2014

300 Principles of Marketing

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Xavier University  
Department of Marketing  
Williams College of Business  
MKTG 300 Principles of Marketing, Summer 2014

Professor:  Dr. Tom Hayes  
Room: 303 Smith Hall  
Office hours: M-F 10:00-12:00  
Email: hayes@xavier.edu (best way to reach me outside of class)  
Office: 303 SMITH Hall Office phone: 745-3059  
Classroom: 249 SMITH

Williams College of Business Mission Statement:  
“We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.”

Academic Policies: Will be consistent with Student Handbook.

WCB Undergraduate Learning Goals Objectives:

• Critical Thinking  
  
  Learning Goal: WCB graduates will be able to think logically, reason quantitatively, and utilize appropriate analytical techniques and technology when evaluating and making decisions.  
  
  Corresponding Objectives:  
  • (1) Students will collect, evaluate and synthesize information to offer solutions and recommendations necessary for business decision making.  
  • (2) WCB students will evaluate and articulate implications of business decisions and their impact on organizational stakeholders, both individually and in teams.  

• Ethics and Social Responsibility  
  
  Learning Goal: WCB graduates will be able to recognize ethical issues, discern moral implications of decision making, and be prepared, and willing, to serve as responsible and professional members of society.  
  
  Corresponding Objectives:  
  • WCB students will recognize ethical issues and their implications on personal and business decisions.  
  • WCB students will demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.
• Effective Written and Oral Communication

Learning Goal: WCB graduates will be able to organize, support and communicate ideas clearly and effectively, employ multiple mediums of communication (e.g., written, oral and visual), and adapt communication to audience, context or purpose.

Corresponding Objectives:

• WCB students will produce an integrated marketing mix analysis that is organized and communicate ideas clearly and professionally.
• WCB students will make effective presentations with regard to this marketing analysis, accompanied by the appropriate technology, demonstrating their ability to organize and communicate ideas clearly and professionally, both individually and in teams.

• Global Perspective and Cultural Diversity

Learning Goal: WCB graduates will appreciate the historical and cultural contexts of the world in which they live, demonstrate the competencies required for engaging in global business activities, and respect and value diverse peoples and perspectives.

Corresponding Objectives:

• WCB students will identify and learn about key attributes of countries’ business environments.
• WCB students will evaluate and integrate global economic, political, technological, environmental and societal issues into their decision making.
• WCB students will integrate the concepts of respect, inclusiveness and valuing all persons into their decision making.

• Understanding and Application of Knowledge Across Business Disciplines

Learning Goal: WCB graduates will be able to evaluate business from an integrative and holistic point of view, leverage the synergies between functional business areas, and demonstrate college-level mastery of their chosen discipline.

Corresponding Objectives:

• WCB students will demonstrate the appropriate knowledge of the roles of accounting, economics, finance, management, management information systems, marketing, quantitative business analytics, international issues, and the legal and social environment of business.
WCB students will evaluate business problems from an integrative point of view, including diverse business functions, competition and external environment (social, political, economic, and environmental.)

WCB students will demonstrate college-level mastery of the body of knowledge and skills relative to their major.

Personal and Professional Development

Learning Goal: WCB graduates will be well-prepared for their future careers and appreciate the importance of continuous professional development and life-long learning.

Corresponding Objective:
WCB students will articulate career goals, prepare a professional resume, demonstrate behavior-based interviewing techniques and develop a professional network.

Course Objectives:

To introduce marketing to students who have not formally studied marketing and to provide a foundation for further study that will provide the foundation for the undergraduate business requirement and the foundation for those majoring in marketing.
To familiarize students with marketing concepts and their application in business in a global society that is inclusive of diversity and ethical decision making
To help students think and gain skills necessary to critically analyze marketing opportunities
To develop both written and oral communication skills important for effective marketing
To educate students about the role of marketing within the organization and about career opportunities

Text:
Marketing: Core Marketing Concepts by Lamb, Hair McDaniel
Power point notes will be posted on Canvas. It is your responsibility to print out and bring to class.

Methods of Instruction: Lecture, large and small discussion and work groups, Canvas and in class learning activities, multimedia presentations, and written assignments.

Informed Participation:

Students are expected to actively engage in informed discussion and sharing with other students. These discussions should demonstrate active involvement with the material and understanding of the concepts being considered. Students will share their perspectives and consider the ideas of others. Students will have a shared responsibility for learning and for creating and sustaining the learning community that will be developed within the context of this course. Examples of informed participation are described below.

| Quality       | Comments or questions increase knowledge and stimulate thinking | Comments or questions stimulate thinking | Comments or questions simply reaffirm existing knowledge ( "I

3
<table>
<thead>
<tr>
<th>Quantity</th>
<th>Consistently contributes to discussion</th>
<th>Not consistent with contribution to discussion</th>
<th>No contribution to discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional language</td>
<td>Consistently uses professional language that reflects significant understanding of concepts</td>
<td>Frequently uses professional language that demonstrates some understanding of concepts</td>
<td>Rarely uses professional language. Demonstrates minimal to no understanding of concepts</td>
</tr>
</tbody>
</table>

**Evaluation:**
15% Exam 1
15% Exam 2
15% Exam 3
15% Online Chapter Quizzes
10% Participation
10% Chapter Presentations
20% Group project **

* If an exam is missed for any reason a makeup exam will be written and given. It might take a couple of weeks to prepare this exam.

** For every 12 hours a project is late the final grade will be reduced by 10 points; if you are not present for all group presentations your final project grade will be reduced by 10 points (no excuses)

**Final grades will be calculated as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100.0%</td>
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<tr>
<td>A-</td>
<td>90 – 92.9%</td>
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<tr>
<td>B+</td>
<td>87 – 89.9%</td>
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<tr>
<td>B</td>
<td>83 – 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9%</td>
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<tr>
<td>C</td>
<td>73 – 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72.9%</td>
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<tr>
<td>D</td>
<td>60 – 69.9%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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</table>

Grades will not be curved during the semester. I reserve the right to curve at the end of the semester. Curving cannot result in a lower grade.

**Summer - Tentative Syllabus for Marketing 300**

*(It is the student’s responsibility to keep up with changes)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>May 10-11</td>
<td>Pre-reading</td>
<td>Chapters 1, 2 and 4</td>
</tr>
<tr>
<td>May 12</td>
<td>Introduction to Marketing</td>
<td></td>
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<td></td>
<td>Strategic Planning</td>
<td></td>
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<td></td>
<td>Marketing Environment</td>
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<tr>
<td>May 14</td>
<td>Segmentation, Targeting and Positioning, Research</td>
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</tbody>
</table>
May 15       Exam 1       Chapters, 10,11,12
May 16       Products and Services
May 17-18 Weekend       Chapters 13, 14, 15, 16
May 19       Distribution and Promotion
May 20       Exam 2       Chapters 17, 18, 19
May 21       Promotion and Pricing
May 22
May 23       Pricing, Global and Ethics       Project presentations

MKTG 300: Principles of Marketing Group Project       Spring 2014

Marketing Mix Application Project: The purpose of this project is to synthesize the material that you will be leaning in the class to a real product in the marketplace. Your group will be required analyze the effectiveness of the marketing plan for a consumer brand.

YOU MUST BE ABLE TO FIND MEDIA MARK DATA ON THE BRAND THAT IS CHOSEN BY YOUR GROUP. It must be approved by Dr. Hayes.

I. Brand and Target Market Information
Brand name
Manufacturer
Target market (MUST USE Media-Mark database as part of analysis; include relevant indices)
Product positioning of your brand
Market share for your brand (Information from Market Share Reporter; see library database)
Mission statement for your brand / company
(For the above information please create a table for the information please also create a summary table of findings)

II. Analysis of Brand’s Marketing Mix
This is the heart of the analysis and should critically analyze how this brand competes with their marketing mix. It is essential that you apply the concepts and theories that we have discussed in class and that can be found in your text.
Product: Chapters 10, 11, 12
Pricing: Chapters 19, 20
Place: Chapters 19, 20
Promotion: Chapters 16, 17, 18, 21, 22
III. ASSESSMENT OF MACRO ENVIRONMENTAL ISSUES: What are the macro environmental issues will affect this brand (good or bad)? Chapter 4 lists these macro issues for your groups consideration.

IV. ROLE OF CORPORATE SOCIAL RESPONSIBILITY: Are these activities consistent with the brand in terms of ethics, inclusiveness, diversity, and sustainability?

VI: CRITICAL ASSESSMENT: The paper must be a critical analysis. Even the #1 brand in a category has room for improvement. This is an opportunity to apply what you have learned during the semester. Telling me that everything is just fine with this brand is an unacceptable option. The paper should also identify and discuss other observations that are important for this brand to consider enhancing success in the marketplace.

The final paper length will vary between 8 – 12 pages.

RESOURCES: In addition to text book and company web site there are many other resources that will be helpful to you on this project. Make sure your reference page includes all these sources.

While you need not buy the product/service – it is highly recommended that you shop for the product. This experience will provide much insight with regard to your brand’s marketing mix and strategy as it competes in the market place. The findings from this experience should be integrated in to other parts of your analysis. This is a way to observe the marketing mix in action for your brand as well as your competitors’ brands.

EVALUATION: A final paper and presentation are both required.

Your final paper will include a cover page that includes the title of your project, group member’s names in alphabetical order and the date. Each group member will sign his/her name on the cover as a sign off on the report and its contents and as validation of full participation.

Following the title page the paper should be start with a page titled EXECUTIVE SUMMARY and should start with a clear statement of your groups topic (2 to 3 sentences), followed by a “Highlight of Findings” which will be in bulleted format, highlighting 4 – 8 major findings and a “Key Recommendations” followed by bullets which clearly state your recommendations for this brand.

The body of the paper should then follow (8 - 12 pages). Here is where you will present your detailed findings in a systematic and organized way. It is recommended that you use sub-heads to keep your topics organized.

Each group will share their findings in class. This should not be a rehash of your paper, but focus on the most interesting aspects of your findings.

All work must be sited and a reference page included. The paper should be grammatically correct, punctuated and proofed. It should read as one paper from the team’s perspective. A peer evaluation will be part of determining an individual student’s final grade.

Structure of Course
This class uses Canvas to supplement course information and augment the learning environment. The Canvas platform provides faculty information, schedule of assignments, clear links to learning resources and access to Gradebook. Students should access email and Canvas regularly in order to remain informed and to view/submit weekly course activities.

All assignments are to be submitted electronically through Canvas. Assignments should not be handed in via paper or e-mail.

Communication

Students should expect an email response from the faculty within a 24-48 hour framework (during normal business hours) unless notified about an exception to this time frame.

Due to the ongoing concern of computer viruses, communication or attachments submitted through e-mail accounts other than Xavier may not be recognizable as student generated and may not be opened by the instructor.

Course and Resource Materials

- This course is web enhanced through Canvas.
- A variety of methods will be utilized in and out of class to enhance the learning experience:
  - Links to supplemental readings and media
  - Canvas exercises and class participation activities
  - Examples of assignments for student reference
  - Multiple choice/short answer questions on Canvas and/or in class exams

Course and supplemental materials/links will be made available to students through Canvas. Xavier’s Library offers a convenient service of providing direct access to many full text articles online. If an article is not available, you may request the article through our Library’s Interlibrary Loan system. Only materials from reputable, professional web sites and journals should be considered.

The Canvas course software enables the instructor to know who logged into the course, where in the course site they have visited, and how long they stayed. The Technology Support people also have access to all information posted in Canvas. Consider this every time you enter the Canvas virtual classroom and post assignments or submit materials under your user name. Represent yourself truthfully at all times in this course. **Do not allow access to the course by anyone other than you. Falsifying identity is grounds for disciplinary action of all parties involved.**

Online Grade Book

Students will have access to the online grade book via Canvas. This grade book is confidential and only available to the individual student. Unless noted otherwise, it is anticipated that grades for assignments will be posted within two weeks after the submission deadline.

Technology Needed to Participate in Program:

To use Canvas and view supplemental materials, students will need access to computer hardware, computer software, and Internet access. Either an IBM compatible PC or a Macintosh type computer is
acceptable. Recommended minimum configurations will allow students adequate memory, speed, and peripherals to accomplish course tasks.

Additional programs may be needed to enable viewing and sharing of files (often called plug-ins). These can be downloaded from the internet for use:

- Adobe Acrobat©
- Media Player©
- PowerPoint Viewer©
- Real Audio©
- Quicktime©
- Shockwave©

**Attendance:** Satisfactory informed participation is required. Students are expected to participate actively throughout the duration of this course and all assignments are expected to be will submitted on or before the due date.

Faculty recognizes that students are balancing multiple responsibilities outside of the course and wish to be flexible in this regard. However, “informed” participatory learning mandates that students attend class in order to optimally meet course objectives. Hence, failure to be present for participation will be reflected in the course grade. Please do not request exceptions to this policy.

**Student Comportment:** Professional behavior is expected and is cultivated throughout this course, and the BSN curriculum. Appropriate professional behavior is exemplified by, though not limited to, activities such as actively listening to peer/faculty ideas, assuming responsibility for one's own actions, and giving consideration and respect to the ideas of others.

**Professor Feedback:** My contact information is on the first page of this course syllabus. I expect to be available to answer e-mails within a 12 hour time frame. I will be available for e-mail on Saturdays or Sundays sporadically. If you send an e-mail on Friday-Sunday, you can expect a response within 12 hours, unless I have indicated that I am out of the office and unavailable. Students in this course will be notified when I am unavailable for e-mails and/or phone calls.

**Course Modification:** The instructor reserves the right to modify lecture objectives, content, learning experiences and time allotted to specific material presented in original course outlines or on the Bb Learning site.

**Student Handbook:** Students are required to follow the policies and procedures described in the Nursing Student Handbook and in the Xavier University Student Handbook. [http://www.xavier.edu/deanofstudents/documents/studenthandbook.pdf](http://www.xavier.edu/deanofstudents/documents/studenthandbook.pdf)

**Academic Integrity:** The student majoring in nursing is charged by society and guided by ethical principles and laws to safeguard the health and wellbeing of the public. In nursing, standards are also set by The American Nurses Association Code of Ethics. Violation of these standards include, but are not limited to lying, cheating, and plagiarism, fraud or other act(s) punishable by law or ethical misconduct.
“Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, illegal downloading, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents.” — Xavier Student Handbook

**Plagiarism and cheating are serious offenses and can result in failure on an exam, paper, or project; failure in the course.** The following plagiarism site provides information which is dedicated to understanding the misuse of freedom and ill effects of plagiarism [http://webster.commnet.edu/mla/plagiarism.shtml](http://webster.commnet.edu/mla/plagiarism.shtml).

**Students with Disabilities:** If you have a documented disability and wish to discuss academic accommodations, please contact course faculty as soon as possible. If you haven’t already, you must also contact the Learning Assistance Center at 513-745-3280 on the fifth floor of the Conaton Learning Commons, Room 514 or e-mail Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations.

**Student Support:** Occasionally, students may experience personal problems or difficulties during the term that can be emotionally disturbing and may seriously interfere with learning. If this should happen to you, please meet with me to see what can be worked out. In addition, the University provides supportive services for students. For more information, go to: [http://www.xavier.edu/sss/](http://www.xavier.edu/sss/)

**APPENDIX I**

**MKTG 300: Chapter Presentation Grading Criteria (10%)**

Instructions: In groups of 2-3, students will co-present key chapter concepts to the class, using the chapter objectives as a guide to frame the content. Students are encouraged to use various teaching/learning strategies, including Power Point, case studies, audiovisuals, discussion groups, video, and other learning activities as appropriate to reinforce content. Chapter presentations are anticipated to last approximately one hour. The instructor will also be prepared to augment learning activities for the chapters covered during student presentations.
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<tr>
<th></th>
<th>0-2.9</th>
<th>3.0-4.9</th>
<th>5.0-7.4</th>
<th>7.5-8.9</th>
<th>9.0-10.0</th>
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</thead>
<tbody>
<tr>
<td><strong>Flow/Content of Presentation</strong></td>
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<tr>
<td>Presentation was based on objectives for assigned chapter(s). There was a logical flow of information that clearly described key concepts within the assigned chapter(s). Clear and concise key points were established throughout the presentation. A strong beginning and ending to the presentation were evident; A summary slide is present which tied the presentation together. References are included.</td>
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<tr>
<td><strong>Professional Design of Presentation</strong></td>
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<td>All contributors were acknowledged on presentation materials. Presentation slides/media were easy to follow and movement and sounds (if used) were professional and appropriate. Colors were used effectively, relationship of graphics to text was clear. Animation (if used) was supportive – not distracting. Minimum of 20 slides, no more than 35 slides; References are included. Design of presentation was appropriate for topic. There were no errors in spelling, grammar and punctuation. Bullets were consistent and clear. Information presented was clear and concise – <em>Pay attention to amount of text/slide</em></td>
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<tr>
<td><strong>Presentation Styles</strong></td>
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<td>0-0.9</td>
<td>1.1-2.4</td>
<td>2.5-3.9</td>
<td>4.0-5.0</td>
</tr>
<tr>
<td>Presenters are <em>professional attired</em>, appear confident, identify self, speak in a clear – “presentation style” voice, maintained frequent eye contact with audience. Presentation follows slide content <em>without reading</em>, but rather tells the story of the slides, engages audience and allows for questions yet concludes presentation in allotted time.</td>
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**Total Points**

- **POOR**: fails to meet criterion or adequately address - must improve to meet criterion
- **FAIR**: criterion is marginally though adequately addressed - needs to improve
- **SATISFACTORY**: meets criterion at a basic, adequate level - could improve
- **GOOD**: above level of basic adequacy, work shows more depth/scope than average - little improvement needed
- **EXCELLENT**: thoroughly meets criterion at level well above basic adequacy - no improvement needed

Comments: