

Cerro Coso College
Course Outline of Record Report
10/14/2021

DMAC201 : E-Commerce and Social Media Marketing

General Information

Author:	<ul style="list-style-type: none">• Suzanne Ama• Taton, Vickie• Stallings, Michelle
Course Code (CB01) :	DMAC201
Course Title (CB02) :	E-Commerce and Social Media Marketing
Department:	Business Information Technolog
Proposal Start:	Spring 2022
TOP Code (CB03) :	(0614.30) Website Design and Development
SAM Code (CB09) :	Advanced Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000534930
Curriculum Committee Approval Date:	11/01/2019
Board of Trustees Approval Date:	12/12/2019
External Review Approval Date:	12/12/2019
Course Description:	This course provides students with a foundation in electronic commerce and social media marketing. Topics include e-commerce web site hosting, revenue models, payment systems, web site accessibility, search engine optimization, digital advertisements, social media platforms, email marketing, and security and privacy. Students also develop a business plan and a social media marketing plan, and they create a functioning e-commerce web site.
Submission Type:	New Course Materials Mandatory Revision Update for Program Review. This course is being assessed this semester, Spring 2021. No impacts for this course revision are expected.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Business
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	<ul style="list-style-type: none">• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)• Graphic Arts (Desktop publishing) Gunsmithing• Multimedia• Small Business Development (Entrepreneurship)
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Type:|Non-Repeatable Credit

Grade Options

- Letter Grade Methods
- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CC Web Professional

Certificate of Achievement

Summer 2018

CC Web Professional

A.S. Degree Major

Summer 2018

Digital Media and Marketing

Certificate of Achievement

Fall 2020

Web Professional Associate of Science (In Development)

A.S. Degree Major

Fall 2022

Web Professional Certificate of Achievement (In Development)

Certificate of Achievement

Fall 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	90
Total Course Out-of-Class Hours	72
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2	4
Laboratory Hours	3	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	54
Activity	0
Total	90
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
Activity	0
Total	72

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

In DMA C201, students are expected to analyze college-level reading material and write clearly structured critiques. Comprehending, evaluating, and organizing information, as well as communicating effectively in writing are all skills taught in English C101 Introductory Composition.

Outcomes

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, interpret, and see the relations among primary and secondary sources, incorporating them into written essays using accurate MLA documentation and formatting.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

AND

Advisory

BSOTC075 - Computer Literacy

Students are expected to have basic computer literacy and be able to perform computer start up and shut down procedures correctly; use computer input and output devices, such as the keyboard, mouse, stylus, trackball, or printer with proficiency; access and manage login accounts and documents effectively, including downloading, creating, naming, retrieving, and decompressing files and folders with an awareness of file size, location of saved files and folders, and available space on storage media and a clear distinction between various campus, email, and course login accounts; perform editing tasks, such as copying, cutting, and pasting of content and applying spell checking; send an outgoing e-mail with an attachment, and open an incoming e-mail and its attachment; search and navigate the Internet and other types of media and environments easily; and be aware of the need to evaluate Internet content for relevance, authenticity, authority, and currency.

Outcomes

- Perform basic computer tasks using hardware and software functions including startup, login, shutdown, and basic input/output procedures.
- Recognize and use programs to create and edit introductory word processing, spreadsheet, and presentation software files, including MS Office.
- Access and manage login accounts and documents effectively, including downloading, creating, naming, copying, deleting, retrieving, and compressing/decompressing files and folders with an awareness of file size, location of saved files and folders, and available space on storage media, all with a clear distinction between various email, and course login accounts.
- Open and use an email account including sending and receiving email with attachments, saving files, and managing the inbox.
- Search and navigate the Internet and other types of media environments with an awareness of relevance, authenticity, authority, and currency.

Entrance Skills

Entrance Skills	Description
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No value

No value

Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Lecture

Rationale

Students read instructor lectures and watch video lectures to learn concepts and techniques that are needed for assignments.

Methods of Instruction

Laboratory

Rationale

Students practice techniques and tools through formative exercises, which are posted to asynchronous discussion for instructor review.

Methods of Instruction

Discussion

Rationale

Students post a critique of different content management systems and engage in discussion with other students about their findings.

Methods of Instruction

Case Study

Rationale

Students evaluate the appropriateness of social media marketing tools for a specific business application.

Methods of Instruction

Project-based learning

Rationale

Students construct an e-commerce web site and develop a social media marketing plan.

Assignments

A. Textbook Readings: Example: Students will read a chapter on legal issues that pertain to eCommerce.

B. Business Plan: Example: Students will identify a product or service that meets a market need and develop a business plan for providing that product or service online.

C. Project: Example: Students will develop a web site with a functional shopping cart.

Methods of Evaluation

Research Paper

Participation

Tests

Project

Distance Education Description: how outcomes are evaluated

Rationale

Example: Students will identify a product or service that meets a market need and develop a business plan for providing that product or service online.

Discussion Assignments:

Example: Students develop a strengths, weaknesses, opportunities, and threats (SWOT) analysis and provide feedback to peers.

Quizzes:

Example: Students will correctly identify business concepts with examples.

Project:

Example: Students will develop a web site with a functional shopping cart.

Students complete assignments and projects in Adobe Illustrator, InDesign, and Acrobat, and they submit assignments and projects as attachments in Canvas discussion forums where the instructor and peers provide feedback. The assignments are one week in duration, and the projects are two weeks in duration. Instructor formative feedback is provided in the discussions to allow for refinement of the final artifact. A component of evaluation is weekly participation in the discussions. Rubrics are provided for all assignments and projects. A separate rubric is also created for SLO assessment. The activities of grading and assessing are distinct. The evaluation criteria and rigor is identical, regardless of delivery mode.

Equipment

Equipment and software needs are dependent upon elective courses that are completed and the kind of media the studentw wish to use in their e-commerce site.

Textbooks**Author****Title****Publisher****Date****ISBN**

Laudon, K., Guercio, C.

E-Commerce 2019: Business, Technology and Society

Pearson

2019

978-0134998459

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives**Course Objectives**

No value

CSLOs

Evaluate the suitability of a business venture for electronic commerce.

Expected SLO Performance: 75.0

Business Information Technolog
Web Professional Certificate of
Achievement

1. Identify concepts of Internet technology, networking, databases, and electronic communications. Assessment:This will be assessed with an exam.

Evaluate the suitability of revenue models for a specific application.

Expected SLO Performance: 75.0

Business Information Technolog
Web Professional Certificate of
Achievement

1. Identify concepts of Internet technology, networking, databases, and electronic communications. Assessment:This will be assessed with an exam.

Evaluate the suitability of different forms of digital marketing for a specific application.

Expected SLO Performance: 75.0

Business Information Technolog
Web Professional Certificate of
Achievement

1. Identify concepts of Internet technology, networking, databases, and electronic communications. Assessment:This will be assessed with an exam.

Develop an electronic commerce marketing plan.

Expected SLO Performance: 75.0

Business Information Technolog
Web Professional Certificate of
Achievement

1. Identify concepts of Internet technology, networking, databases, and electronic communications. Assessment:This will be assessed with an exam.

Design and develop an e-commerce web site.

Expected SLO Performance: 75.0

Business Information Technolog
Web Professional Certificate of
Achievement

4. Apply design principles to solve visual communication problems. Assessment:This will be assessed with a project, scored by a rubric.

Outline

Course Outline

1. Introduction to electronic commerce
 1. Evolution of eCommerce
 2. Categories of eCommerce
 3. Business and revenue models
 4. Product/service suitability for eCommerce
 5. Opportunities and barriers, SWOT analysis
 6. Transaction costs
2. eCommerce web site hosting
 1. Domain registration
 2. Web Hosting
 3. Content management platforms
 4. eCommerce add-ons
3. Selecting a revenue model
 1. Web catalog
 2. Digital content
 3. Advertising supported
 4. Advertising/subscription mixed
 5. Fee-based
4. Web site accessibility and usability
 1. Legal requirements
 2. Techniques
 3. Accessibility testing
5. Web site search engine optimization (SEO)
 1. Free SEO techniques and tools
 2. Paid SEO tools
 3. Mobile first design

4. Word count
6. Branding
 1. Logo and moniker
 2. Registering trademarks
7. Customer/client acquisition
 1. Costs of customer acquisition, conversion, and retention
 2. Customer relationship management (CRM)
 3. Funnel marketing
8. Digital ads
 1. Display ads
 2. Video ads
 3. Mobile ads
 4. Social media ads
9. Affiliate marketing strategies
 1. Pay per click
 2. Pay per conversion
10. Social media marketing
 1. Platforms
 2. Creating content
 3. Promoting content
 4. Social media influencers
 5. Reputation management
 6. Automation tools and suites
11. Email marketing
 1. Selection considerations
 2. Tools
 3. Ethics
12. Payment systems
 1. Electronic bills and payment systems
 2. Micro and small payments
 3. Payment cards
 4. Digital cash
 5. Digital Wallets
 6. Payment acceptance and processing
 7. Merchant accounts
 8. Threats and countermeasures for phishing and identity theft
13. Security and Privacy
 1. Identifying risks
 2. Risk management model
 3. Digital certificates and SSL protocol
 4. Developing a security policy
 5. Implementing countermeasures
 6. Developing a privacy policy
 7. Standards (Privacy laws, General Data Protection Regulation (GDPR), HIPAA)
14. E-Commerce Content Management Systems (CMS)
 - Description and Advantages
 - Comparison Between e-Commerce CMSs
 1. Installation
 - Download Current Version
 - Create Database and User
 - Upload WordPress
 - Install WordPress
 2. Dashboard
 - Posts
 - Media
 - Pages
 - Comments
 - Appearance
 - Plugins
 - Users
 - Settings
 - Upgrading
 3. Themes
 - Choosing a theme
 - Responsive design/Mobile first design
 - Modifying theme settings
 - Custom CSS

Lab Outline

1. Introduction to electronic commerce
 1. Evolution of eCommerce
 2. Categories of eCommerce
 3. Business and revenue models
 4. Product/service suitability for eCommerce
 5. Opportunities and barriers, SWOT analysis
 6. Transaction costs
2. eCommerce web site hosting
 1. Domain registration
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3. Selecting a revenue model
 1. Web catalog
 2. Digital content
 3. Advertising supported
 4. Advertising/subscription mixed
 5. Fee-based
4. Web site accessibility and usability
 1. Legal requirements
 2. Techniques
 3. Accessibility testing
5. Web site search engine optimization (SEO)
 1. Free SEO techniques and tools
 2. Paid SEO tools
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6. Branding
 1. Logo and moniker
 2. Registering trademarks
7. Customer/client acquisition
 1. Costs of customer acquisition, conversion, and retention
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8. Digital ads
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 4. Social media ads
9. Affiliate marketing strategies
 1. Pay per click
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11. Email marketing
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 2. Tools
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12. Payment systems
 1. Electronic bills and payment systems
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13. Security and Privacy
 1. Identifying risks
 2. Risk management model

3. Digital certificates and SSL protocol
 4. Developing a security policy
 5. Implementing countermeasures
 6. Developing a privacy policy
 7. Standards (Privacy laws, General Data Protection Regulation (GDPR), HIPAA)
14. E-Commerce Content Management Systems (CMS)
- o Description and Advantages
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 1. Installation
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 3. Themes
 - Choosing a theme
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Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments in distance education course sections of DMA C201 are of the same rigor as those in the on-ground section, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education course sections is the same as in the on-ground course section, except that evaluation of student work in the online version is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos, and written lecture notes. Students will interact with the instructor and other students via discussion forums or similar methods.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- E-mail

- Other

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Equipment and software needs are dependent upon elective courses that are completed and the kind of media the studentw wish to use in their e-commerce site.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

The recommended section size for online courses is not lower than on-ground sections.

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours