Course Objectives: The objectives of this course are to

- Introduce students to the terminology, functions, institutions and philosophy of marketing and market-driven decision-making, with emphasis on the role of technology.

- Span the contexts of product marketing, service marketing and idea marketing both for profit and non-profit organizations, in a variety of settings, especially global competition.

- Build marketing application skills by examining the practices of real-world organizations.

- Develop marketing application abilities through the development of a team-created rudimentary marketing plan.

- Explore careers available to marketing majors. For example see

The Essence of Marketing

Casual observation of popular culture – news, movies, theatre, blogs, etc. – creates seems to imply successful marketing is based on having a cool ad campaign. This view assumes consumers are isolated automatons waiting for orders from Madison Avenue – a perspective that is more than 35 years out of date. Today’s networked, value-seeking consumer underscores the true character of successful marketing – assuring customer satisfaction by creating value (How do the features on your smart phone compare to others? How transparent are the terms of your credit cards?), capturing value (When do HOT Lane prices change? Why does cars.com ask for your ZIP code before price is revealed?), delivering value (Why did Disney drop Netflix?), and communicating value (Why did Capital One purchase the naming rights for the Verizon Center? What happens to advertising costs when firms use social media?) to targeted populations (What is the first time home buyer purchase motivation? What percentage of NASCAR followers are women? How does Facebook target you? What did it remove their ethnicity filters? How does Google follow your location?).

The reality is successful marketing practitioners translate consumers’ needs and preferences into products and services that add, capture, deliver and communicate unique value to selected audiences (See funertainment.com). Value creation is both easier and more challenging in a social media world. As consumers take center stage using 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 one click away.

As consumers actively search for alternatives, express their experiences through social networks, and dispense and gather information and images through easy to access world-wide 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 add value for users, establish clear meaning for brands, distinguish themselves from competition, and assure consumer satisfaction.

In a 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.

The challenges of a client-centric focus are met using tools that include customer analysis, market knowledge, competitive intelligence, marketing research, market segmentation and positioning. Effective use of these tools results in developing market offerings that reflect customer-defined quality, prices that mirror value, distribution that is easy to access, and communication that effectively portrays the brand’s value proposition - collectively delivering customer satisfaction to targeted populations.

Majoring in Marketing

The study of marketing prepares students for a broad range of domestic and international career options. [Link](https://www.cnbc.com/2018/01/09/these-are-the-25-best-paying-jobs-in-america-in-2018.html). 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.
Text: Marketing, 6/e, Grewal & Levy.
To take this course you must purchase and register the McGraw-Hill Connect+ feature. See details below. You must also have access to the Internet with equipment that can support LearnSmart and Blackboard.

Textbook Options/Registering for Connect+

There are many choices of textbook forms for the course, so shop wisely. The NEW, hardback version in the GMU bookstore includes Connect. Connect+ gives you Connect and the e-book so no hardbound book is required if you like using e-books. As you think about the options consider the buyback feature of hardbound books. Think about renting or sharing too.

Connect can be previewed for two weeks free by pointing to http://www.connectstudentsuccess.com/ and scrolling to “Registering with courtesy access.” The site also provides FAQs and how to receive support.

To purchase Connect online you will need a credit card. Make sure the email address you use is YOUR GMU EMAIL ADDRESS ONLY.

NOTE CAREFULLY

WHEN REGISTERING, ACTIVATING, CONDUCTING AND SUBMITING LEARNSMART HOMEWORK YOU MUST ENTER AND EXIT THROUGH BLACKBOARD. NOTE THE YELLOW “RETURN TO BLACKBOARD” TAG ON THE LEFT SIDE OF ALL LEARNSMART HOMEWORK.

Course Objectives and School of Business Learning Goals

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

Goal 1: Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.

Introductory marketing draws upon many sister disciplines including psychology, sociology, economics, public policy and regulation, law, accounting, finance, information systems, management and statistics. 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. The book for this course features an entire chapter marketing ethics. Additionally each of the nineteen chapters has a separate ethical dilemma example that range from issues of junk food, targeting seniors, price discrimination for “ladies’ night” at bars to spying on consumers. The group project includes a section on business model sustainability and company social responsibility. The chapter “Analyzing the Marketing Environment” includes an overview presentation of the major regulatory and legislative initiatives that impact marketing practice. Examinations require 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 plan require an explanation and defense of recommended courses of action.

Goal 2: Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.

This section of Marketing 301 requires all students to demonstrate their writing and speaking skills by composing and presenting a rudimentary marketing plan using Word and PowerPoint. Students will also be graded on their oral and written class participation. Students in this class will be part of a group 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. Part of the class project includes market and consumer analysis that underscores group and individual differences based on age, geography, ethnicity, gender, and income.

Goal 3:  **Our students will demonstrate technical and analytic skills appropriate for success in business.**

This course requires students to send and receive e-mail, take on-line quizzes and submit results, access and navigate the Blackboard and Connect Marketing learning system, access and view streaming media, including web-based narrated PowerPoint slides, conduct on-line research, and create Word and PowerPoint project documents.

Goal 4:  **Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.**

Topics throughout this course include elementary understanding of accounting, information systems and supply chain management topics.

Goal 5:  **Our students will demonstrate knowledge and skills appropriate for specialization in their majors.**

Discipline competence will be measured in this course using exams, composition of a rudimentary marketing plan, written in-class exercises, on-line homework assignments and class participation. The on-line assignments are based on Connect Marketing Internet activities that are time stamped. Each assignment provides a unique contribution to assurance of learning documentation.

For most students the course will be their first and last university-level class in marketing. Central to the purpose of this course is to insure that students understand the role and importance of marketing in all organizations. Therefore, understanding the essentials of marketing as applied to all institutions as well as self-marketing is the central feature demonstrating discipline competence.

Goal 6:  **Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.**

This course requires students to use GMU’s online databases such as Mergent, IBIS World and Mintel Oxygen to conduct their semester research project. This course requires students to send and receive e-mail, take on-line quizzes and submit results, access and navigate the Blackboard and Connect Marketing learning system, access and view streaming media, including web-based narrated PowerPoint slides, conduct on-line research, and create Word and PowerPoint project documents.

**Student Responsibilities:**

**Course activities and daily processes:** You are responsible for all materials in the text, lectures, presentations and in-class discussions. If there is a definition, concept or principle you do not understand, it is your responsibility to ask for clarification.

**Exam Processes:** You will take three closed book, closed notes exams in this course – two hour exams and a final. Any use of electronic devices during testing times can be interpreted as a violation of the University Honor Code. These devices include cell phones, electronic translators, calculators, and similar devices. Any student using such devices during an exam or any form of cheating during exams will result in a grade of zero for the test and will be referred to the Honor Council.

**Exam makeups:** Consistent with University policy, **only provable (i.e., documented) absences due to personal illness or family emergency constitute acceptable bases for missing exams. Students missing the final exam must request a waiver from the Assistant Dean in the Office of Academic and Career Services in ENT**
008. Preplanned weddings, vacations and deep discount airfares are not acceptable absences. There are no make-up tests or adjustments to satisfy the convenience of students who are enrolled in this class. No extra credit is offered to anyone. All students are graded with the same standard.

**Prerequisites and Registration:** Prerequisites for the course are sophomore standing.

**Virtual Classroom:** Due to unpredictable weather and traffic, there may be a day when we are unable to attend class. During such a rare case, check your e-mail by noon the day of class. I am usually on campus by then, so if I am stuck in traffic you will know about by that time.

**Disability:** Students with disabilities that require special accommodation should contact the Student Disability Office (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 SOM 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. SOM 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 SOM. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

**THE MASON HONOR CODE:**

Academic honesty is important to maintaining the integrity of our university and ensuring that your degree will earn you the respect you deserve. Students are expected to follow the honor code as presented in the University’s publications. Therefore:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

For this course, three fundamental principles to follow at all times are that: (1) all work submitted be your own (on individual assignments) or your teams (on team assignments); (2) when using the work or ideas of others give full credit through accurate citations; and (3) when conducting the semester project you do not make-up resources. If you are uncertain about the directions on a particular assignment, ask for clarification.

Any course assignments that are determined to be in violation of the University Honor Code will be immediately referred to the Office of Academic Integrity for resolution. Sanctions for honor code violations
will be based on the School of Business Recommendations (see chart on next page).

See the “Honor Code” section of the George Mason University Student Handbook or http://oai.gmu.edu/the-mason-honor-code-2/ for additional information about academic integrity.

The following paragraph is taken from http://oai.gmu.edu/the-mason-honor-code-2/

Students are expected to follow the honor code as presented in the University’s publications. Infractions or appeals may be referred to the Honor Council for resolution.

It shall be a violation of this Honor Code to Lie, Cheat or Steal. The following list is illustrative of Honor Code violations but is not exhaustive: Assignments (including examinations) are to be the sole work of the student unless specifically authorized otherwise by the professor. To give, receive, or utilize unauthorized assistance in preparation for or during an assignment is a violation of this Honor Code. To continue working on an assignment or an examination beyond the allotted time period. To plagiarize. To fail to report a suspected violation when a student has reasonable cause to believe that an Honor Code violation has occurred.

Students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically - Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

<table>
<thead>
<tr>
<th>Type of Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism</td>
<td>An F in the class; referral to Writing Center; and Academic Integrity Seminar completion</td>
<td>An F in the class; referral to the Writing Center; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</td>
</tr>
<tr>
<td>1. Failure to cite/attribute sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Representing someone else’s work as the student’s own (e.g., copying and pasting)</td>
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</tr>
<tr>
<td>Cheating</td>
<td>An F in the class; and Academic Integrity Seminar completion</td>
<td>An F in the class, Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</td>
</tr>
<tr>
<td>1. On a minor assignment (e.g., homework, quizzes)</td>
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</tr>
<tr>
<td>2. Cheating on a major assignment or exam, submitting course work from another course as original work</td>
<td>An F in the class; and Academic Integrity Seminar completion</td>
<td>An F in the class, Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</td>
</tr>
<tr>
<td>Lying (e.g., providing fraudulent excuse documents, falsifying data)</td>
<td>An F in the class; and Academic Integrity Seminar completion</td>
<td>An F in the class; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</td>
</tr>
<tr>
<td>Egregious Violation (e.g., stealing an exam; submitting coursework from another class as original work across)</td>
<td>An F in the class, Academic Integrity Seminar completion; termination</td>
<td>An F in the class; Academic Integrity Seminar completion; termination from the School of Business; and expulsion</td>
</tr>
</tbody>
</table>

_COURSE POLICIES:_
ATTENDANCE:
Attendance is expected. Being absent from class will cause you to miss the substantial amount of material that we will cover each session as well as the opportunity to work with your team on your research project. If you are absent from class, it is YOUR responsibility to find out from a classmate what you missed (both in terms of course material and announcements).

RELIGIOUS HOLIDAYS, SPORTS, AND SCHOOL-RELATED ACTIVITIES:
If you expect to be absent during the semester for any of these reasons, please notify me as soon as possible (minimum of 2 weeks prior) in order to make acceptable arrangements.
http://ulife.gmu.edu/calendar/religious-holiday-calendar/.

INCLEMENT WEATHER POLICY:
This course will operate in accordance with official University decisions about inclement-weather cancellations. Please check the GMU web site or the information line (993-1000) if the weather is questionable. You can also sign up for Alerts – see http://ready.gmu.edu/category/recent-alerts/. If class is cancelled, the course schedule may need to be changed.

ANNOUNCEMENTS AND UPDATES:
Email announcements between class meetings may be sent. Any emails from me will be sent to your GMU email account via Blackboard and will include “course name” in the subject line. It is your responsibility to check Blackboard regularly for the addition of any course materials.

E-MAIL CORRESPONDENCE:
Outside of class time and office hours, e-mail is the quickest method to contact me. You MUST use your GMU e-mail address. Federal privacy laws state that I am not allowed to provide confidential information to any non-GMU e-mail addresses and consequently I will not respond to emails from any other address. Make sure to plan your questions with enough time to receive a response. Under normal circumstances, you should receive a reply within 24 hours.

COMPUTER POLICY:
No computers or other electronic devices, such as tablets or translation software, may be used during exams without approval of the course professor.

CELL PHONE POLICY:
Cell phones are NOT allowed in class. All cell phones MUST be set to silent/vibrate and kept out of sight during class time. No cell phones may be used during exams without approval of the course professor.

DISABILITY POLICY:
If you are a student with a disability and you need academic accommodations, please contact the Office of Disability Services (ODS) at 703-993-2474. All accommodations must be arranged through ODS.

DIVERSITY STATEMENT:
George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.
The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed. See http://ctfe.gmu.edu/professional-development/mason-diversity-statement/

SCHOOL OF BUSINESS COMMUNITY STANDARDS

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. Think about this class as a job interview. Would you arrive on time? Would you be prepared for the pertinent discussion? Would your cell phone be turned off? Would you text during a job interview? Would you demonstrate respectful and civilized word choice?

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.

OTHER USEFUL CAMPUS RESOURCES:

Writing Center: A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu
University Libraries: “Ask a Librarian” http://library.gmu.edu/ask
Student Support and Advocacy Center http://ssac.gmu.edu/
Counseling and Psychological Services (CAPS): (703) 993-2380; http://caps.gmu.edu
Learning Services http://learningservices.gmu.edu/
School of Business Academic Advising http://business.gmu.edu/undergraduate/academic-advising/
School of Business Career Services http://business.gmu.edu/undergraduate/career-services/
University Career Services: http://careers.gmu.edu  
IT Services https://itservices.gmu.edu/help.cfm  
University Policies: The University Catalog, 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/. All members of the university community are responsible for knowing and following established policies.

**Personal Challenges:**  GMU and SOM provide students with significant resources to navigate the challenges of daily life. They include the Writing Center, Counseling and Psychological Services (CAPS), and several other student services. SOM majors should visit the Office of Academic and Career Services in room ENT 008 for more information.

**Teams:**  Several assignments will be conducted through team efforts. These assignments include eight in-class assignments and a marketing plan presentation. Team work is always a challenge. On one hand there are free riders and alternatively, there are domineering people who refuse to listen to the thoughts of others. Each member has the responsibility to make the team work. As an incentive to assure team cooperation, each member will privately evaluate all members of the team at the end of the semester.

**Late Work:**  Assignments delivered late will be penalized 10% for each class day missed.

**Use of E-Mail:**  Consistent with federal privacy laws, I do not respond to non-gmu e-mail with confidential information. I respond only to YourName@gmu.edu e-mail.

**Grading Methods and Requirements:**

**THREE EXAMS (worth 500 semester points)** - Exam 1 covers chapters 1 – 8 (weighted 150 points), Exam 2 covers chapters 9 – 17 (weighted 150 points) and the Final Exam covers chapters 1 – 20 (weighted 200 points). Exams 1 & 2 have 50 multiple choice questions and the final exam has 100 questions. All tests are taken in class using ScanTron answer sheets.

**TWO WRITTEN MARKETING PLAN ASSIGNMENTS AND ONE PRESENTATION (worth a total of 300 semester points – 100 points each)** Three team-based marketing plan assignments are due throughout the course. Each assignment will address a specific section of the Marketing Plan Template. Each section is due according to the schedule listed below. Grades for each assignment are TEAM grades that will be adjusted according to peer evaluation conducted during the final exam. See the Marketing Plan Template for Guidance. See documents in the “Marketing Plan” folder of Blackboard. **ONLY PPT FILES ARE ACCEPTABLE.**

- Team Written Assignment 1 Slides 1 – 4 and 9 of the Marketing Plan Template  
- Team Written Assignment 2 Slides 5 – 8 and 9 of the Marketing Plan Template  
- Team Presentation of the marketing plan. 10 minute presentation of Slides 1 – 9.

**Here is a checklist for selecting a brand for your marketing plan:**

1. Does the brand represent something that will advance your professional interests?  
2. Will you be able to obtain existing sources of information about the brand?  
   a) Industry data, such as age, size, growth, competitors and regulatory oversight.  
   b) Brand data, such as sales, market share, and growth, using sources such as Mintel Oxygen, Mergent, IBS World, Yahoo Finance 10K, Hoovers and Lexus-Nexus (all available online through GMU Library).  
   c) Customer data, such as reasons they select the brand, reasons they reject the brand, customer satisfaction for the brand, and frequency of purchase, using sources that capture the voice of the customer, such as Yelp, Consumer Reports, Google, Bing and similar customer evaluation sources.  
   d) Experience data, such as trying or using the brand, interviewing managers and staff of the brand.
LEARNSMART HOMEWORK (100 semester points) – LearnSmart assignments are due by 1:30 pm on the day they are assigned. However, you can access these assignments as of today.

IN-CLASS ASSIGNMENTS (75 semester points) – Eight in-class team assignments will be graded. Classroom absence will conform to GMU policy for missed work.

RESEARCH REQUIREMENT (25 semester points) - 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. Participation in the experiment 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 able to participate in that specific experiment again.

Option 2: Research Lectures. If you would prefer not to participate in experiments or there are no available 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:

   experimetrix.com/gmusom

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 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 MKTG or MGMT 301 in a previous semester, you should use the same login information and do not need to re-register **

Semester timeline

Jan 22: Students will be able to create usernames/passwords on Experimetrix and sign up for experiments or lectures when posted.

Feb 5 th  --MANDATORY: ** All students must be registered on Experimetrix by this date!**

May 2: Last day to participate in experiments/lectures if available (Please note: There is no guarantee experiments will be available on this date).

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

experimetrix.com/gmusom

Semester Grading Scale: Your overall grade will be based on the schedule below:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Exam</td>
<td>150</td>
<td>970+</td>
<td>A+</td>
</tr>
<tr>
<td>Second Exam</td>
<td>150</td>
<td>940 - 969</td>
<td>A</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>900 - 939</td>
<td>A-</td>
</tr>
<tr>
<td>LearnSmart</td>
<td>100</td>
<td>870 - 899</td>
<td>B+</td>
</tr>
<tr>
<td>In-class assignments</td>
<td>75</td>
<td>830 - 869</td>
<td>B</td>
</tr>
<tr>
<td>Marketing Plan Slides 1 – 4 &amp; 8</td>
<td>100</td>
<td>&lt; 600</td>
<td>F</td>
</tr>
<tr>
<td>Marketing Plan Slides 5 – 7 &amp; 8</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing Plan Presentation</td>
<td>100</td>
<td></td>
<td></td>
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<tr>
<td>Mandatory Research Requirement</td>
<td>25</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>1000</td>
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</table>

DAILY SCHEDULE OF CLASS ACTIVITIES

DATE  ASSIGNMENT

Jan 24  Overview of the course, review course requirements and meet your teammates

Team Project 1: Name 3 dead brands, 3 dying brands and 3 growing brands. Pick one from each category and explain why it died, why it’s dying and why it’s growing.

Discuss how marketing:

Follows Tends

Focuses on Consumers
https://www.youtube.com/watch?v=v1q1nnPCcKw&app=desktop

Segments markets
https://www.npr.org/sections/thesalt/2017/08/15/543707953/applebees-ditches-millennials
https://www.youtube.com/watch?v=GwdiMs9uIL_E&app=desktop
https://www.youtube.com/watch?v=Y8nZx4o32vs&app=desktop

Positions Brands
https://www.youtube.com/watch?v=lIq_8MUPz5w&feature=related
https://www.youtube.com/watch?v=_0vFXLAA6YW0

Creates value
https://www.onepeloton.com/
http://www.thefuntheory.com/piano-staircase
https://www.youtube.com/watch?v=3gt0Mm4WNxg
https://www.youtube.com/watch?v=-vc7EnODkJI

DATE ASSIGNMENT

Captures value
https://www.youtube.com/watch?v=FBPni9G_oNY

Delivers value
http://www.youtube.com/watch?v=6zXOW6v0c8s

Communicates value
https://www.youtube.com/watch?v=F8VtDnu3Pls
https://www.youtube.com/watch?v=sLmpxY_XRMU&app=desktop
https://www.youtube.com/watch?v=t5i5a9QoD8
https://www.youtube.com/watch?v=0RpmwqaxrwA
https://www.youtube.com/watch?v=3YW1sT0G65E

How Facebook works
https://www.youtube.com/watch?v=KFCICIQOcE
https://www.youtube.com/watch?v=OUOQVmwDh1A

Google Ad Words
https://www.youtube.com/watch?v=CY1wYKq5sLU

Monitors value What is the role of customer satisfaction in marketing?
http://www.theacsi.org/industries

Marketing Careers

Discuss Chapter 1: Overview of Marketing

Jan 31 Discuss Chapter 2: Developing Marketing Strategies and a Marketing Plan

Discuss Marketing Plan assignment. In-class team meetings and brand selection.

Team Project 2: Write a marketing plan - Sample Marketing Plan in class based on
http://www.youtube.com/watch?v=FxbV1IlvjSw&feature=relmfu
Marketing Plan Team Conference. See “Marketing Plan Template Spring 2018” in the Blackboard folder “Marketing Plan”.

Feb 5  All students must be registered on Experimetrix by this date

Feb 7  Learn Smart assignments Chapters 1 and 2 due by 1:30 pm today.

Discuss Chapter 3 – Social and Mobile Marketing
Discuss Chapter 4 – Marketing Ethics
Discuss Chapter 5 – Analyzing the Marketing Environment

Team Project 3: Submit Team KWKLPCo Marketing Plan Form
https://www.youtube.com/watch?v=c59pZOalbqc

DATE ASSIGNMENT

Feb 7  Team Project 4: What is the brand and industry you request for your marketing plan?

Feb 14  Learn Smart assignments Chapters 3, 4, and 5 due by 1:30 pm today.

GMU Database Tutorial by Jo Ann Henson, Business Reference Librarian
http://infoguides.gmu.edu/business/begin

Discuss Chapter 6 – Consumer Behavior
Discuss Chapter 7 – Business-to-Business Marketing
Discuss Chapter 8 – Global Marketing

Team Project 5: Submit Team Global Marketing: Domino’s Abroad
https://www.viddler.com/embed/be9cce10

Feb 21  Learn Smart assignments Chapters 6, 7 and 8 due by 1:30 pm today.

FIRST HOUR EXAM 50 multiple choice questions from Chapters 1 - 8, lecture, discussion, videos, handouts and cases from Jan 23 to date.

Feb 21  Exam 1 will be administered 1:30 – 2:30 pm. Bring a ScanTron sheet

Discuss Chapter 9 – Segmentation, Targeting and Positioning

Team Project 6: Submit Team Zipcar: Segmentation https://www.viddler.com/embed/bff22ee1

Review and prepare for Written Assignment 1 due Feb 28

Feb 28  Learn Smart assignments Chapters 9, 10, 11 and 12 due by 1:30 pm today.

Written Assignment 1 due via email attachment no later than 1:30 pm today

Discuss Chapter 10 – Marketing Research and Information Systems
Discuss Chapter 11 – Product, Branding, and Packaging Decisions
Discuss Chapter 12 – Developing New Products

Team Project 7: Submit Team Dunkin’ Donuts: Marketing Research and Bakery Sandwiches
https://www.viddler.com/embed/e61cf201
Team Reports: What are the sales and market share of your brand and industry? What is the industry outlook and consumer trends for your industry?

Mar 7

*Learn Smart Assignment Chapter 13 due 1:30 pm today.*

Discuss Chapter 13 – Services: The Intangible Product

Team Reports: What is the key competitor for your marketing plan brand? What are the sales and market share of your brand and industry? What is the industry outlook and consumer trends for your industry?

Mar 14

Spring Break – No class

DATE ASSIGNMENT

Mar 21

*Learn Smart Assignments Chapter 14 and 15 due 1:30 pm today.*

Discuss Chapter 14 – Pricing Concepts for Establishing Value
Discuss Chapter 15 – Strategic Pricing Methods

Team Project 8: Submit Team Taco Bell Pricing for Value Marketing Plan Form [https://www.viddler.com/embed/fb343078](https://www.viddler.com/embed/fb343078)

Prepare for Written Assignment 2 due Mar 28

Team Reports: What are the sustainable competitive advantages for your marketing plan brand? What is the Central marketing situation facing your brand?

Mar 28

*Learn Smart assignments Chapter 16 and 17 due no later than 1:30 pm today

Written Assignment 2 due via email attachment due no later than 1:30 pm today

Discuss Chapter 16 – Supply Chain Management
Discuss Chapter 17 – Retailing and Multichannel Marketing

Team Project 9: Submit Team Nordstrom Rack Marketing Plan Form [https://www.viddler.com/embed/fd437bba](https://www.viddler.com/embed/fd437bba)

Team Reports: What are the two target customer groups for your marketing plan?

Apr 4

SECOND HOUR EXAM 50 multiple choice Chapters from 9 - 17, lecture, discussion, videos, handouts and cases from Feb 20 to date.
Exam 2 will be administered 1:30 – 2:30 pm. Bring a ScanTron sheet.

Prepare for Final Written Assignment 2 due Apr 25

Team Reports: What is the value creation goal for your marketing plan? How does this mesh with the central marketing issue face your brand?

Apr 11

*Learn Smart assignments Chapter 18 - 20 due 1:30 pm today.*

Discuss Chapter 18 – Integrated Marketing Communications
Discuss Chapter 19 – Advertising, Public Relations, and Sales Promotions
Discuss Chapter 20 – Personal Selling and Sales Management

Team Project 10: Submit Team Ford Marketing Plan Form
https://www.viddler.com/embed/b4bed1cb

Team Reports: What is the value capture goal for your marketing plan?

Apr 18
Review Chapters 1 – 20
Discuss Marketing Plan Paper and Presentation assignments
Conferences with Marketing Plan teams

Team Reports: What are the value delivery and value communication goals for your marketing plan?

DATE ASSIGNMENT

Apr 25 Final Marketing Plan due via email attachment no later than 1:30 pm today
Team Presentations Teams 1 – 7 (10 minute time limit)

May 2 Last Day of Class
Team Presentations Teams 8 – 14 (10 minute time limit)
Review for Final Exam

May 9 Final Exam 1:30 – 4:15 pm Chapters 1 – 20

About your instructor – Professor Harvey holds a Ph.D. in Business Administration from Penn State University, an MBA from the University of Miami (Coral Gables), and a BS in Marketing from the University of Illinois (Urbana). He has published over thirty works in journals, proceedings of professional associations, and in books of readings. Dr. Harvey has participated in over one hundred marketing studies, consultancies and executive development seminars that included Booz-Allen & Hamilton, Department of the Interior, Department of Health and Human Services, Internal Revenue Service, National Institutes of Health, and The World Bank. Professor Harvey has served as Faculty Representative to the GMU Foundation, Board of Visitors, Marketing Area Chair and Associate Dean of the School of Business.