

# MKTG 301: Marketing Course Syllabus -- Preliminary Fall 2017

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M/W/F 9:30-10:15, 12:30-1:15, 2:30-3:00  
Also by appointment

## Course Description

Marketing's purpose is to get and keep customers. Without a customer, there is no business. Thus, marketing is at the center of every business, whether that business is large or small, private or public, local or global. This course introduces you to marketing.

You might think this will be easy. After all, each of us comes to this class with a lifetime of "marketing" experience. We are all consumers and have been on the receiving end of marketing actions all our lives. Caution is needed here. Our own, personal experiences help us when we use them to analyze marketing techniques that motivate us as individuals. Our own experiences hinder and trap us when we fail to understand that not every individual is like us. One of our greatest challenges this semester, then, will be to develop an understanding of marketing that moves beyond our personal views. In other words, we will look at, understand and interact with the world from a marketer's point of view.

While the fundamental principles, tools and concepts of marketing are fairly easy to understand, application of those principles, tools and concepts in the real world is not. Marketers can succeed by "following the rules" and by breaking them. This makes marketing both fun and frustrating. Our fundamental goal this semester is to learn to think like a marketer.

This semester, we will also participate in the Pearson (RED) Challenge. The Pearson (RED) Challenge is a national contest designed specifically for Principles of Marketing students. Student teams will write a marketing plan and create a short video for a new (RED) product/brand through which the (RED) Foundation will raise money for AIDS/HIV research in Africa. There is a cash award of \$1000 for the winning team. The Pearson (RED) Challenge not only provides a direct application of every marketing idea we develop in class – after all, marketing is very practical – but also the Pearson (RED) Challenge embodies the Dominican ethos of creating a more just and humane world.

**Course Pre-requisite:** Economics 190: Microeconomics

## Learning Objectives

By the end of this course, students will be able to:

- 1) Explain the assumptions that underlie modern marketing practice;
- 2) Analyze, in detail, each of marketing's four Ps;
- 3) Use correctly marketing terminology;
- 4) Develop a coherent marketing strategy based on environmental, industry and company analyses; and
- 5) Write a coherent marketing plan

To support these learning objectives, you need a broad set of perspectives and skills to effectively use marketing knowledge. In this course, you will learn to

- 1) **Appreciate the ethical foundation of effective long-run business decisions and promote social responsibility in managerial decision making** – this will be accomplished through analysis of the ethical dilemmas marketers face and the Pearson (RED) Challenge;
- 2) **Communicate effectively in written and verbal forms** – this will be achieved through the type of exams given, the course's requirements for class participation and the Pearson (RED) Challenge (see below);
- 3) **Utilize technology and electronic learning effectively** – this will be achieved through the continuous use of Blackboard in the course; every student is required to enroll in Blackboard and check it daily for class assignments;
- 4) **Become critical thinkers** – this will be accomplished through the type of exams given (see below)

## Course Textbook

TBA

## Course evaluation

2 Marketing Exams	40%
Team Client Marketing Plan	25%
Marketing Current Event Write-ups	20%
Class participation	15%
Total	100%

Subscription to the *Wall Street Journal*

## A note on participation

As you see 15% of your grade involves participation. The essential message here is that class participation has a significant impact on your grade (both positively and negatively). But

what exactly is “participation”? I believe participation is your voluntary involvement in class. Participation is NOT me calling on you when no one wants to talk. The rubric below helps identify the behaviors related to your participation.

	A	S	N
Beginning of class lecture: Raises hand spontaneously in response to the question: What were the main ideas in the chapter/reading? What do you think are the important ideas in the chapter/reading?			
Chapter focus: Spontaneously raises hand in response to the question: What does this section of the text mean? What is our textbook author trying to tell us?			
Small group work while seated: Spontaneously raises hand when asked: What did you talk about in your group or which group wants to start?			
Examples/illustrations: Spontaneously raises hand in response to the question: Who can think of an example?			
Vocabulary: Spontaneously raises hand in response to the question: What does this word mean?			
Working for greater understanding: Raises hand to clarify something by saying, I’m not sure I really understand what is being said.			
Presentation of whiteboard/blackboard work: Willing to present to the rest of the class ideas that your group developed together at the whiteboard/blackboard.			
Ongoing: Frequently raises hand to answer a lecture question posed to the whole class.			
Active listening: Frequently comments on what another student says in class. Comments can be to expand on the same thought or to add a new thought/comment/observation.			
Preparation: Comes to class with chapter or reading already highlighted or has notes on chapter or reading jotted in course notebook.			
Risk taking: Willing to attempt an answer or offer an opinion even if not completely sure; steps forward to take the risk by saying, “I’m not completely sure if this is what you’re looking for but...”; or “I’d take a stab at that...”			

**A note on the exams**

All exams will be take-home. This approach to exam taking follows my belief that exams should be both practical and challenging. Take-home exams encourage in-depth analysis and application. Without the artificial constraint on time, students have more opportunities to think about the questions asked and to prepare answers that demonstrate how completely they understand marketing ideas and concepts. Take-home exams also enable students with different learning styles to turn in their best work as well. Your grade is thus a measure not only of how well but also of “deeply” you’ve answered the question.

## Grading criteria

Each exam question will be graded holistically. This means that the written response will be considered in its entirety and given a grade. A good rule of thumb is the following:

A answers are **great** answers to the question asked. An A answer is complete, intelligent, shows depth of understanding, is creative and is expressed in clear, easy-to-understand language that is free of grammatical mistakes.

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B answers are **good** answers: they show a good level of understanding, have many key points and are generally well written, but may have some grammatical problems.

C's represent **okay** answers; these are just ordinary answers; the response is nothing special, lacks many great insights and may have serious grammatical mistakes. D's are given to **just passable** answers.

D answers are **short, brief, and simple** in their observations. D answers parrot back textbook information and lecture notes without further interpretation and are superficial. D answers can have serious grammatical errors that significantly interfere with reader understanding.

F. Answers that do not answer the question asked, no matter how long and detailed, are F answers.

Of course, take-home exams present certain pitfalls as well. Please read the following statement on plagiarism very carefully.

## Plagiarism

Plagiarism is using the ideas and/or writings of another and claiming them as one's own. Plagiarism is most often thought of copying, word for word, what someone else has written and passing it off as one's own. Plagiarism is also the very similar copying of someone else's words and/or ideas without attribution. Thus, it is still plagiarism if two sentences, two paragraphs, or two papers appear to be almost similar even though there are some differences. Plagiarism is best avoided by carefully acknowledging the sources of one's words and/or ideas. **Student work found to be plagiarized will be given an F.**

## Course Calendar (Subject to Change)

	Topic
Week 1	Course Introduction and Overview

	Chap 1. An Overview of Marketing
Week 2	M: Labor Day Chap 2. Strategic Planning for Competitive Advantage
Week 3	Chap 3: Ethics and Social Responsibility
Week 4	Chap 4. The Marketing Environment
Week 5	Chap 5. Developing a Global Vision
Week 6	Chap 6. Consumer Decision Making
Week 7	Chap 8. Segmenting and Targeting Markets
Week 8	Chap 9. Marketing Research <b>F: NO CLASS LONG WEEKEND BREAK</b>
Week 9	Chap 10. Product Concepts
Week 10	Chap 11. Developing and Managing Products Chap12: Services and Nonprofit Organization Marketing
Week 11	Chap 13 Supply Chain Management and Marketing Channels
Week 12	Chap 16. Pricing Concepts
Week 13	Chapter 14: Retailing <b>W/F THANKSGIVING</b>
Week 14	Chap 15. Marketing Communications
Week 15	Class wrap-up
	Final Exam Week