Syllabus

**Course Title:** Principles of Marketing

**Course Number:** MKTG 301, Section 008, Spring 2015

**Course Description:** Principles of Marketing examines marketing principles, concepts, strategies, tactics and analytical tools used by profit and nonprofit organizations to market ideas, products, or services to selected target groups. The course emphasizes how to promote, distribute, and price a firm’s offerings in a dynamic economic, social, political and international environment.

**Class Location:** Room 7, Krug Hall

**Class Meeting Time:** Wednesdays and Mondays, 1:30 to 2:45 P.M.

**Final Exam:** Wednesday, May 6, 2015, 1:30 to 4:15 P.M.

**Instructor:** Jeffrey Kulick

**Contact Information:** I usually return email and phone mail messages the same day I receive them.

- **University office:** Room 136, Enterprise Hall
- **Telephones (leave a message at any of these numbers):**
  - University: 703-993-2197
  - Home office: 703-281-2588
  - Cell: 703-851-6450
  - Fax: 703-993-1809
- **E-mail addresses (use only one):**
  - University: jkulick@gmu.edu
  - Personal: jeff.kulick@verizon.net
- **Office hours:** Mondays, 3:00 P.M. to 4:00 P.M., by appointment, and
  Thursdays, 4:30 P.M. to 5:30 P.M. Other times by appointment.
  - Room 136, Enterprise Hall

**Course website:** Blackboard
The Essence of Marketing

Marketing professionals are charged with the responsibility to attract, retain and grow relationships with customers, suppliers and enterprise facilitators, consistent with organization-wide objectives. Marketing success is rooted in understanding and assuring customer satisfaction by creating and delivering value to selected target clients.

Marketing practitioners translate consumers’ needs and preferences into products and services that add value to organizations’ offerings. Value creation is both easier and more challenging in a social media world. As consumers take center stage using new and interactive media their preferences become easier to track while expressing their concerns and seeking alternatives have never been easier. Organizations face higher standards of performance and greater competition for delivering value when competition is a mouse click, IM, TXT, or GPS voice away.

As consumers actively search for alternatives, express their experiences through vibrant social networks, and dispense and gather information and images through easy to access world-wide and mobile media, the imperative for organizations to respond effectively to consumers and competition has never been greater. Consumer controlled media also challenge organizations’ abilities to define the meaning of their brands in a marketplace of information clutter, contest the relevance of traditional one-way channels in reaching target markets, and remind decision makers of the changing character of the information architecture that supports their brands.

The bottom line for marketing is to understand why consumers make their choices, why they reject alternatives, how they use the offerings they pick, and how their selections are evaluated. Based on that knowledge marketing practitioners develop strategies that create and add value for users, establish clear meaning for brands, distinguish themselves from competition, and assure consumer satisfaction.

The challenges of a client-centric focus are met using tools that include customer analysis, market knowledge, analysis of competition, marketing research, market segmentation and competitive positioning. Effective use of these tools results in developing market offerings that reflect customer-defined quality as well as pricing, distribution and promotion decisions that build customer satisfaction.

In a computer-mediated, networked economy, marketing success is constantly being redefined. Marketing success today is based on the breadth and depth of interactive product and communications architecture that competes in a mobile, global, multicultural, multilingual and multimedia electronic supermarket.

Majoring in Marketing

The study of marketing prepares students for a broad range of domestic and international career options. Opportunities are strong in marketing as technology firms, government agencies, the non-profit sector, manufacturing and service providers advance their efforts to be market- and customer-value driven.

Training in marketing provides students with a solid background in marketing concepts and practices such as market analysis and planning, segmentation and positioning, marketing research, consumer behavior and product, distribution, price and promotion management. Because marketing draws on diverse concepts for its foundation and has both domestic and global contexts, students are encouraged to study related fields such as psychology, sociology, demography, economics, public policy, decision support systems, global studies, foreign languages and culture.
http://www.mhhe.com/grewal4e and include Marketer's Showdown, Videos, Narrated PPT Slides and iPod Content. On the left side, click "First Time User" and then on "I am a Student" to register. Once registered, select a chapter from the drop-down box and look at the left frame to view content. For registration or technical support, please contact http://mhhe.com/support or call 1-800-331-5094.

We will complete all but one of the chapters in the text. The text introduces many concepts, so it is imperative that you read the chapters on a timely basis. Do not fall behind in the reading.

I highly recommended, though do not require, daily reading of the business sections of either The Washington Post or The New York Times. You should also consider a subscription to a business-oriented periodical such as The Wall Street Journal, The Financial Times, Business Week, or The Economist. You may prefer to get your news online. If so, you would find it useful to consider adding marketing newsfeeds to your regular reading.

I will provide you with additional materials from other sources during class. The materials include videos appropriate to the class discussion and other books, magazines, etc. The classroom discussions and presentations will be the basis for insights and understanding of key concepts. These materials will be the basis for examination questions. You will also find these materials very effective starting points for your journal entries.

From time to time, class work and the text will be supplemented by suggestions for outside reading. These suggested materials will be for your interest and development, and they will not be the basis for examinations.

Course objectives
Please see the Appendix for a description of how this course addresses the Undergraduate Learning Goals.

The discipline-specific goal will be emphasized, and your learning will be measured in the project and in examinations:

1. Our students will be competent in their discipline.
   You will understand how the marketing mix is used. This course provides a foundation for marketing and other courses within the School of Business. These will help you create an acceptable marketing plan. You are expected to develop a solid understanding of the principles of marketing, and your progress will be monitored through the quizzes, examinations and project.

   Key subject areas include understanding the market environment, SWOT analyses, the marketing mix, the Product Life Cycle and ethical decision-making.
Class structure
The course incorporates four basic elements or approaches – introduction of concepts through reading and lectures, application of these concepts through class exercises, participation in a research project, and integration of the concepts in a semester-long class project.

During the first classes, the emphasis will be on building a foundation through the introduction of concepts. Later classes continue to introduce new material and will build on the foundation to create a comprehensive view. Class discussion will form a crucial element to integrate the concepts. As such, class participation is essential for students to get full value from the class.

You are responsible for your learning. The quality of your learning will dramatically increase if you are prepared for class. You will be provided with Reading Assignments to help you focus on the main concepts in the textbook chapters. Reading the text is essential; you cannot rely on the presentation slides to develop an understanding of the material and prepare for the homework, examinations and assignments.

Class attendance and participation are expected. You will be tested on materials in the reading and class discussions.

Your learning will be evaluated in four different ways:
- Examinations. There will be one mid-term exam and one final exam. In addition, there will be ten quizzes.
- Semester-long project. You will work within a group of fellow students to develop the appropriate marketing mix for three segments for a product you and your group will select. More details are provided in the project description.
- Research requirement. More details are provided in the special description.
- Class participation. See page 7.

Grades
You may earn up to 1,000 points during the course of the class. Your grade will be determined by the total points you earn. Exams and assignments are not given letter grades.

Please note that the University considers a B to be a good grade. The School of Business considers a B to be a good grade. I consider a B to be a good grade. I hope there are many A’s in the class, but an A is a grade that is not earned automatically.

Excellent demonstrations of understanding, application, integration, clear understanding and critical thinking will distinguish efforts that receive the highest points in assignments.
Concise, insightful responses and comments are preferred over rambling, unfocused responses.

Points may be earned as follows:

**Exams and Quizzes**
- Quizzes\(^1\) 200 points
- Mid-term Exam 125 points
- Final Exam (comprehensive) 225 points

**Points from Examinations** 550 points

**Class Project**
- As Is Assignment 50 points
- Preliminary Report 100 points
- Final Presentation (combined) 225 points

**Points from Class Project** 375 points

**Research Requirement** 25 points

**Class participation** 50 points

**TOTAL POINTS TO BE EARNED** 1,000 points

Your final grade for the course will depend on the total number of points you earn:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>930 – 1,000 points</td>
<td>A</td>
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<tr>
<td>900 – 939 points</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>870 – 899 points</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>830 – 869 points</td>
<td>B</td>
<td>3.0</td>
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<tr>
<td>800 – 829 points</td>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>770 – 799 points</td>
<td>C+</td>
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<td>730 – 769 points</td>
<td>C</td>
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<td>600 – 729 points</td>
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<td>Below 600 points</td>
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**Examinations**

Exams and quizzes will be closed-book, closed-notes. The essay portion of the final will be comprehensive. The exams will consist of objective questions and short essay type questions. As the schedule permits, the class will review major concepts before the exam.

\(^1\) Quizzes will cover the material from the previous week’s chapter or chapters. Each Quiz will be worth 25 points, and the lowest two scores will be discarded. There will be no make-up quizzes. If a quiz is missed, the score will be zero.
The exams will cover the textbook materials, supplemental materials from the class and all in-class presentations.

There will be ten quizzes during the course. Typically these quizzes will be given on Wednesdays, and each will cover the chapters from the previous week’s (previous Wednesday and Monday) classes. Each quiz will be worth 25 points, and they will consist of multiple choice and true-or-false questions. Your two lowest scores will be discarded. There are no make-up quizzes.

Any use of electronic devices during the testing times will be interpreted as a violation of the University Honor Code. These devices include portable music players, cellular phones, electronic translators, calculators and similar devices. All electronic devices must be turned off and out of sight during quizzes and exams. Any student using such devices during an exam or any form of cheating during the exam will be a violation of the Honor Code. The School of Business has clear guidelines to be applied to Honor Code violations, and these guidelines will be followed. These guidelines will be reviewed during the first class.

Consistent with University policy, only provable, i.e., documented, absences due to personal illness or family emergencies constitute acceptable absences for missing exams. Preplanned weddings, vacations and deep-discount airfares are not acceptable excuses. There are no make-up exams or adjustments to satisfy the convenience of the students enrolled in this class.

Please note the date and time for the final exam. You must take the exam at the assigned time. Do not plan to begin travel before or during the final exam. If someone else is scheduling these travel plans, make sure they know.

If an examination is missed due to a provable or documented absence, you must make up the exam within one week. Unless you have made prior arrangements with me, a missed exam will result in a penalty of 10 percent of the total for the examination.

You must read the text. Lecture, notes and summaries will help you understand the text, but they cannot be considered an adequate substitute for reading the text.

Class Project
The class project will be a group project, with six to eight students in a group. Students will select a company and product. For the project, your group will select three market segments that you believe will have significant potential for the company. For each segment, you will develop a summary marketing mix for the segment. There will be three scored deliverables for the project.

• As Is Assignment – your first scored project deliverable, which will briefly describe what the firm is currently doing.
• Preliminary report – written report of five to eight single-spaced pages. You will report on the corporate strategy, marketing strategy, competitive environment and the segmentation approach you will use. You will also be required to discuss why you selected that particular segmentation approach.

• Final presentation – written report of eight to ten pages with a ten-to-twelve minute, oral class presentation. The final presentation will build on the preliminary report, and describe the marketing mix for the three significant segments. The page length guidelines apply to new material.

One element of your scores in these reports is the quality of business writing.

Research Requirement
As with all other students in introductory marketing and management classes, you are required to participate in research. You will have two options. You may be part of an experiment, or if you would prefer not to participate in experiments or if experiments have been filled with other students, you may also attend a one-hour lecture.

You must complete this requirement to earn 25 points out of the 1,000 points possible in the course. Details are provided later in the syllabus.

Specific responsibilities
To meet the course objectives, you will use reading, assignments, project, discussion and research. Emphasis will be placed on learning and applying theories and techniques to a variety of situations.

Attendance is expected. Much of the material will be developed in class and in discussion.

If there are emergencies or unavoidable absences, you should contact me prior to the class. You must arrange to get handouts and assignments from fellow students or Blackboard. I do not use prepared Lecture Notes, so if you miss a class, you will need to consult your classmates.

Detailed class and reading assignments will be made during the course. Discussion cases for each chapter will be identified prior to the class. Assignments will be posted on Blackboard.

Class participation
Exercises and discussion will be a part of almost all classes. All students are expected to be prepared for discussions and to participate in them.
Marketing is enhanced by dialogue, and this class will be greatly enhanced when students actively participate. Discussion and dialogue are essential to develop communication skills and explore topics in depth.

Class participation will be worth up to 50 points toward the course grade. You will be evaluated on participation including both speaking and listening, demonstrating the ability to evaluate others’ comments constructively, demonstrating familiarity with assigned readings and working effectively in class. You are not graded on attendance, though you cannot participate if you do not attend class. However, simply showing up and not participating will not earn you very many points.

To earn the full points, you should:
- Volunteer examples, insights and responses in class.
- Demonstrate having read assignments, thought about the questions and analyzed materials.
- Build on the comments of others — disagreeing where appropriate but also supporting the comments and integrating viewpoints.
- Share expertise and experiences relevant to the discussion.
- Comment on the substance and topic of the classes demonstrating integration of the materials.

Not everyone likes speaking up in a class situation. If, however, a student does not enter into the discussions, there is no way to tell if he or she is learning or understanding the concepts presented. Each student is expected to contribute. You cannot participate if you do not attend class.

Written materials
All work is due at the beginning of the class on the due date. Late work will not be accepted unless specific, prior arrangements have been made with the instructor. If accepted late, late work will receive a lower grade. All work must be completed by the final examination.

You will receive a specific assignment on the course-long project. You will be required to do some research on the product and company. You should be able to complete a great deal of this using the electronic databases available at the University Libraries.

Research Requirement (2.5% of Grade).
As scholars and educators in the School of Business, we should strive to add value to the knowledge of future managers. We do this by teaching principles and practices that are based in fact and supported by evidence – thereby stressing the importance of evidence-based practice in our teaching. This ensures that when new claims come along, managers will be
better able to evaluate validity. To this end, students must learn the relevance of research to management practice. We believe this is accomplished through direct experience with academic management research. Students should be able to understand where research is used to inform practice, how research should be done, what research tells us about business issues, and why such systematic inquiry is useful above and beyond direct experience.

Two Options for Research Credit:
Option 1: Experiments. Sign-up and attend a one-hour experiment. Each of these experiments is worth 2.5% of your final grade. Information and sign-ups for the experiments will be posted on the Experimetrix website.

Important Notes
- Although there will be sufficient slots available during the semester, there is no guarantee that they will be available at the very end of the semester. Therefore, if this is an option you would like to choose, do not delay in signing up for an experiment as they become available.
- Students who fail to show up for a scheduled experiment may not be allowed back into the experiment at the discretion of the researcher. Students arriving late will not be allowed to participate in that session.
- If you have participated in a specific experiment in a previous semester, you may not be allowed to participate in that experiment again.

Option 2: Research Lectures. If you would prefer not to participate in experiments or there are no other experiments for you to participate in, you may also attend a one-hour lecture to fulfill the research credit. You will earn 2.5% for the lecture. These lectures will be held a number of times over the course of the semester on a variety of days and times and will focus on the importance or research in understanding and refining marketing and management practice. Information and sign-ups for the research lectures will be posted on the Experimetrix website.

What you need to do:
1. In order to get research credit in this course, you must go to the following website:

   experimetricesom/gmuesom

2. Click “New User Registration” to create a username and password (simply log in if you have already registered on Experimetrix for a different School of Business class in a previous semester). YOU MUST USE YOUR GMU E-MAIL ACCOUNT TO SIGN UP.

3. Once your account is created, your logon information will be e-mailed to you.
4. When you receive the e-mail, you need to Log In to the system, select “Edit your Course Selection” and pick what course you are in (MKTG or MGMT 301 or both). You may then sign up for experiments as they are available.

5. You will see your credit appear on Experimetrix (the green number) approximately 1-2 days after you have completed an experiment or lecture. You need one for each class you are enrolled in.

If you have registered for MGMT 301 in a previous semester, you should use the same login information and do not need to re-register.

Semester timeline
January 19th: Students will be able to create usernames/passwords on Experimetrix and sign up for experiments or lectures when posted.

February 6th --MANDATORY: ** All students must be registered on Experimetrix by this date!**

April 28th: Last day to participate in experiments/lectures if available (Please note: There is no guarantee experiments will be available on this date).

April 30th: Last day of classes.

Please direct all questions, problems, or concerns about research credit to: somstudy@gmu.edu, not to your professor. You can also check the Help Me (FAQ) page on: experimetrix.com/gmusom

Students with Disabilities
If you are a student with a disability and you need academic accommodations, please see me and contact The Offices of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS.

Community Standards of Behavior
The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they
join the School of Business community. In doing so, they agree to abide by the following Community Standards of Behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence.

The School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business.

Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

**George Mason University Honor Code**

Students are reminded of their responsibilities under the George Mason University Honor Code. GMU is an Honor Code University. Please see the University Catalog for a full description of the code and the honor committee process. It is understood that the students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically—cheating and attempted cheating, plagiarism, lying and stealing.

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Students are also evaluated individually. While individuals may wish to consult, analyze and discuss their work with others, the student is responsible for ensuring he or she complies with the Honor Code.

I take the Honor Code seriously. I will be glad to discuss any of the Honor Code definitions or implications. The responsibility of each student as well as the faculty to ensure the Honor Code is upheld.
The School of Business Faculty has created guidelines on penalties. These apply to all courses, all students and all faculty. I will discuss these in class, though I hope I will not have to use them.

**Special note on electronic communications:**
Students must use their Mason email accounts—either the existing “MEMO” system or a “MASONLIVE” account to receive important University information, including messages related to this class. See [http://masonlive.gmu.edu](http://masonlive.gmu.edu) for more information.

For all class activities, you must use your GMU email address/account. This includes Experimetrix and Blackboard. The use of a different address may result in loss of all points for that portion of the class.

You may use your choice of email addresses for correspondence, but if I am not familiar with the name in the email, I will likely delete it for protection of my computing resources. Please be sure to identify the matter of the email in the subject line. And, please be aware that rules of grammar and spelling apply to emails; they are not text messages.

Do not text me with important information.

**Other Useful Campus Resources**
The Writing Center is a valuable resource for students. If you are unfamiliar with business writing, or if your writing skills are not as strong as you’d like, please plan a little extra time to get help with the Writing Center.

The Writing Center is located in Robinson Hall A114, (703-993-1200), [http://writingcenter.gmu.edu](http://writingcenter.gmu.edu)

**University Libraries**
You are strongly encouraged to use the University Databases and Libraries. You may want to use the “Ask a Librarian” service: [http://library.gmu.edu/mudge/IM/IMRef.html](http://library.gmu.edu/mudge/IM/IMRef.html)

**Counseling And Psychological Services (CAPS):**
(703) 993-2380; [http://caps.gmu.edu](http://caps.gmu.edu)

**University Policies**
The University Catalog, [http://catalog.gmu.edu](http://catalog.gmu.edu), is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at [http://universitypolicy.gmu.edu/](http://universitypolicy.gmu.edu/). All members of the university community are responsible for knowing and following established policies.
# Textbook Reading Schedule, Assignment Due Dates and Exam Schedule

Events that will be graded are in **bold face**.

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<thead>
<tr>
<th>Class days and dates(^2)</th>
<th>Student Responsibilities/Key Topics</th>
<th>Milestones and Key Events</th>
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<tbody>
<tr>
<td>Week 01&lt;br&gt;Wed., Jan. 21/&lt;br&gt;Mon., Jan. 26</td>
<td>Chap. 01: Overview of Marketing</td>
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<tr>
<td>Week 02&lt;br&gt;Wed., Jan. 28/&lt;br&gt;Mon., Feb. 02</td>
<td>Chap. 02: Developing Marketing Strategies and a Marketing Plan and Chap. 04: Marketing Ethics</td>
<td>Quiz One on Chapter 01(^3)</td>
</tr>
<tr>
<td>Week 03&lt;br&gt;Wed., Feb. 04/&lt;br&gt;Mon., Feb. 09</td>
<td>Chap. 05: Analyzing the Marketing Environment</td>
<td>Quiz Two on Chap. 02 and 04</td>
</tr>
<tr>
<td>Week 04&lt;br&gt;Wed., Feb. 11/&lt;br&gt;Mon., Feb. 16</td>
<td>Chap. 06: Consumer Behavior</td>
<td>Quiz Three on Chap 05</td>
</tr>
<tr>
<td>Week 05&lt;br&gt;Wed., Feb. 18/&lt;br&gt;Mon., Feb. 23</td>
<td>Chap. 07: Business to Business Marketing and Chap. 08: Global Marketing</td>
<td>Quiz Four on Chap. 06 As Is Assignment due 2/18/15</td>
</tr>
<tr>
<td>Week 06&lt;br&gt;Wed., Feb. 25/&lt;br&gt;Mon., Mar. 2</td>
<td>Chap. 09: Segmentation, Targeting and Positioning and Chap. 10: Marketing Research and Information Systems</td>
<td>Quiz Five on Chap. 07 and 08</td>
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<tr>
<td>Week 08&lt;br&gt;Wed., Mar. 18</td>
<td>Mid-term Exam</td>
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<tr>
<td>Week 10&lt;br&gt;Wed., April 01/&lt;br&gt;Mon., April 6</td>
<td>Chap. 14: Pricing Concepts for Establishing Value and Chap. 15: Strategic Pricing Methods</td>
<td>Quiz Seven on Chap. 13</td>
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<tr>
<td>Week 11&lt;br&gt;Wed., April 08/&lt;br&gt;Mon., April 13</td>
<td>Chap. 16: Supply Chain Management and Chap. 17: Retailing and Multi Channel Marketing</td>
<td>Quiz Eight on Chap. 13 and 15</td>
</tr>
<tr>
<td>Week 12&lt;br&gt;Wed., April 15/&lt;br&gt;Mon., Apr. 20</td>
<td>Chap. 18: Integrated Marketing Communications and Chap. 19: Advertising and Sales Promotions</td>
<td>Quiz Nine on Chap. 16 and 17</td>
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<tr>
<td>Week 13&lt;br&gt;Wed., April 22/&lt;br&gt;Mon., Apr. 27</td>
<td>Chap. 20: Personal Selling and Sales Management</td>
<td>Quiz Ten on Chap. 18 and 19 Concept Review for Final Exam</td>
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</table>

\(^2\) All classes meet 1:30 P.M. to 2:45 P.M. Final Exam on Wednesday, May 6, will be from 1:30 P.M. to 4:15 P.M.

\(^3\) Quizzes are given on the Wednesday of each week covering material from the previous Wednesday and Monday.
<table>
<thead>
<tr>
<th>Week 14</th>
<th>Class Project Presentations</th>
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<tr>
<td>Wed., Apr. 29/</td>
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<tr>
<td>Mon., May 04</td>
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<tr>
<td>Wed., May 06</td>
<td>Final Exam</td>
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<td>1:30 P.M. to 4:15 P.M.</td>
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Appendix: School of Business Undergraduate Learning Goals and the Course

This course addresses the following Learning Goals of the School of Business:

1. **Our students will be competent in their discipline.**
   Discipline competence will be measured in this course using exams, the course long project on segmentation, in-class exercises, homework assignments, participation in the areas of textbook chapters and related videos (e.g., key terms, marketing applications, case studies and general questions), and a research assignment (experiment and/or lecture). Each assignment will provide a unique contribution to “Assurance of Learning” documentation.

2. **Our students will be aware of the uses of technology in business.**
   This course requires students to send and receive e-mails, complete online assignments, access and navigate the Blackboard learning system, conduct online research, and create MS Word and PowerPoint project documents.

3. **Our students will be effective communicators.**
   This section of Marketing 301 requires all students to demonstrate their writing and speaking skills by composing and presenting a class project using Word and PowerPoint. Students also will be graded on their oral and written class participation.

4. **Our students will have an interdisciplinary perspective.**
   Introductory marketing draws upon many sister disciplines, including psychology, sociology, economics, public policy and regulation, law, accounting, finance, information systems, management and statistics.

5. **Our students will be knowledgeable about global business and trade.**
   This course has an entire chapter devoted to international marketing and trade. The issues of marketing standardization versus adaptation underscore the concepts of comparing and contrasting cultures. Examination of international trade institutions such as EU, GATT, IMF and WTO exemplify the commitment to understanding global trade. Additionally, each textbook chapter features international cases, examples or cases.

6. **Our students will recognize the importance of ethical decisions.**
   The textbook for this course features an entire chapter on marketing ethics. Additionally, chapters have a separate ethical dilemma example that range from issues of junk food, targeting seniors, price discrimination for “Ladies’ Night” at bars and spying on consumers.
7. **Our students will be knowledgeable about the legal environment of business.**
   The chapter “Analyzing the Marketing Environment” includes an overview presentation of the major regulatory and legislative initiatives that affect marketing practice.

8. **Our students will be knowledgeable about team dynamics and the characteristics of effective teams.**
   Students in this class will be part of a team working on the class project that requires you to conduct research and make recommendations. That project requires communication, cooperation, leadership, decision-making and group consensus finding.

9. **Our students will understand the value of diversity and the importance of managing diversity in the context of business.**
   Assignments include market and consumer analysis that underscores group and individual differences based on age, geography, ethnicity, gender and income.

10. **Our students will be critical thinkers.**
    Examinations and the project requires students to understand, apply and synthesize a variety of marketing issues, concepts, approaches and principles in a comprehensive, strategic approach. Key elements of the Marketing Segmentation project require an explanation and defense of recommended courses of action.