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 some day, 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. 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 a company 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 weekly).
- 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, for 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.

Communication

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.

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, Blackboard, or the Respondus Lockdown Browser, contact GMU’s ITU Support Center (703-993-8870).
• If you have problems with Connect, contact McGraw-Hill’s Customer Experience Group Support Center (http://mpss.mhhe.com) by phone, online chat, or email.

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, but see “Three Before Me” below.

Here are some options for getting help when the question isn’t quite as simple:
▪ 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 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.

The assignments in the class will earn the following maximum point values (each type of assignment is described in the sections that follow):

<table>
<thead>
<tr>
<th>Item</th>
<th># assigned</th>
<th># scores dropped</th>
<th>Points each</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>3</td>
<td>0</td>
<td>140</td>
<td>420</td>
</tr>
<tr>
<td>Orientation activities</td>
<td>3</td>
<td>0</td>
<td>5-10</td>
<td>25</td>
</tr>
<tr>
<td>Connect quizzes and activities</td>
<td>40</td>
<td>3</td>
<td>5</td>
<td>185</td>
</tr>
<tr>
<td>Short written assignments</td>
<td>6</td>
<td>1</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td><strong>Team project:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussions</td>
<td>8</td>
<td>1</td>
<td>20</td>
<td>140</td>
</tr>
<tr>
<td>Discussion moderation</td>
<td>1</td>
<td>0</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Final product (individual score)</td>
<td>1</td>
<td>0</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Final product (team score)</td>
<td>1</td>
<td>0</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>1,000</strong></td>
</tr>
</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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exams

There will be three 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 small 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.

If you have a conflict with an exam period that makes it impossible for you to take it by the deadline, 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.
Quizzes and Activities

Without the discipline imposed 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 small 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:

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.
- (10 points) You will post a personal introduction on the course website.
- (5 points) You will test Respondus Monitor, our online exam software, to make sure it works on your computer.

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 the 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.

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; it chooses questions to ask based on your previous answers. LearnSmart integrates with the book to create a tool called SmartBook; you answer the questions as you proceed through the chapter. 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 1-2 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.

Written Assignments

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 the experience using marketing concepts. These activities are worth 20 points each. Your lowest 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.

Team Project and Discussions

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. Each team project discussion will earn you up to 20 points, and your lowest score will be dropped. 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 moderator once, posting extra comments and (after the discussion ends), 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.

The final discussion, on global offshoring, is unrelated to the project, but will take place within your project team.

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 two two-sided or four 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.

### Weekly Schedule

See the next page.
Weekly Course Schedule – Spring, 2018

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>1/15-1/28</td>
<td>&quot;Start Here!&quot;</td>
<td>Course Introduction</td>
<td></td>
<td>Course Orientation Quiz/Survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Personal Introduction</td>
</tr>
<tr>
<td>1/22-1/28</td>
<td>1</td>
<td>Introduction to Marketing</td>
<td></td>
<td>Journal post #1: Favorite Product</td>
</tr>
<tr>
<td>1/29-2/4</td>
<td>2</td>
<td>Marketing Strategy, Environment</td>
<td>Sign up for discussion moderation</td>
<td>Journal post #2: Personal SWOT analysis</td>
</tr>
<tr>
<td>2/5-2/11</td>
<td>3</td>
<td>Consumer Behavior</td>
<td>Discussion #1: Marketing Strategy</td>
<td>Journal post #3: Consumer Behavior Analysis</td>
</tr>
<tr>
<td>2/12-2/18</td>
<td>4</td>
<td>Segmentation, Targeting, Positioning</td>
<td>Discussion #2: Target market prelim</td>
<td>Respondus Monitor Test Run</td>
</tr>
<tr>
<td>2/19-2/25</td>
<td>5</td>
<td>Marketing Research</td>
<td>Discussion #3: Target market final</td>
<td></td>
</tr>
<tr>
<td>2/26-3/4</td>
<td>6</td>
<td>Product and Branding, Exam #1</td>
<td></td>
<td>Exam #1 (Covers Units 1-5)</td>
</tr>
<tr>
<td>3/5-3/11</td>
<td>7</td>
<td>New Product Development</td>
<td>Discussion #4: Product/Branding</td>
<td></td>
</tr>
<tr>
<td>3/12-3/18</td>
<td>Spring Break – no assignments due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/19-3/25</td>
<td>8</td>
<td>Services Marketing</td>
<td>Discussion #5: NPD issues</td>
<td>Journal post #4: Service Nightmares</td>
</tr>
<tr>
<td>3/26-4/1</td>
<td>9</td>
<td>Pricing</td>
<td>Discussion #6: Price</td>
<td></td>
</tr>
<tr>
<td>4/2-4/8</td>
<td>10</td>
<td>Integrated Marketing</td>
<td>Discussion #7: IMC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communication, Social Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/9-4/15</td>
<td>11</td>
<td>Advertising, Exam #2</td>
<td></td>
<td>Exam #2 (Covers Units 6-10)</td>
</tr>
<tr>
<td>4/16-4/22</td>
<td>12</td>
<td>Distribution and Retailing</td>
<td>Comments on team blog posts Draft Executive Summary*</td>
<td>Journal post #5: Saving Offline Retailers</td>
</tr>
<tr>
<td>4/23-4/29</td>
<td>13</td>
<td>B2B Marketing/Sales Mgmt</td>
<td>Revised blog posts* Comments on Executive Summary*</td>
<td></td>
</tr>
<tr>
<td>4/30-5/6</td>
<td>14</td>
<td>Marketing Ethics/Global Marketing</td>
<td>Final Executive Summary*</td>
<td>Discussion #8: Ethics of Offshoring; Journal post #6: Course Reflection</td>
</tr>
<tr>
<td>5/5-5/13</td>
<td>Exam #3</td>
<td></td>
<td></td>
<td>Exam #3 (Covers Units 11-14)</td>
</tr>
</tbody>
</table>

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