Overview

Students sometimes think they don’t need to study marketing. I’ve heard comments like these:

“I know about marketing already. I’ve seen lots of ads.”

Marketing is more than advertising. Identifying the must-have features for the next version of the iPhone? That’s marketing. Setting a price for a new line of Nikes? That’s marketing too. Deciding to sell your unique, one-of-a-kind jewelry on the Internet or in a local boutique? Marketing again.

“I don’t need to know marketing. I’m going to be a software engineer.” (or a journalist or a chemist or …)

Do you hope to start your own business, or become a partner at a consulting or law firm? If so, you’re going to need to be good at marketing, because finding and keeping customers will be part of your job. If you want to be a key player at a government agency or a non-profit, you will need to “sell” the value your agency offers to a skeptical public. And if your plan is to be a corporate executive, you need to understand all facets of the company so that you can work effectively with other executives.

Marketing connects an organization with the outside world. Marketers strive to understand customers’ needs and wants in order to guide decisions about developing, selling, delivering, and promoting products. Marketing also focuses on developing strong customer relationships.

Learning Objectives

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

1. Explain the role of marketing, both within a firm and in society.
2. Evaluate the marketing aspects of a business opportunity, including strategic options and the impact of the marketing environment.
3. Analyze potential customer segments (both consumers and businesses), assessing the attractiveness of each as a target market.
4. Explain the value of a brand and its impact on consumer behavior and customer loyalty.
5. Identify factors that influence marketing strategy and tactics for a new product or service.
6. Apply a variety of analytical tools to marketing decision making.
7. Critique the marketing strategy and marketing mix for a product or service.
8. Use various online tools to facilitate team collaboration in marketing decision making.

These goals are related to the following learning goals of the business minor program:

- Students will develop analytical, problem-solving and decision-making skills that can be applied in a variety of business situations within a global business environment.
- Students will understand the role of marketing and its linkages with other functions of the organizations, the marketplace and global society.

Prerequisites
Before taking this class, you should have completed 30 credit hours (i.e., sophomore standing).

Expectations
Taking a course online requires dedication and organization. In order to have a successful semester, it is important that you:

- Visit the course website regularly (at least twice a week, one of those times early in the week).
- Stay on schedule with the material covered, and complete assignments on time.
- Participate actively in discussions.
- Check your Mason Live email (or, if you forward your mail, the forwarding location) daily.
- Dedicate five to seven hours per week, on average, to the class.
- Contact me promptly if a problem arises that is interfering with your performance in the class.

Learning Resources

Required Course Materials – Textbook and Connect

Course Website
Our course website on Blackboard serves as the information hub for this course. To view the site, visit [http://mymason.gmu.edu](http://mymason.gmu.edu), log on using your Mason Live user ID and password, and click the “Courses” tab. You should see MBUS303-DL1 listed; if not, please email me immediately.

The website includes a Welcome video and a “Start Here!” area providing an orientation to the course and to online learning. Please review these before starting on other course materials.

Unit Folders and Lessons
Each week’s assignments and activities can be found in unit folders on the course website. Each folder contains one or more lessons containing a detailed list of readings, activities, and other assignments, and also provides perspective on the material. In addition, you can get the “big picture”
of the course, with topics and major due dates, from the weekly course schedule available on the course website.

**Availability of Learning Tools**

This course is offered completely online. Course materials, including exams (during the designated exam periods), are available 24 hours a day, 7 days a week. Virtual office hours and live online sessions are offered at specific times; however, they are optional.

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**Announcements and Course Updates**

You will receive an email (sent to your MasonLive email account) every Monday providing an overview of the week’s activities. I will use email at other times for reminders and announcements. All emails will be posted as announcements on Blackboard. I may sometimes post lower-priority announcements on Blackboard without emailing them. It is a good idea to check the Announcements area each time you visit the course website.

**Blackboard Collaborate**

Blackboard Collaborate provides a virtual meeting area for our class. It supports audio, text chat, a whiteboard, and screen sharing. We will use it for virtual office hours and one-on-one meetings.

You can run Collaborate on a PC, Mac, Surface Pro, and also through the Blackboard app on iOS and Android devices. The course website has additional information on Collaborate.

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**How to Get Help**

You may require one-on-one help from time to time during the semester. Please don’t let yourself get frustrated if you’re struggling with a concept or assignment. Asking for help isn’t failure—but giving up because you didn’t seek help is.

The only prerequisite for seeking one-on-one help is that you have first taken advantage of the course resources related to the topic—readings, videos, and practice activities. One-on-one help is available to supplement these resources, not to replace them.

**Technical Help**

- If you have problems with the Mason network, GMU email, Blackboard, or the Respondus Lockdown Browser, contact GMU’s ITU Support Center (703-993-8870).
- If you have technical problems with Connect, contact McGraw-Hill’s Customer Experience Group Support Center (http://mpss.mhhe.com) by phone, online chat, or email. (If they don’t respond within a reasonable time period, email me and I’ll get involved.)

**Help with Course Concepts or Logistics**

If you need help with course concepts or logistics, you can reach me via email (which I check frequently) or on the Ask the Professor forum on the course website. I will respond within 24 hours or less Monday through Friday, and usually on weekends as well.

However, please consult the course website before posting to the forum or emailing me and make a reasonable attempt to find the answer for yourself. I have put a great deal of time into building the website and it answers most questions that students have asked over the years. This allows me to spend more time helping students whose questions aren’t answered on the website.
Here are some options for getting help when the question is more easily answered if we talk directly, instead of via email or the Ask the Professor forum:

- **Virtual office hours**: Virtual office hours using Blackboard Collaborate will take the place of traditional office hours. I will announce a schedule at the start of each week. If you have a question or problem, you are welcome to “drop by” at these times.
- **One-on-one sessions**: If you need individual help and the scheduled virtual office hours don’t work for you, please contact me to schedule an online meeting. We can meet on Blackboard Collaborate, Skype, or the phone, whatever works best for you.

### Grading and Assignments

Weeks begin on Monday and end on Sunday. All assignments are due before midnight (U.S. Eastern time) on Sundays, except for initial posts in online discussions, which are due on Thursday in order to allow time for responses later in the week. See the Class Schedule for specific due dates.

Each unit in the course will be available one week in advance so that you can work ahead of schedule if you choose; however, you must take exams and participate in discussions during the week in which they are assigned.

Your score in the class is divided into three areas – Exams, Team Project, and Other Assignments – with each area worth approximately one-third of your grade. The assignments in the class earn the following maximum point values:

<table>
<thead>
<tr>
<th>Item</th>
<th>% of total</th>
<th># of assigned</th>
<th># scores dropped</th>
<th>Points each</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exams</strong></td>
<td>35%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td></td>
<td>1</td>
<td>0</td>
<td>150</td>
<td>150</td>
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<tr>
<td>Exam 2</td>
<td></td>
<td>1</td>
<td>0</td>
<td>200</td>
<td>200</td>
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<tr>
<td><strong>Team project</strong></td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussions #1-#7</td>
<td></td>
<td>7</td>
<td>1</td>
<td>30</td>
<td>180</td>
</tr>
<tr>
<td>Written discussion summary</td>
<td></td>
<td>1</td>
<td>0</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>“Improve the Plan” Discussion</td>
<td></td>
<td>1</td>
<td>0</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Final product (team score)</td>
<td></td>
<td>1</td>
<td>0</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Other assignments</strong></td>
<td>35%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connect quizzes and activities</td>
<td></td>
<td>38</td>
<td>3</td>
<td>5</td>
<td>175</td>
</tr>
<tr>
<td>Journal posts</td>
<td></td>
<td>7</td>
<td>1</td>
<td>25</td>
<td>150</td>
</tr>
<tr>
<td>Orientation activities</td>
<td></td>
<td>3</td>
<td>0</td>
<td>5-10</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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<td></td>
<td></td>
<td><strong>1,000</strong></td>
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</tbody>
</table>

Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1,000</td>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
<td>F</td>
<td>0-599</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
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</table>

### Exams

There will be two exams this semester. Exams are non-cumulative, except in the sense that later material builds on early ones. Exams will be “closed book”; however, you are allowed to prepare a reference document to use during the exam. See the Exams area on Blackboard for more information on exam format, content, preparation, and permitted reference material.
You will take exams online at a time of your choosing within a one-week time range, using a service called Respondus Monitor. You need to install a special browser, the Respondus Lockdown Browser, and you must have a webcam and microphone (they are used to record you while you take the exam). See “Technology Requirements” below for specific hardware and software requirements.

A Test Run of Respondus Monitor is available to ensure that the software works on your computer. If you complete this test at least a week before Exam #1 is available, you will earn five points.

If you have a conflict with an exam period that makes it impossible for you to take it during the designated exam period, contact me at least two weeks in advance to discuss it. Otherwise, failure to complete an exam by the deadline will result in a score of zero, except in case of a documented emergency. Note that personal travel plans are not an acceptable reason for a schedule change.

### Team Project

Two additional types of activities are important to deepen your learning. One is to discuss ideas related to the current topic. Discussions require you to crystallize your thoughts so you can explain them to others. They also expose you to other viewpoints.

The second important type of activity is to use course concepts to solve a problem, make a decision, or develop something new. The written assignments accomplish some of this by asking you to analyze or evaluate a real-world marketing example; however, that is not enough.

You will participate in a team project combining these two activities—discussing and applying course concepts. In this project, you and your classmates will perform some of the steps involved in developing a marketing plan for a new product.

You will make various decisions about marketing your new product in a series of discussions. For each discussion, you will be required to make your initial post by Thursday of the given week, followed by at least two comments on others’ posts before the end of the week.

In addition, you will serve as discussion summarizer once, posting a summary of the decisions made to a team blog. As the semester progresses, this blog will provide a basis for your final product. See the Team Project area on Blackboard for more details.

Put some effort into these discussions—both in writing your own posts and in reading what your teammates say. Many students, at the end of the semester, say that the project was their favorite part of the course because it gave them a chance to apply course concepts and to be creative in designing aspects of a marketing strategy.

### Other Assignments

Without the discipline and structure provided by regular class meetings, it’s easy to drift away from an online course. Missing assignments and cramming for exams will compromise your learning and hurt your grade. Successful online students allocate regular time slots to the class.

In order to help you to stay involved and up to date with the course material, and to give you opportunities to practice new skills, each unit of the course will include assignments to complete. Some will be graded; others will be ungraded practice activities with solutions provided so you can check your work. These activities fall into the following categories:

#### Connect Activities

In most units, you will take a quiz on McGraw-Hill’s Connect website summarizing the textbook material; in addition, two graded interactive activities will usually be assigned. After completing each
quiz or activity, you may take it once more; the higher of your two scores will count. Your three lowest scores during the semester are dropped; this means you can skip three Connect activities without a penalty. For this reason, there are no extensions offered on these activities.

**Journal posts**

The course includes a series of short written assignments posted to a private online journal. These assignments ask you to apply course material to your own experiences and to analyze these experiences using marketing concepts. Your lowest journal post score will be dropped from your grade.

**“Reflect” activities**

The unit folders contain optional (but highly recommended) ungraded activities. These short exercises help you to check your understanding of concepts by applying them to a specific situation. Sample answers will be provided so that you can evaluate your own work. If you are unsure of the quality of your answer, you are welcome to email it to me and ask me to review it.

Sometimes students are tempted to skip Reflect activities since they are not graded. However, unless you are already competent in the concepts or skills covered, they are well worth the small amount of time they require. They allow you to practice applying marketing concepts to real-world situations and will help you to perform better on exams and team project assignments.

**Orientation Activities**

- (10 points) The Start Here! folder contains a combined quiz/survey designed both to test your understanding of “how things work” in the class, and to help me to learn more about you. Due by the end of the first week of the semester.
- (10 points) You will post a personal introduction on the course website and comment on at least two other introductions. Due by the end of the first week of the semester.
- (5 points) As mentioned under “Exams,” you will be asked to complete a Respondus Monitor Test Run.

**Extra Credit (Optional): LearnSmart and Practice Activities**

You will have weekly opportunities to earn extra credit by completing optional Connect activities. Though each activity is worth just a few points, they add up over time. They will also help you to improve your grasp of the course material. These activities are of two types:

- **LearnSmart**: The Connect website contains one or more LearnSmart exercises for each chapter in the text. LearnSmart is an adaptive question-and-answer tool that guides you through the textbook; it chooses questions to ask based on your previous answers. You can also answer all questions at once after finishing reading the chapter. You may complete these exercises in the current week for extra credit. You may also use them for exam preparation as non-credit exercises. See the course website for more information.

- **Practice Activities**: For some chapters, the Connect website offers one or two practice activities for extra credit. These are usually simpler activities than the required ones, possibly reproducing an important chart or table from the text in order to reinforce key concepts.

Each extra credit activity earns you only 2 points; however, if you take advantage of all of them, the total value is greater than 50 points—in other words, more than half a grade level. The extra practice is also likely to help you to learn the material, which may save you time in study for exams and may also raise your exam scores.
Technology Requirements

To take this course, you will need the following hardware and software (this information is also in the “Start Here!” area of the course website):

Hardware

- A PC running Microsoft Windows XP/7/8/10, or a Mac running OS X 10.6 (Snow Leopard) or higher, with at least 2GB of memory. It’s best to have a screen size of at least 13 inches.
- A fast, reliable broadband Internet connection (e.g., cable, DSL). A wired connection is strongly recommended for taking exams.
- Computer speakers or headphones to listen to recorded content.
- A headset with microphone, or a built-in or external microphone plus headphones or earbuds, to participate in live audio sessions using tools like Blackboard Collaborate.
- Sufficient hard disk space to download required software and save your course assignments.
- A webcam (internal or external) and a microphone, for use during exams.

Software

- A web browser supported by Blackboard (see Blackboard Support for more information)
- The Google Chrome browser, used to run Blackboard Collaborate (needed for screen sharing)
- Microsoft Word and PowerPoint, or other software that can read Word and PowerPoint files.
- Adobe Acrobat Reader (free download)
- A current version of Adobe Flash Player (free download)
- The Respondus Lockdown Browser, which has software requirements of its own (see the “Exams” area of the course website for more information).

Employer-provided Computers

If you are planning to use an employer-provided computer for class activities, please verify with the system administrator that you will be able to install the necessarily software and access course materials. Corporate firewalls may restrict access to some websites and media types.

University Policies and Resources

Academic Integrity Policy

You are expected to adhere to the George Mason University Honor Code. The Honor Code prohibits actual and attempted cheating, plagiarism, lying, and stealing. In addition, these specific rules apply to this course:

- You may use three two-sided or six one-sided pages (letter-sized, 8.5x11 inches) as a reference during exams. You may use no other information sources during exams, whether hard copy, electronic, or human. Your answers on exams must be entirely your work, with no assistance of any sort given or received.
- For Connect activities, discussions, the team project, and written assignments, you may use both hard copy and electronic references for general information when preparing your answers. However, your answers must be entirely your own work (or, in the case of the team project, yours and your teammates’) with no assistance specific to the assignment given or received. There is one exception: you are encouraged to seek assignment-specific help from the instructor if you need it, after using resources provided as part of the course.
The School of Business recommends a minimum penalty of an F in the class (plus follow-up education on academic integrity) for a first-time Honor Code violation. Consult the [Office of Academic Integrity](#) website for more information about Honor Code issues.

**Disability Policy**

If you are a student with a disability and you need academic accommodations, please contact the [Office of Disability Services](#) to make arrangements.

**Accessibility**

GMU has services available to create recordings, transcripts, or other materials to meet the needs of students requiring accessible media. I have done my best to provide an accessible course (see the “Accessibility” area on Blackboard for specifics); however, please contact me if:

- You have problems using a course resource due to an accessibility issue; or
- You need access to a resource that is not yet accessible.

If you would prefer not to identify yourself, you can also report the issue anonymously on the [Accessibility Issues Form](#) provided by the GMU Web Accessibility initiative. Please be sure to provide the course number and my name so that the information reaches me quickly.

**University Policies**

Students must follow the [GMU University Policy](#) and the [Responsible Use of Computing Policy](#).

**University Resources**

GMU provides a number of resources to facilitate student success and assist students with academic or personal issues (e.g., [Counseling and Psychological Services](#), [Learning Services](#), [University Career Services](#), [Writing Center](#)). If you need assistance, please consider taking advantage of these services. If you have questions about these services and wish to discuss your situation with me first in order to determine how to get help, please don’t hesitate to contact me.

<table>
<thead>
<tr>
<th>Weekly Schedule</th>
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</table>

See the next page.
Weekly Course Schedule – Spring, 2019

Weeks start on Mondays and end on Sundays. All assignments for the week are due before midnight on Sunday except for initial discussion posts (due on Thursday, and highlighted in red text below). See the unit folders in the Course Content area on Blackboard for details about all assignments.

In addition to the activities listed below, you have 2-4 required Connect activities and at least one optional extra credit activity due each week. These will be listed in the unit overview for each week.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Unit</th>
<th>Topic(s)</th>
<th>Team Project* (initial posts due Thursday)</th>
<th>Other Graded Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21-1/27</td>
<td>1</td>
<td>Introduction to Marketing</td>
<td></td>
<td>Course Orientation Quiz/Survey</td>
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<td></td>
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<td></td>
<td></td>
<td>Personal Introduction</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Journal #1:</strong> Favorite Product</td>
</tr>
<tr>
<td>1/28-2/3</td>
<td>2</td>
<td>Marketing Strategy, Environment</td>
<td></td>
<td><strong>Journal #2:</strong> Personal SWOT analysis</td>
</tr>
<tr>
<td>2/4-2/10</td>
<td>3</td>
<td>Consumer Behavior</td>
<td>Sign up for discussion moderation</td>
<td><strong>Journal #3:</strong> Consumer Behavior Self-Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion #1: Marketing Strategy</td>
<td></td>
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<tr>
<td>2/11-2/17</td>
<td>4</td>
<td>Segmentation, Targeting, Positioning</td>
<td>Discussion #2: Target market prelim</td>
<td></td>
</tr>
<tr>
<td>2/18-2/24</td>
<td>5</td>
<td>Marketing Research</td>
<td>Discussion #3: Target market final</td>
<td>Respondus Monitor Test Run</td>
</tr>
<tr>
<td>2/25-3/3</td>
<td>6</td>
<td>Product and Branding</td>
<td>Discussion #4: Product/Branding</td>
<td></td>
</tr>
<tr>
<td>3/4-3/10</td>
<td>7</td>
<td>Exam #1, New Product Development</td>
<td></td>
<td>Exam #1 (Covers Units 1-6)</td>
</tr>
<tr>
<td>3/11-3/17</td>
<td>8</td>
<td>Services Marketing</td>
<td>Discussion #5: NPD issues</td>
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<td></td>
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<td></td>
<td><strong>Journal #4:</strong> Service Nightmare Self-Analysis</td>
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<tr>
<td>3/25-3/31</td>
<td>9</td>
<td>Pricing</td>
<td>Discussion #6: Price</td>
<td></td>
</tr>
<tr>
<td>4/1-4/7</td>
<td>10</td>
<td>Integrated Marketing Communic.</td>
<td>Discussion #7: IMC</td>
<td></td>
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<tr>
<td>4/8-4/14</td>
<td>11</td>
<td>Advertising</td>
<td></td>
<td><strong>Journal #5:</strong> Advertising Self-Analysis</td>
</tr>
<tr>
<td>4/15-4/21</td>
<td>12</td>
<td>Distribution and Retailing</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td><strong>Discussion #8:</strong> Improve the Plan Draft</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Executive Summary*</td>
<td></td>
</tr>
<tr>
<td>4/22-4/28</td>
<td>13</td>
<td>B2B Marketing/Sales Mgmt</td>
<td>Revised blog posts*</td>
<td><strong>Journal #6:</strong> Offline Shopping Self-Analysis</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Comments on Executive Summary*</td>
<td></td>
</tr>
<tr>
<td>4/29-5/5</td>
<td>14</td>
<td>Marketing Ethics/Global Marketing</td>
<td></td>
<td><strong>Journal #7:</strong> Personal Marketing Strategy Self-Analysis</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Final Executive Summary*</td>
<td></td>
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<tr>
<td>5/4-5/12</td>
<td>15</td>
<td>Exam #2</td>
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<td>Exam #2 (Covers Units 7-14)</td>
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</tbody>
</table>

* - Your responsibilities in Units 12-14 will differ depending on your assigned discussion summarizer week. See the Team Project area on Blackboard for more information.