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# RETL 310-01: Digital Retailing Spring 2022 (8-wk) 01.04.22

Mon. & Wed. 10:50 – 11:40 am in Close-Hipp 401; Fridays online asynchronous assignments

**Instructor:** Karen Edwards, J.D. **Grad Assistant (GA):** Andrew Fowler

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**Phone:** 803-777-5216

**Student-Centered Office Hours:** I’ve reserved times for **in-person** or **virtual** meetingson **Mondays** from 12 – 2 pm and **Tuesdays** from 11 am – 1pm. During those times, feel free to drop by my office at Close-Hipp Room 819, or you can [email me](mailto:kedwards@hrsm.sc.edu) to set a virtual session. ***If these days/times don’t work for you***, simply [email me](mailto:kedwards@hrsm.sc.edu) to schedule a day/time that suits you better.

WELCOME. Thank you for enrolling in Digital Retailing (RETL 310)! I am sincerely interested in your best interests and success in this course. Please feel free to discuss any concerns with me – you may contact me at any time. Please use email rather than leaving a message on the office phone for faster service. I will usually respond to email within 24 hours if contacted Monday – Friday. If you do not receive a response from me, it means I did not get your message.

**I. COURSE DESCRIPTION**

ACADEMIC BULLETIN DESCRIPTION

Development of a comprehensive plan for implementing a retailing business online via digital technology.

Prerequisites – RETL 265

FULL COURSE DESCRIPTION

RETL 310 is designed to provide you with the skills needed for developing, marketing, and maintaining an eCommerce website. Key areas covered in this course include: fundamentals of online store planning and design, creating a stunning website using the WiX® platform, online marketing and the use of social media, and digital spaces/innovations in retailing.

## II. LEARNING OUTCOMES/OBJECTIVES

After successful completion of this course, students will be able to:

* Discuss the fundamental concepts of digital retailing;
* Explain the importance of digital retailing for providers of goods and services;
* Navigate the essential tools of Wix® relating to all aspects of online store design;
* Develop an eCommerce website that appeals to a specific target market;
* Apply best practices in online marketing and the use of social media; and
* Explore the opportunities for digital retailing entrepreneurship.

Learning outcomes/objectives in this course are equivalent, whether delivered face-to-face, online, or in blended format.

## III. INSTRUCTIONAL MATERIALS

REQUIRED MATERIALS

1. **Required text**. Harris, C. (2017). *The Fundamentals of Digital Fashion Marketing*. New York, NY: Bloomsbury. ISBN 978-1-4742-2085-9.
2. Open Educational Resources. In addition, this course uses Open Educational Resources (OER) in an effort to provide current content and to save you money. Links to required readings and videos will be posted on Bb.
3. WiX. As partner of the College of HRSM, WiX is providing students with access to its website-building platform and other resources at no cost. Toward the end of the course, you will have the option to upgrade for one-year to premium service at no cost. Details will be provided via Bb.
4. Free subscription. You are required to register for a free subscription to the Wix® blog (free) at <https://www.wix.com/blog/>

COPYRIGHT STATEMENT - All course materials comply with copyright and fair use policies. Materials used in connection with this course may be subject to copyright protection and should not be copied, downloaded, or further disseminated without proper permission from the appropriate copyright holder. This includes any posted lectures, videos, resources, tests, homework assignments, etc. (whether graded or ungraded).

ONLINE COURSE MATERIALS - All written assignments and online readings, videos, and worksheets will be accessed via Bb. Access to the WiX website-building tool will be online at [WiX.com](http://www.wix.com). **To complete this course, you need to purchase the textbook (see §III(1), above).** It is important to understand that *this is not a self-paced course*. You will have assigned deadlines, and work must be submitted on time. You may not save up your WiX (or other) assignments to complete toward the end of the term. Each assignment sequence must be completed on schedule.

## IV. COURSE FORMAT

**BLENDED –** This is a blended (a/k/a “hybrid”) course in which you will meet for traditional face-to-face class sessions on most **Mondays and Wednesdays.\*** On **Fridays**, you will watch a recorded lecture presentation, read assigned chapters/articles, and/or work at your own pace on WiX site-building exercises.

* During **face-to-face\*** class sessions, you will participate in a combination of active learning, mini-lectures, discussion, website building exercises, industry research, and other activities. As a member of the Retailing field, you are expected to engage meaningfully, ask questions, volunteer examples, and add comments throughout the course. Up to 2.5 points per class session may be earned for active participation.
* On **Fridays** (and an occasional M/W) you will complete remote-based readings, exercises or assignments. **You do not have Fridays “off”**, although it may be possible to complete these assignments within a designated span of time. In addition, some or all of your quizzes will be administered online via Blackboard “Bb” during non-class hours. To succeed in this, or any college-level course, you must be self-motivated and well organized.
* There may be times that I cannot meet the class in person for various reasons, including University-related presentations. During those times, you will either: a) have a guest speaker during our regularly-scheduled class session; or b) have an additional online assignment to complete in lieu of our class meeting.

Any recorded course lectures housed in Bb are my intellectual property and may not be shared, reproduced, or otherwise disseminated without my explicit written consent.

**CAPTIONING TOOL** – To assist us in understand each other, I will be using Microsoft Translator, a free captioning tool, on my mobile device during the face-to-face sessions of this course. You may log in to [Translator.Microsoft.com](file:///C:\Users\kedwards\Desktop\Translator.Microsoft.com) on your laptop or mobile device when you attend a live class session as well.

AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE - Blackboard Alternative Formats are available for many of your course documents to provide a choice in how you access files in this course. These formats include the original version, audio (mp3), PDF, HTML, ePub, and electronic Braille. If you have any technical problems, please contact the DoIT Help Desk at 803-777-1800 or visit the Self Service Portal at [sc.edu/ITHelp](file:///C:\Users\kedwards\Downloads\sc.edu\ITHelp). This course has been developed to meet University standards for ADA compliance. Any online lectures will include transcripts or closed captioning. If you have any other specific needs, please let me know and I will do my best to assist you.

## V. TECHNOLOGY

RELIABLE INTERNET SERVICE - Reliable Internet access is essential for successful completion of the course. Your online work will include:

* Online readings
* Online videos
* WiX website-building tool
* Recorded video discussions
* Written Exercises
* Reflective blog postings
* Quizzes

TECHNOLOGY USE IN CLASS – You will need to **bring a laptop** to our class sessions. Please note that research shows that people, including college students, cannot multi-task as well as they think they can (Rosen, et al., 2013). Because I am committed to your success in this class **please use your device only for course-related activities** (not to complete other assignments, web-surf, or check email, etc. during class). Also, you may bring your cell phone to class, *provided you*:

### Use it during class only when designated and for course-related purposes;

### Do not engage in texting, web-surfing, checking email, or other forms of “cyber-slacking” during class time; and

### Keep the ringtone set on “silent”.

### TECHNOLOGY REQUIREMENTS - The links to assigned readings, graded assignments, blog forum, and discussion boards are located on the Bb site for the course. Adobe Presenter will be used for any online lecture presentations. To participate in learning activities and complete assignments, you will need:

* Access to a working computer that has a current operating system with updates installed, plus a mic (and if viewing remotely, speakers or headphones to hear lecture presentations);
* Reliable Internet access and a USC email account;
* A current Internet browser that is compatible with Bb (Google Chrome is the recommended browser for Bb);
* Microsoft Word as your word processing program; and
* Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to students free of charge and allows students to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the Division of Information Technology (DoIT) Help Desk at (803) 777-1800 or sc.edu/IThelp.

MINIMAL TECHNICAL SKILLS NEEDED - Minimal technical skills are needed in this course. All work in this course must be completed and submitted online through Bb. Therefore, students must have consistent and reliable access to a computer and the Internet. You should have at least the ability to:

* Organize and save electronic files;
* Use UofSC email and attached files;
* Check email and Bb daily;
* Access a webpage via a cell phone;
* Download and upload documents;
* Locate information with a browser; and
* Use Bb.

### TECHNICAL SUPPORT - [Blackboard Help (http://ondemand.blackboard.com/students.htm)](http://ondemand.blackboard.com/students.htm) If you have problems with your computer, please contact the Division of Information Technology (DoIT) Help Desk at (803) 777-1800 or [**sc.edu/IThelp**](http://sc.edu/ithelp). The DoIT Help Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Standard Time). If you are in the Columbia, SC area, the Thomas Cooper Library at UofSC has computers for you to use in case you encounter computer issues/problems. If you are not located in the Columbia, SC area, most regional campuses and public libraries have computers for public use.

**VI. ATTENDANCE AND MAKE-UP WORK**

When you miss a face-to-face class session, you miss an important **50-minute** learning opportunity.  When you miss multiple sessions, your success in this course becomes less likely.

There are only **12** **face-to-face class sessions** in this 8-week hybrid course.  Your active participation during each of those sessions is worth **two-and-a-half (2.5) points per session**.  On Fridays, you will complete asynchronous online assignments.

**To ensure that you successfully achieve the learning objectives of this course (see § II, above), please note:**

1. If you are absent from a face-to-face class session, **you are responsible for the material covered** in class.  I suggest you exchange contact information with one or more colleague in class so that you can share class notes;
2. *Regardless of the reason for the absences*, upon your **fourth absence**, you are **required to schedule a meeting** (either in-person or virtual) **with me** (your instructor) for no later than Friday of the same week. During this **mandatory coaching session**, together we will craft a plan geared toward your personal success in this course; and
3. If you wish to delve more deeply into a face-to face session’s topic on your own time (NOT for points), you may complete that day’s practice assignment and additional research questions, located under the forum entitled “Dig Deeper”.

If, for reasons associated with an absence, you **miss submitting graded work** on time, you may contact me via email within 48 hours of the due date to arrange for a make-up assignment worth a reduced number of points.

### Please plan to complete your assignments in advance of their deadlines to ensure any unanticipated circumstances do not result in a missed assignment. If you submit an assignment past the due date, unless you have made other arrangements with the instructor, your score for that item will be reduced by 20% per calendar day it is late (five days late = 0). You will be allowed to access and edit draft versions of your written assignments an unlimited number of times until the due date/time. When you are ready for the item to be graded, be SURE TO CLICK “SUBMIT”.

**ASSIGNMENTS AND GRADING**

### COURSE REQUIREMENTS - Each student will fulfill these requirements:

* **Preparation:** Read all assigned text chapters and/or online articles before the live class session;
* **Participation:** Participate meaningfully in all in-person and online discussions and activities;
* **Video discussions:** Interact with colleagues via guided discussion in the Bb system;
* **Mini- assignments:** Complete e-commerce marketing/site-building mini-assignments and submit via Bb;
* **Reflective blog.** Reflect upon the assigned reading materials and activities in each unit, and write a reflective blog (located in Bb) discussing how you have/will integrate your new knowledge and skills over time and in various contexts;
* **Quizzes**: At the end of each of the three learning units, take a short online quiz (T/F, multiple choice, short answer) via the Bb platform;
* **E-commerce site:** Build a unique online store via the WiX platform. Qualifying students have the opportunity to earn certification as a Wix® e-commerce site builder by receiving 85% or better on a WiX executive review of that online store.

Detailed instructions and grading rubrics will be provided on Bb. Unless otherwise noted, assignments are due by **10 pm EST** on the date noted or they are considered late.

#### SECURITY - Coursework is secured in Blackboard with a username and password. Do not share your username and/or password with others. Do not access Bb using unsecured wireless accounts.

GRADING - There are 400 points possible in the course, broken down as follows:

* Preparation for, and meaningful participation in 12 face-to-face class sessions (12 @ 2.5 pts.) = 30 possible points [see § VI, above];
* Three (3) interactive video discussions @ 10 pts (5 pts. initial post + 5 pts. response to colleague) = 30 possible points;
* Timely completion of three (3) site-building mini-assignments @ 15 pts. each = 45 possible points;
* Three (3) non-cumulative quizzes @ 50 points each = 150 possible points;
* Three (3) reflective blog posts @ 15 pts. each = 45 possible points;
* One WiX eCommerce website (100 pts).

All grades will be posted on Bb. My goal is to have all assignments and quizzes graded within five days of the closing time. Students are strongly encouraged to check their scores and cumulative points in Bb regularly.

Non-cumulative online quizzes are based on the readings, lectures, and learning activities in each Learning Module, and will consist primarily of True/False, Multiple Choice, and short answer style questions. You will have at least a 14-hour period in which to access each quiz, but once the quiz is opened, you will have only 60 minutes to complete it. Detailed instructions provided through Bb. Quiz 3 is scheduled on the “Final Exam” date.

**WiX eCommerce website.** Throughout the 8-week session, you will work on developing a unique eCommerce website that will serve as your final project for the course. This is a 100-point graded assignment and required for successful completion of RETL 310. In addition, students earning a grade of 85% or higher who also complete specific edits suggested by your instructor, will have their site assessed by WiX® corporate evaluators, who will be the sole determiners of whether the student is awarded WiX® site-building certification.

***Final grades are non-negotiable and are based on total number of points earned (see chart). Therefore, final numbers will not be “rounded up,” so please do not ask****.*

|  |  |  |
| --- | --- | --- |
| **Graded Work** | **Point Value** | **Possible Points** |
| Class participation | 12 @ 2.5 | 30 |
| Video discussions (5 + 5) | 3 @ 10 | 30 |
| Mini-Assignments | 3 @ 15 | 45 |
| Quizzes | 3 @ 50 | 150 |
| Reflective blog | 3 @ 15 | 45 |
| WiX E-commerce Store | 100 | 100 |
| **Total Possible Points:** | | **400** |

| **Grading Scale** | | |
| --- | --- | --- |
| 360 + pts. | = | A |
| 340 - 359 | = | B+ |
| 320 - 339 | = | B |
| 300 – 319 | = | C+ |
| 280 – 299 | = | C |
| 260 – 269 | = | D+ |
| 240 - 259 | = | D |
| < 239 |  | F |

#### **Please note:** RETL majors need a “C” or better to count this course toward the major.

#### COURSE EVALUATION - I consider it your civic duty to provide meaningful course-related feedback for the ongoing enhancement of the Retailing Program. **Thank you in advance** for doing it - this process is very important, and I take your comments very seriously. I also encourage you to provide me with feedback during the semester, as I am always interested in making your learning experience the best it can be!

#### DEDUCTIONS - It is possible that your total points earned may be lowered. You will experience overall point deductions for the following reasons:

#### Habitual unpreparedness for class;

#### Failure to attend a class session in which a **guest speaker** was scheduled; or

#### Unprofessional behavior, including but not limited to texting/web-surfing during class, lack of participation in group activities, or talking while another person has the floor.

#### Any deductions will be recorded on Bb under “Gradebook.”

**VII. COURSE POLICIES**

MUTUAL RESPONSIBILITIES - Recognizing that a meaningful education involves a combination of experiences, it is my responsibility to foster an environment in which you have the opportunity to become a lifelong learner. Toward that end, I will create an atmosphere for active learning, hold high expectations for you, and foster opportunities for you to connect knowledge and skills from multiple sources and experiences over time. You need to apply the highest academic standards to this course (including reading/viewing assigned materials, timely completing projects, and maintaining academic integrity), participate meaningfully in discussions and activities, and treat others with dignity and respect.

**PANDEMIC MITIGATION RULES – Subject to change based on applicable law and University Policy.**

*Everyone in our classroom is REQUIRED to* wear a protective face covering over the nose and mouth inside our classroom and all campus buildings. *Everyone in our class is also URGED to*:

1. Take advantage of the University’s free [Garnet and Vaxxed](https://sc.edu/safety/coronavirus/testing_and_services/vaccine/index.php) vaccination program;
2. Maintain social distancing as much as practicable;
3. Wipe down your seating area before and after class with UofSC supplied sanitizing supplies; and
4. Stay home if you have a fever or otherwise exhibit symptoms that are consistent with COVID-19.

If you experience COVID-19 symptoms, please stay home, and contact the COVID-19 Student Health Services (SHS) nurse line (803-576-8511). Students should use the [COVID-19 Student Report Form](https://cm.maxient.com/reportingform.php?UnivofSCAcadSupport&layout_id=9) to report all COVID-19 related absences, and select the option allowing the Student Ombuds to contact your professors. You will also use the COVID-19 Student Report Form if you have tested positive for COVID-19 or if you have been ordered to quarantine because of close contact with a person who was COVID-19 positive.

### A telephone hotline (803-576-8511) and the [**Coronavirus Web site**](https://sc.edu/safety/coronavirus) have been established as resources for disseminating information and answering questions concerning COVID-19 issues on campus.

### COURSE COMMUNICATION - You are required to use your UofSC email account throughout this course. I will be communicating with you regarding grades and assignments. If you primarily use another email account, you should make sure that the Bb account is linked to that address. It is your responsibility to ensure that your email accounts work properly in order to receive mail. Please be sure that the email you check regularly is set in Bb:

* Click on the My USC tab along the top of the page in Bb
* In the Tools module, click on "Personal Information"
* Click on "Edit Personal Information"
* Scroll down to the listing for Email
* In the box will be listed what Bb has as your email address. If you wish to change it, delete the email address in the box and type in the email address you want to use.
* Click on the Submit button at the top or bottom of the page.

FORMATTING - **Your written assignments are required to be submitted through Blackboard.** If you wish to submit a document, it must be in **Microsoft Word** format – *Bb does not translate other file types.*Submitted work should be your own (original) and proofread to avoid spelling and grammatical mistakes. Additionally, all written assignments will be evaluated based on “quality” and not simply “quantity.” You are encouraged to follow these guidelines:

1. Spacing: one and a half;
2. Font: Tahoma, Calibri, or Arial in 12 point (size);
3. Title of assignment and your name included on first page;
4. Documentation for all references and quotations using APA style; and
5. Accurate spelling and grammar.

### ACADEMIC INTEGRITY - It YOUR responsibility and MINE to uphold and maintain the academic standards and integrity of the University of South Carolina. Violations, including cheating, plagiarism, falsification of records, accepting assistance from or giving assistance to others in taking a quiz or preparing an individualized project, or engaging in any other form of academic dishonesty will be dealt with according to guidelines provided in the current student handbook, including a professional penalty of “F” for the course and mandatory reporting of the offense to the Office of Student Conduct. (*Yes, I really do report*.) Below are some websites for you to visit to learn more:

[Carolinian Creed (http://www.sa.sc.edu/creed)](http://www.sa.sc.edu/creed)

[Academic Responsibility (http://www.sc.edu/policies/staf625.pdf)](http://www.sc.edu/policies/staf625.pdf)

[Office of Academic Integrity (https://www.sa.sc.edu/academicintegrity/)](https://www.sa.sc.edu/academicintegrity/)

[Network Guidelines for Responsible Computing (http://www.sc.edu/about/offices\_and\_divisions/university\_technology\_services/policies\_procedures/networkguideline.php)](http://www.sc.edu/about/offices_and_divisions/university_technology_services/policies_procedures/networkguideline.php)

University policy regarding academic responsibility [(Student Affairs Policy STAF 6.25 (http://www.sc.edu/policies/staf625.pdf))](http://www.sc.edu/policies/staf625.pdf) states “It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline.”

#### PLAGIARISM - Using the words or ideas of another as if they were one’s own is a serious form of academic dishonesty. If another person’s complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper citation. *Under no circumstances may you use a third party, whether paid or unpaid, to complete any portion of your coursework*.

### DIVERSITY AND INCLUSION - The University is committed to a campus environment that is inclusive, safe, and respectful for all persons, and one that fully embraces the Carolinian Creed. To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. Students are always expected to apply the highest academic standards to this course and to treat others with dignity and respect.

AMENDMENTS - Changes to the syllabus are possible. I will inform you of any minor adjustments, such as due dates and the reading schedule. In the unlikely event of a major issue, such as adjusting the grading scheme, overall student approval will be obtained before changes are made.

### **VIII. STUDENT RESOURCES**

[Student Disability Resource Center (http://www.sa.sc.edu/sds/)](about:blank)

The Student Disability Resource Center (SDRC) empowers students to manage challenges and limitations imposed by disabilities. Students with disabilities are encouraged to contact me to discuss the logistics of any accommodations needed to fulfill course requirements (within the first week of the semester). In order to receive reasonable accommodations from me, you must be registered with the Student Disability Resource Center, Close-Hipp Level 1, Columbia, SC 29208, 803-777-6142 (main office is located in room 102; test proctoring center is in room 203). Any student with a documented disability should contact the SDRC to make arrangements for appropriate accommodations.

### [Student Success Center http://www.sa.sc.edu/ssc/](file:///C:\Users\kedwards\Desktop\RETL%20310.F20\Student%20Success%20Center%20http:\www.sa.sc.edu\ssc\)

If you are having trouble with this course or its material, you should contact me to discuss the issues. As a student of this course you also can get help from the Student Success Center (SSC), which provides a variety of services to assist University of South Carolina Undergraduate students on their path to success. At any time, you may call the Student Success Hotline at 777-1000 to learn more or go on-line to schedule an appointment with a staff member. The SSC is located on the mezzanine level of the Thomas Cooper Library, with satellite locations in Columbia Hall, Bates House, and Patterson Hall. These services are free and available to all students enrolled in this course.

#### [Writing Center (http://artsandsciences.sc.edu/write/university-writing-center)](http://artsandsciences.sc.edu/write/university-writing-center)

The University Writing Center is an important resource you should use. It's open to help any USC student needing assistance with a writing project at any stage of development. The main Writing Center is in Byrnes 703.

[University Libraries Resources (sc.edu/libraries)](about:blank)

University Libraries has access to books, articles, subject specific resources, citation help, and more. If you are not sure where to start, please [Ask a Librarian](about:blank)!  [Assistance is available at sc.edu/libraries/ask](about:blank).  Remember that if you use anything that is not your own writing or media (quotes from books, articles, interviews, websites, movies – everything) you must cite the source in MLA (or other appropriate and approved) format.

[Blackboard and Technology (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/end\_user\_services/available\_technology\_resources/)](about:blank)

As a student in this course, you have access to support from the Division of Information Technology (DoIT) for Blackboard and computer issues. The service desk can be reached at 803-777-1800.

[Counseling Services (https://sc.edu/about/offices\_and\_divisions/student\_health\_services/medical-services/counseling-and-psychiatry/index.php)](about:blank)

If you or a fellow Gamecock are experiencing challenges such as stress, anxiety, depression, substance use, concern for a family/friend, or feelings of hopelessness, there are numerous campus resources available to help, including University Counseling & Psychiatry Service and University Student Health Services. **Help is available 24/7**. Students who need immediate help should call 803-777-5223. An outside resource is the National Suicide Prevention Lifeline (800-273-8255).

**IX. COURSE SCHEDULE**

Course schedule is subject to modifications. **Graded work** indicated on schedule in **bold print.**

| **Dates & Topics** | **Schedule & Assignments** |  |
| --- | --- | --- |
| **[UNIT 1]**  **WEEK 1:**  Jan. 10 – 14  *E-commerce Marketing & Design Fundamentals* | **UNIT 1 - eCommerce Basics**  THIS WEEK, BE SURE TO:   1. Read all sections of our Bb page, including syllabus 2. Get textbook (required) 3. Subscribe to the WiX® blog (free) at <https://www.WiX.com/blog/> 4. **Prepare Video Discussion 1:** Introduction (instructions on Bb) Wed. @ 10 pm 5. Watch colleagues’ video intros in Bb & **post response(s)** by Fri. @ 10 pm   Before Monday’s class session:   * Get text: Harris, C. (2017).  The Fundamentals of Digital Fashion Marketing. New York, NY: Bloomsbury. ISBN 978-1-4742-2085-9]   At Monday’s class session:   * Prof. Edwards’ live mini-lecture A – Fundamentals of eCommerce * *Start WiX Practice Lab –* Exercise A – Getting Started in WiX   At your own pace on Wednesday ONLINE:  Read:   * Ch. 1 from Harris, C. (2017) * [Ecommerce branding: the complete guide to branding your online shop](https://99designs.com/blog/logo-branding/ecommerce-branding/)   Watch:   * Prof. Edwards’ recorded recap A – Fundamentals of eCommerce * [Get started with WiX](https://www.youtube.com/watch?v=tppDIxx7cuA) (CC; 31m)   *WiX Practice Lab:* Finish Exercise A  **Post Video Discussion 1**  At your own pace on Friday:   * Read: Ch. 2, Harris, C. (2017) * Watch: Prof. Edwards’ recorded mini-lecture B – Website design * *WiX Practice Lab:* Exercise B – WiX “Editor” * **Post Video Discussion 1 Response(s)** |
| **WEEK 2:**  Jan. 17 – 21  *Selling products and collections online* | THIS WEEK, BE SURE TO:   1. Print and review **WiX Site final project Instruction sheet** (on Bb) 2. Complete **Mini Assignment 1** by Wed. @ 10 pm 3. **Submit Reflective Blog post 1** before taking Quiz 1 4. **Take Quiz 1** *(available on Friday from 8 am - 10 pm)*   Monday:  **MLK Day of Service – No Classes**  Before Wednesday’s class session:  Read:   * [How to design a product page](https://www.websitebuilderexpert.com/designing-websites/ecommerce-product-page-design-part-1/) * [Why group products in collections?](https://academy.wix.com/en/article/why-group-products-into-collections) * [WiX: Creating a physical product](https://support.wix.com/en/article/adding-a-physical-product-to-wix-stores) * [WiX: Creating and displaying product collections](https://support.wix.com/en/article/creating-a-product-collection-in-wix-stores)   Watch: [WiX: Collections](https://www.youtube.com/watch?v=M7hn5r305yQ)  At Wednesday’s class session:   * Prof. Edwards’ live mini-lecture C – Homepages & Product listings * *WiX Practice Lab* – Practice Exercise C – Adding products in WiX * Complete **Mini Assignment 1** and post on Bb by 10 pm   At your own pace on Friday:   * Print and review **WiX Site final project Instruction sheet** (on Bb) * Review UNIT 1 materials, then **Submit Reflective Blog post 1** * **Take Quiz 1** *(available on Friday from 8 am - 10 pm)* |
| **[UNIT 2]**  **WEEK 3:**  Jan. 23 – 28  *Sorting/Filtering options;*  *Payments, Tax, and checkout;*  *Product photos* | **UNIT 2 - Building your website**  THIS WEEK, BE SURE TO:   1. Prepare **Video Discussion 2** by Wed. @ 10 pm 2. Watch colleagues’ videos in Bb & **post response(s) by** Fri. @ 10 pm   Before Monday’s class session:  Read:   * [Are You Missing Out on E-Commerce Sales Because of Bad Website Filtering and Sorting?](https://www.allbusiness.com/e-commerce-sales-website-filtering-sorting-103859-1.html) * [WiX: Adding Filters and Sorting Options to Your Product Gallery](https://support.wix.com/en/article/wix-stores-adding-filters-and-sorting-options-to-your-product-gallery)   At Monday’s class session:   * Prof. Edwards’ live mini-lecture D – Filtering & Conversion * Complete *WiX Practice Lab* –Practice Exercise D – Filters and sorting   Before Wednesday’s class session:  Read:   * [State-by-state guide to economic nexus laws](https://www.avalara.com/us/en/learn/guides/state-by-state-guide-economic-nexus-laws.html) * [Wix Stores: About Store Tax Collection](https://support.wix.com/en/article/wix-stores-about-store-tax-collection)   At Wednesday’s class session:   * Prof. Edwards’ live mini-lecture Z – Sales & Tax * *WiX Practice Lab* – Practice Exercise Z – Sales & Tax   Post **Video Discussion 2** by 10 pm  At your own pace on Friday:  Read:   * Ch. 5 from Harris, C. (2017) * [How to Take High-Quality Product Photos with Your Smartphone](https://www.volusion.com/blog/how-to-create-high-quality-product-photos-with-your-smartphone/) * [Wix Photo Albums: Adding New Photos to an Album](https://support.wix.com/en/article/wix-photo-albums-adding-new-photos-to-an-album)   Watch:   * Prof. Edwards’ recorded mini-lecture E – Photography * *WiX Practice Lab* – Practice Exercise E – Taking product photos   Post one or more **response to Discussion 2** by 10 pm |
| **WEEK 4:**  Jan. 31 – Feb. 4  *Online Policies;*  *Blogs* | THIS WEEK, BE SURE TO:   1. Read **Mini Assignment 2** instructions and post on Bb by Friday at 10 pm 2. Post **Reflective Blog 2** by Friday at 10 pm 3. Take **Quiz 2** by Saturday at 10 pm   Before Monday’s class session:  Read:   * [What To Include in Your Online Store Policies](https://blackboard.sc.edu/webapps/blackboard/content/•%09https:/academy.wix.com/en/article/what-to-include-in-your-online-store-policies) * [The FAQ page: Why you need it, how to build one, and 10 great examples](https://blackboard.sc.edu/webapps/blackboard/content/•%09https:/www.shopify.com/blog/120928069-how-to-create-faq-page) * [What every online retailer needs to know about California’s privacy law](https://blackboard.sc.edu/webapps/blackboard/content/•%09https:/www.digitalcommerce360.com/2018/04/24/what-every-online-retailer-needs-to-know-about-californias-privacy-law/) * [GDPR Compliance for Ecommerce . . .](https://www.oberlo.com/blog/gdpr-compliance-ecommerce-shops)   At Monday’s class session:   * Prof. Edwards’ live mini-lecture ZZ – Policies & FAQs * *WiX Practice Lab* –Practice Exercise ZZ – Adding policies & FAQs in WiX   Before Wednesday’s class session:  Read:   * [How to write an awesome blog post](https://www.wordstream.com/blog/ws/2015/02/09/how-to-write-a-blog-post) * [Blog SEO: How to Search Engine Optimize Your Blog Content](https://blog.hubspot.com/marketing/blog-search-engine-optimization)   At Wednesday’s class session:   * Prof. Edwards’ live mini-lecture & discussion ZZZ – Blogs * *WiX Practice Lab* –Practice Exercise ZZZ – Blog app in WiX   At your own pace on Friday:   * Complete **Mini Assignment 2** and post on Bb by 10 pm * Review UNIT 2 materials, then **submit Reflective Blog post 2** by 10 pm   **By Saturday @ 10 pm: Take Quiz 2** *(available on Bb Friday @ 10 am – Saturday @ 10 pm)* |
| **[UNIT 3]**  **WEEK 5:**  Feb. 7 – 11  *Social Media;*  *Search Engine Optimization; Accessibility* | **UNIT 3 - Reaching your consumers**  THIS WEEK, BE SURE TO:   1. Prepare **Video Discussion 3** (instructions on Bb) due Wed. @ 10 pm 2. Watch colleagues’ videos in Bb & **post response(s)** (due Fri. @ 10 pm)   Before Monday’s class session:  Read:   * Ch. 3 from Harris, C. (2017) * [How to Use Social Media Marketing for eCommerce](https://blackboard.sc.edu/www.visiture.com/blog/use-social-media-marketing-ecommerce/) * [How to set ecommerce social media up for success](https://sproutsocial.com/insights/social-media-ecommerce/)   Watch:   * [How to start social media marketing](https://www.youtube.com/watch?v=-tdFvJLw2UQ)   At Monday’s class session:   * Prof. Edwards’ live mini-lecture G – social media * *WiX Practice Lab* – Practice Exercise G – social media in WiX   Before Wednesday’s class session:  Read:   * [SEO Marketing Explained: The Basics for Small Businesses](https://www.campaignmonitor.com/blog/email-marketing/2019/07/seo-marketing-explained-the-basics-for-small-businesses/) * [Getting Your Site Found on Google: SEO Best Practices](https://support.wix.com/en/article/getting-your-site-found-on-google-seo-best-practices) * [Optimizing Your Site's Content for SEO](https://blackboard.sc.edu/webapps/blackboard/content/•%09https:/support.wix.com/en/article/optimizing-your-sites-content-for-seo)   At Wednesday’s class session:   * Prof. Edwards’ live mini-lecture H – Search Engine Optimization * *WiX Practice Lab* – Practice Exercise H – SEO in WiX   Prepare **Video Discussion 3** by Wed. @ 10 pm  At your own pace on Friday:   * Watch:   + Prof. Edwards’ recorded mini-lecture F – Accessibility   + [Make your website accessible](https://www.youtube.com/watch?v=z5p3gYa5dYo) (4 min.; closed captioned) * *WiX Practice Lab* –Practice Exercise F – Accessibility online * **Post one or more response to Discussion 3 on Bb** |
| **WEEK 6:**  Feb. 14 – 18  *Logos;*  *email marketing* | THIS WEEK, BE SURE TO:   1. Complete **Mini Assignment 3 (**instructions on Bb) 2. Work on **WiX Site final project** (*Due Feb. 23)*   Before Monday’s class:  Read:   * [The importance of logo design for business](https://cmsmart.net/community/the-importance-of-logo-design-for-business) * [4 Principles to Consider When Designing Your Ecommerce Logo for Better Conversions](https://www.optimonk.com/4-principles-to-consider-when-designing-your-ecommerce-logo-for-better-conversions/) * [9 Logo Design Trends to Look Out for in 2021](https://www.wix.com/blog/2020/11/logo-design-trends/)   At Monday’s class session:   * Prof. Edwards’ mini-lecture I & class discussion – Logos and branding * *WiX Practice Lab* – Logo maker in WiX   By Wednesday:  Read:   * Ch. 6 in Harris, C. (2017) * [E-Commerce Email Marketing 101: 11 Must-Have Emails](https://sleeknote.com/blog/e-commerce-email-marketing)   At Wednesday’s class session:   * Prof. Edwards’ live mini-lecture K – e-mail marketing * *WiX Practice Lab* – Practice Exercise K – e-mail marketing and coupons in WiX   At your own pace on Friday:   * Submit  **Mini Assignment 3** * WiX Workday! Work on your WiX final project, following the itemized list in Bb |
| **WEEK 7:**  Feb. 21 - 25  *Videos* | THIS WEEK, BE SURE TO:   1. Finish **WiX Site final project** (due Wed., Feb.23 at 10 pm) 2. Complete **RETL 310 course evaluation**   Before Monday’s class:  Read:   * Ch. 4 from Harris, C. (2017) * [6 online video trends you should know about in 2022](https://www.uscreen.tv/blog/video-trends/)   At Monday’s class session:   * Andrew’s mini-lecture J – Videos * Read: Ch. 4 from Harris, C. (2017) * *WiX Practice Lab* –Practice Exercise J – Making a product video   Before Wednesday’s class:   * Have your WiX site “ready” before class   At Wednesday’s class session:   * Andrew’s optional “finishing touches” WiX help session   **By 10 pm: Post FINAL WiX WEBSITE LINK on Bb**  At your own pace on Friday:   * Complete **RETL 310 course evaluation** (accessible via Bb tab marked “My Course Evaluations” by 10 pm |
| **Week 8**  Feb. 28 – Mar. 2  *Creative Marketing* | THIS WEEK, BE SURE TO:   1. Post **Reflective Blog #3** 2. Take **Quiz 3**   Before Monday’s class:  Read:   * [12 Innovative Retail Trends to Watch in 2022](https://tinuiti.com/blog/ecommerce/retail-trends-emerging/) * [How to bring your e-commerce brand to life with pop-up stores](https://www.thestorefront.com/mag/bring-e-commerce-brand-life-pop-stores/)   On Monday:   * Prof. Edwards’ live mini-lecture L – Creative Marketing * Practice Exercise – Plan a pop-up   **On Wednesday - ONLINE:**   * Review UNIT 3 materials, then prepare and **submit Reflective Blog post 3** * By 10 pm **ONLINE FINAL = QUIZ 3 (Covers Unit 3 only).** You may select any 60-minute timeslot (before 9 pm) to log into Bb and complete Online Quiz 3 (non-cumulative) * The quiz will become available to you via Bb on: **Wed., March 2, at 8 am and will close at 10 pm the same day** |