2012

300-2S Marketing Principles

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MKTG 300 (Marketing Principles), Section 2S (Weekend Degree Program), Summer 2012
(SMH 249; 12:45 – 4:15 PM, Saturdays and Sundays -- June 23 & 24, June 30 & July 1, July 14 & 15, and July 21 & 22)

Professor: Chris Manolis, Ph.D.

Office Number & Hours: 306 SMH; immediately after class & by appointment

Voice- & E-Mail: 745-2046; manolis@xavier.edu

Teaching Assistant: Ilona Casparean-Lonnema; caspareanlonnemani@xavier.edu; 859/620-6109; and, same office hours as Prof. Manolis

REQUIRED TEXT


COURSE DESCRIPTION & OBJECTIVE

This course takes a managerial approach to the study of concepts, activities, and decisions that relate to facilitation of exchanges between buyers and sellers in both business and non-business organizations.

The primary objective of the course is to introduce marketing from a strategy perspective, and to provide this introduction (or overview) in an enjoyable atmosphere. Ideally, the course will bring together some of the major ideas, concepts, and frameworks inherent in the marketing discipline.

ACTIVITIES/ASSIGNMENTS, TESTS, & GRADES

Three in-class exams will be given (refer to Course Outline for details). Exams will consist of both multiple-choice and short answer questions, will cover BOTH lectures and the assigned text, and not be comprehensive in nature. The third and final exam will be given during the final class on Sunday, July 22nd.

In addition to the three exams, each student is expected to: 1) present a marketing research article to the class and keep a "presentation journal/log", 2) participate in the LTD assignment, and 3) complete the T4P’s assignment (paper). Please refer to attached handouts regarding these activities/assignments. Final course grades will be based on the following distribution:

<table>
<thead>
<tr>
<th>activity</th>
<th>percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>three exams</td>
<td>54</td>
</tr>
<tr>
<td>(exams will be weighted equally — 18 percent each)</td>
<td></td>
</tr>
<tr>
<td>research presentation &amp; journal</td>
<td>20</td>
</tr>
<tr>
<td>LTD (&quot;lead-the-discussion&quot;)</td>
<td>4</td>
</tr>
<tr>
<td>T4P’s paper</td>
<td>15</td>
</tr>
<tr>
<td>attendance (see below)</td>
<td>7</td>
</tr>
</tbody>
</table>
Grades on the exams will be determined on a modified-curve basis. Guidelines for the distribution of grades are approximately: 20-25% of students receive A's, 25-30% of students receive B's, 25-35% of students receive C's, and 10-15% of students receive "other" grades. If a curve is not necessary, however, exam grades will be determined according to the traditional " ≥ 90% - A, 89-80% - B, 79-70% - C, 69-60% - D, and ≤ 59% - F " scale. Grades for all other assignments (research presentation, LTD, T4P's paper, and for the course) will be based on 100 percentage points and calculated according to a ≥ 90% - A, 89-80% - B, 79-70% - C, 69-60% - D, and ≤ 59% - F scale. Pluses and minuses will not be assigned. Finally, any student wishing to receive a midterm grade must request such from Prof. Manolis.

**GENERAL EXPECTATIONS/DESIRE**

I would like students to enjoy the course and learn about the importance of marketing and exchange. I expect the classroom atmosphere to be relaxed, informal, and interactive. I encourage you to contribute to discussions, ask questions, and actively participate during class whenever possible/appropriate.

I expect each of you to read the text and attend class on a regular basis. It is a distinct advantage to be a consistent participant in the course.

**ATTENDANCE & OTHER POLICIES**

The basic policy of the class is to relax and interact with other students and the professor. In addition, please respect others and be polite. There are three things I specifically ask that you **not** do during class: 1) read (e.g., newspapers, material[s] from other classes, computer and/or phone screens, etc.), 2) talk while others (e.g., fellow students, Prof. Manolis, etc.) are talking and/or presenting, and 3) sleep. Thanks.

As indicated above, attendance is worth **seven percent** of your grade. Here is how attendance will be evaluated: students attending every class will receive 100 percent for the attendance portion of their grade; students attending all but one of the scheduled classes will receive 60 percent for the attendance portion of their grade; students attending all but two of the scheduled classes will receive 35 percent for the attendance portion of their grade; and, students missing two or more classes will **not** pass the course. There will be a roll sheet made available in every class and it is up to each student to make sure he/she signs every attendance sheet for each class he/she attends. Any students found signing-in for one another will be **not** be happy ..... specifically, the **entire course grade** for both students involved (the “signer” and the “absentee”) will be dropped by two full letter grades.

Finally, students are expected to follow the **academic honesty policy** from the University handbook. Please review the policy.
# COURSE OUTLINE

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CHAPTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAM ONE</strong></td>
<td></td>
</tr>
</tbody>
</table>
**date:** TBA  
1 the nature of strategic marketing  
*foundations of marketing (outline 1) and strategic marketing planning (outline 2)*  
Bagozzi article  
2 the environment of strategic marketing  
*marketing environment, ethics and social issues in marketing, and the global marketing environment (no formal outlines – “light” discussions in class)* |
| **EXAM TWO** |  
**date:** TBA  
3 analysis for strategic marketing  
*information for marketing decision making (light discussion in class), market segmentation (outline 3), and consumer decision making (outline 4)*  
4 product concepts (outline 5) |
| **EXAM THREE** |  
**date:** July 22
  
5 price concepts (outline 6)  
6 marketing channels (outline 7)  
7 the promotion “P” (outline 8) |

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*a* depending on availability and time, additional (in addition to the textbook) readings/articles may be provided and/or in-class-type exercises assigned

*b* a review sheet pertaining to the assigned readings (chapters) will be made available prior to each exam

*c* 'review sessions' pertaining to exams can be scheduled before exams (outside of class time) if the class would like .... the teaching assistant (Ilona) will conduct the review sessions
Various (& Important) “Extras”

• back-up all written work (also, save OFTEN — like at least once every five minutes — as you prepare assignments/write-ups on a computer); and, all submitted written (typewritten) work should be 12 inch font, one inch margins all-around, and double-spaced

• assignments may not be turned-in via e-mail or fax without prior consent on the part of Prof. Manolis

• written assignments may take up to two weeks to be returned

• written assignments that are turned-in late will be down-graded 15 percentage points (from the original grade) for every day that the assignment is late for up to three days (including weekends); written assignments later than three days will not be accepted; non-written assignments (e.g., presentations, etc.) will only be accepted on the day they are due (i.e., no late assignments will be accepted)

• all written work is “checked-in” the day it is received

• please staple (securely) all written assignments (e.g., please do not rely on paper clips)

• please include full-name and class (including section) on all work that is turned-in

• all reference sources (e.g., journal articles, etc.) must be included in a references (i.e., bibliographical) section (this pertains to all written assignments)

• all written work WILL be graded (somewhat heavily in fact) on grammar and must be typewritten

• please proof-read all written work before turning it in

• please do not whine to Professor Manolis about grades (thank you) ....... if a student does get a "less than desired" grade on an assignment(s), specifically do NOT tell Prof. Manolis that 1) "this is not the kind of grade I usually get" and/or 2) "I should not be getting this kind of grade in this particular class," etc.; lastly, please note that "discussing" grades is very much permitted and even encouraged — just no "whining" and/or complaining

• please smile whenever possible

• please talk with Professor Manolis about any and all concerns (positive, negative, or in-between) if and when you would like

• please laugh (or at least smile) when and if Professor Manolis tries to be humorous

• students have until the (one) week after the final to pick-up any and all assignments (after this time, all papers, projects, etc., will be discarded)

• re-read information/instructions for each assignment numerous times before you actually begin work on the assignment

• enjoy the class (to the fullest extent possible)

• think to yourself, “wow, this is the best class I’ve ever taken ..... I’m really blown away ....... ”
The research presentation assignment has two components. The **first** part is the research presentation itself. The objective of the presentation is for each student to present an interesting, somewhat recent, and relevant (i.e., relevant to the subject of marketing) research article to the class. (A list of acceptable journals for this assignment has been provided on a subsequent page.) In other words (i.e., this is a sum-up of the assignment), **read and understand an academic journal article relating to marketing, and, subsequently, present a summary of the article to your fellow students that is clear, concise, interesting, and informative.** Students may use visual props (i.e., posters, handouts, overheads, videos, DVD’s, PowerPoint, Internet, etc.), but these are not required. One handout is required of each presenter, and a related website(s) must be incorporated into the presentation (details regarding these requirements will be provided in class).

Each student must sign-up for a presentation date on a first-come-first-serve basis. There will be approximately one to two presentations scheduled for each weekend of classes (except July 22nd..... there will NOT be a presentation scheduled for July 22nd) and it **is up to each student to secure a presentation date as soon as possible.** There will be a sign-up sheet in class. The presentation will be worth 20 percent of your grade and evaluated on content, organization, clarity, and time (see questions below). Each presentation will last no longer than 15 minutes. (**Please note — presentations should last as close to 15 minutes as possible.**..... **presentations lasting significantly longer OR SHORTER than 15 minutes will be down-graded.**) Students may obtain their presentation grade and feedback at the end of the following class. The following questions represent the EXACT criteria I will use in evaluating the presentations:

- Was the article from an appropriate/acceptable source?
- Did the student provide the required handout for the audience/class? If so, was it helpful?
- Did the student indicate the main points of his/her presentation?
- Were these main points presented clearly and early in the presentation?
- Was the presentation organized logically (e.g., beginning, middle, and end)?
- Did the student provide appropriate examples to support claims and/or illustrate concepts?
- Was the handout effective? Did the student incorporate an appropriate website(s)? If other visual props were utilized, were they helpful and informative?
- How appropriate was the subject matter for the intended audience?
- Was the presentation within the proper time-frame (i.e., 15 minutes)?
- Did the students speak clearly and slowly?
- **In the end, what could the audience “take away” from the presentation?**

The **second** aspect of the assignment involves comments and feedback. On a pre-formatted “comment sheet” (see attached), students will indicate positive aspects as well as aspects that “need improvement” as per each presentation they hear throughout the course. These comments should pertain primarily to “stylistic issues” of the presentation. In addition, students may comment on interesting points, questions, and/or important issues raised or neglected during the presentation. Comment sheets will be turned-in at the end of the class in which the presentation is made, and returned to the presenter during the following class meeting.
The “research reaction log” constitutes a log or journal wherein each student reacts to his/her classmates’ presentations. In the journal, students should focus primarily on “content issues” and note interesting points, research findings, questions, important issues raised or neglected, and any other pertinent information (comments, critiques, etc.) for four of the research presentations that they hear during the semester. Students may pick their “top” (i.e., favorite, etc.) seven presentations to write-up. The research presentations will cover top-notch research from the marketing discipline. The reaction log gives the student the opportunity to write-out his/her thoughts and reactions regarding some of this research, thereby facilitating the learning process. (For each presentation included in your log, please indicate the presenter’s name, the date, and the titles of both the article itself and the source-journal.)

The reaction log must be turned-in (type-written) on Sunday, July 22nd. The log will be graded "pass/no-pass." A "no-pass" will result in 20 (percentage) points being deducted from a student's presentation grade, and a "pass" will result in zero points being deducted from the student's presentation grade. The journals will be evaluated on consistency, content (insights, etc.), clarity, and organization. Incomplete journals (e.g., consistently sparse comments, less than four entries, etc.) will result in a grade of "no-pass." If you have any questions regarding this assignment, please ask Professor Manolis.
Academic Journal Sources

Acceptable sources for a journal article for both the two-person presentation assignment and the T4P’s assignment (please note — students may not use the same articles for these two assignments) include:

- Journal of Marketing Research (not Marketing Research)
- Journal of Marketing
- Journal of Consumer Research
- Journal of Consumer Affairs
- Journal of Consumer Marketing
- Journal of Consumer Psychology
- Psychology and Marketing
- Journal of Retailing
- Journal of the Academy of Marketing Science
- Journal of Advertising
- Journal of Business Research
- Journal of Service Research

PLEASE NOTE: various other academic journals (e.g., psychology journals) may be acceptable — but, be sure and check with Professor Manolis prior to using a source not listed above; and, finally, full-length articles or studies ONLY no matter the journal (i.e., no book reviews, commentaries, or the like)
ALSO — it is strongly recommended that students show Prof. Manolis their articles PRIOR to conducting the various assignments
Student Comments: Research Presentation

Presenters ________________________________  Date ________________

________________________________________

*positive aspects of the presentation* —

*aspects/areas that might be improved upon* —
LTD Assignment

Leading the Discussion (LTD) is a fun (relatively fun that is) assignment wherein students get the chance to come-up with and lead a short in-class discussion on some of their favorite marketing topics. This assignment is worth four percent of your grade. Scheduled on a volunteer basis one class period in advance, an LTD will comprise the following: students will locate a current “event” or news story (not more than one month old) from a mainstream news source (e.g., Fortune, Time, or Newsweek magazines or websites; CNN or MSNBC websites; the Wall Street Journal, New York Times, or any other major newspaper; etc., etc., etc.); the story must have something to do with marketing and/or consumers/customers (any topic covered either in class or the textbook is appropriate); students will informally communicate the story to the class, inform the class as to why they chose the news story (e.g., why they feel the story is significant, etc.); relate the story to any topic discussed in class or covered in the textbook (any chapter/topic in the textbook); and, finally, pose a thought-provoking question to the class about the story or story topic. **Students will turn-in a short, type-written page on the day they conduct an LTD that will include the title of the story, the source of the story, the marketing topic(s) to which the story relates, and the question that they posed to the class. Each student must complete a minimum of three LTD’s over the course of the summer (there will be no more than three LTD’s presented per class meeting).** Each LTD will be graded on how well the story relates to a lecture or textbook topic, how well the student prepares his/her story (discussion), how enthusiastic the student is regarding the topic, and, finally, the quality of the question posed to the class. The average grade across each LTD that a student completes will serve as the overall grade for this assignment. Any and all inquiries regarding this assignment should be directed to Prof. Manolis.
**T4P’s Paper**

The purpose of the T4P’s assignment (paper) is to give students the opportunity to gain an in depth understanding of either targeting (segmentation) or one of the four P’s (product, place, promotion, or price). Specifically, students need to choose ONE of these five topic areas (targeting or one of the four P’s) and find three separate articles from the list of accepted journal articles (see Academic Journal Sources) pertaining to this particular topic area. (Students may use the article they presented for the research presentation assignment as one of their articles.) Subsequently, students will write a paper on the topic area that incorporates each of the three articles. Papers should be approximately four or five double-spaced pages in length (typewritten, 12 font, one-inch margins all-around, etc.).

In addition to the paper, students will also submit hardcopies of the three articles (please include your name on the paper and the articles, and staple your paper as well as the individual articles before submitting).

This assignment is worth 15 percent of your grade and is due on **Saturday, July 21st**. Please ask Prof. Manolis if you have any questions pertaining to this assignment.

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**Williams College of Business Mission Statement**

We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.