts learnt</b>  | 30%         | <ul style="list-style-type: none"> <li>▪ Show clear evidence about knowing how a concept is defined</li> <li>▪ Able to use great examples to illustrate the concept</li> <li>▪ Show clear evidence to distinguish a concept from other similar concepts</li> </ul>                            | <ul style="list-style-type: none"> <li>▪ Show little evidence about knowing how a concept is defined</li> <li>▪ Able to use fine examples to illustrate the concept</li> <li>▪ Show some evidence to distinguish a concept from other similar concepts</li> </ul>                                 | <ul style="list-style-type: none"> <li>▪ Unable to recall how a concept is defined and hence unable to show how a concept is different from other similar concepts</li> <li>▪ Unable to use any relevant examples to illustrate the concepts.</li> <li>▪ Show little or no evidence to distinguish a concept from other similar concepts</li> </ul> |
| <b>Ability to apply the concepts learnt to analyze real life problems</b>                | 30%         | <ul style="list-style-type: none"> <li>▪ Able to apply the concepts to analyze a given situation or problem</li> <li>▪ Able to identify the key issues involved</li> <li>▪ Able to identify the constraints faced</li> <li>▪ Able to set priorities among the issues to be handled</li> </ul> | <ul style="list-style-type: none"> <li>▪ Able to partially use the concepts to analyze a given problem</li> <li>▪ Only able to identify some key issues involved</li> <li>▪ Only able to identify some constraints faced</li> <li>▪ Unable to set priorities among the issues involved</li> </ul> | <ul style="list-style-type: none"> <li>▪ Unable to apply relevant concepts to analyze a problem</li> <li>▪ Unable to identify the key issues involved</li> <li>▪ Unable to recognize the constraints faced</li> </ul>   |
| <b>Ability to apply the concepts to make recommendations to solve real life problems</b> | 30%         | <ul style="list-style-type: none"> <li>▪ Able to develop alternative solutions to solve the problems</li> <li>▪ Able to evaluate the relative merits of the alternative solutions and make recommendations accordingly</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Only few alternative solutions could be suggested</li> <li>▪ Partially relevant evaluation of alternatives could be offered</li> <li>▪ Recommendations are only partially relevant</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Only one or two alternatives could be suggested</li> <li>▪ Recommendations could not fully address the problem faced</li> </ul>  |
| <b>Writing Quality</b>   | 10%         | <ul style="list-style-type: none"> <li>▪ Smooth and logical flow of the answers provided</li> <li>▪ Few spelling and grammar errors and correct use of sentence structure</li> </ul>  | <ul style="list-style-type: none"> <li>▪ The answers sometimes does not follow a clear logic.</li> <li>▪ Some spelling and grammars found in the answer that influence the understanding of writing partially.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ The flow of the answers is not fluent</li> <li>▪ Large part of the answers is irrelevant to the questions asked</li> <li>▪ Many spelling and grammars found and severely influence the understanding of writing.</li> </ul>  |
| <b>Total</b>   | <b>100%</b> | <b>Total Marks = = (Marks obtained for each criterion) x (weight for each criterion)</b>  |   |   |

**Appendix**

**MKT3301 e-Marketing: Peer Evaluation Form**

Student's Name: \_\_\_\_\_ Instructor: \_\_\_\_\_

Assume that you have \$100 to divide among the members of your team (*EXCLUDING yourself*) based on each member's overall contribution to the case study. The team member whose contribution was the greatest should receive the largest share of the \$100. The member whose overall contribution was smallest would receive the smallest amount. In the space below, please write the names of your team members - *excluding yourself* - and the dollars you feel they deserve:

| <u>Name</u> | <u>Group Project</u> |
|-------------|----------------------|
| _____       | _____                |
| _____       | _____                |
| _____       | _____                |
| _____       | _____                |
| _____       | _____                |
| _____       | _____                |
|             | <b>TOTAL = \$100</b> |

Overall, use the following space to write a few sentences explaining the major strengths of the strongest member of your team and the major weaknesses of the weakest member of your team (*excluding yourself*):

Strongest member's name: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Weakest member's name: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **MKT3301 e-Marketing: Personal Information Form\***

\* We collect the following information for better design of our class, you will NOT be evaluated based on this form and all information provided will be kept strictly confidential.

|  |  |
|--|--|
| <b>Your Name</b>   |  |
| <b>Name you preferred to be called (English preferred)</b> |  |
| <b>Major(s)</b>  |  |
| <b>University (for exchange students)</b>                  |  |
| <b>Year in school</b>                                      |  |

1) What do you expect to learn from the course?

---

---

---

2) We will discuss a lot of brands and companies in class. List 5 brand names or companies that you wish to discuss in class.

---

---

---

3) Briefly, what would you like to do after graduation? What fields and/or industries most interest you?

---

---

---

4) Tell me something else about yourself that is important to you and/or make you unique (your interests, hobbies, background, talents, collections, etc.)

---

---

---

5) Would you describe whether you are familiar with following terms (0 to 5: 0 - never heard, 5 - very familiar)? Do not worry if you are unaware of these terms, we know nothing about them either when we were having undergraduate study ;)

Programming Language:

|   |        |         |
|---|--------|---------|
| R | Python | Others: |
|   |        |         |

Statistical Software:

|                 |              |         |
|-----------------|--------------|---------|
| SPSS Statistics | SPSS Modeler | Others: |
|                 |              |         |

Others:

|                         |                             |                               |                             |                |
|-------------------------|-----------------------------|-------------------------------|-----------------------------|----------------|
| Linear regression       | P value                     | T value                       | Residual/ Error Term        | ANOVA          |
|                         |                             |                               |                             |                |
| Ordinary least square   | Maximum likelihood          | Web crawling                  | Data cleansing              | Word cloud     |
|                         |                             |                               |                             |                |
| Sentiment analysis      | Latent Dirichlet allocation | Unsupervised machine learning | Supervised machine learning | Website design |
|                         |                             |                               |                             |                |
| Social network analysis | Matrix/ Linear algebra      |                               |                             |                |
|                         |                             |                               |                             |                |

6) Please feel free to let us know if you have any thoughts, comments, or suggestions:

---



---



---



---



---