Course Title: Principles of Marketing

Course Number and Section Number: MKTG 303, Section 022, Fall, 2020

Course information: 3 credits, 50% online, 50% in class, group work is required

This course will be delivered in class (50%) and online (50%) via Blackboard Learning Management System (LMS) housed in the MyMason portal. Access to MyMason and Mason email are required to participate successfully in this course. Go to the IT Support Center website if you need assistance with your email or password.

A web camera and connection to web browser lock down Respondus may be required to take the exams in this course. Your actions will be recorded during each exam. Any "unusual" behavior will be auto-flagged by Blackboard and then reviewed by the instructor for possible Honor Code violation.

Class Location: Enterprise Hall 80

Class Meeting Time: Monday, 1:30pm – 2:45 pm

Professor’s Contact Information:

Name: Dr. Russell Abratt

Office location: 9900 Fairfax SQ, # 213

Telephone number: (703) 993-1845

E-mail address: rabratt@gmu.edu (preferred method of contact).

Office hours: Office hours: These will be virtual by appointment.

Safe Return to Campus Statement

- All students taking courses with a face-to-face component are required to take Safe Return to Campus Training prior to visiting campus. Training is available in Blackboard (https://mymason.gmu.edu). Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage (www2.gmu.edu/safe-return-plan). Similarly, all students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive
either a Green, Yellow, or Red email response. Only students who receive a “green” notification are permitted to attend courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Campus Closure

- If the campus closes or class is canceled due to weather or other concern, students should check Blackboard [or other instruction as appropriate] for updates on how to continue learning and information about any changes to events or assignments.

ANTI-RACISM STATEMENT

As a member of the George Mason University community, the School of Business plays an integral role in building an educational environment that is committed to anti-racism and inclusive excellence. An anti-racist approach to higher education acknowledges the ways that individual, interpersonal, institutional, and structural manifestations of racism against Black individuals and other people of color contribute to inequality and injustice in our classrooms, on our campuses, and in our communities, and it strives to provide our community members with resources to interrupt cycles of racism so as to cultivate a more equitable, inclusive, and just environment for all of our students, staff, faculty, alumni, and friends, regardless of racial background.

To be anti-racist means:

- To make constant, conscious decisions to interrupt racism and cultivate equity, inclusion, and justice for people of all racial backgrounds, and in particular those from Black communities and other communities of color, who are most likely to bear the direct and indirect costs of systems of white supremacy;
- To interrogate histories of white supremacy and white-dominant culture, and to examine the ways in which these histories have impacted our individual beliefs, our interpersonal relationships, our institutional and structural policies and processes, and our entire society;
- To make a commitment to being responsible for our own relationships to, and actions within, systems of white supremacy; and
- To cultivate a practice of self-awareness and self-reflection that allows us to critically evaluate our own role in upholding white supremacy and identify the ways we can interrupt cycles of racism at the individual, interpersonal, institutional, and structural levels.
We believe that the work of anti-racism starts with each individual, and that in cultivating an anti-racist approach to research, scholarship, and practice, our students will build a skillset rooted in principles of equity, inclusion, and justice that they will carry with them throughout their lives.

For more information on how to continuously cultivate the practice of anti-racism, see this guide from the National Museum of African American History and Culture on how to be anti-racist: https://nmaahc.si.edu/learn/talking-about-race/topics/being-antiracist

[This antiracism statement was prepared by Dr. Charles Chavis, Assistant Professor in the Jimmy and Rosalyn Carter School of Peace and Conflict Resolution.]

**Course Description:** Examines marketing principles and practices for analyzing, creating, delivering, capturing, and communicating value to customers. Focuses on managing customer relationships using market-driven strategies, particularly segmentation, targeting, and positioning. The role of customer satisfaction in achieving organizational objectives and ethical decision making in a global economy are also emphasized.

Notes: Students cannot receive credit for both MKTG 301 and **MKTG 303**. School of Business students will not be permitted to make more than three attempts to achieve a C or higher in **MKTG 303**. Those who do not successfully complete this course within three attempts will be terminated from their major and will not be eligible to receive a degree from the School of Business. For more information about this, see the "Termination from the Major" section under Academic Policies. Offered by **School of Business**, Limited to two attempts.

**Course Website Address:** Blackboard

Course Prerequisites: Students must have at least sophomore standing. Students are encouraged but not required to have completed basic courses in economics and accounting to provide the business context to understand the marketing concepts.


You will **not** need the Connect homework package. We will not use it, but it may be bundled by the publisher. This textbook is widely available from sources on the internet in addition to the GMU Bookstore. If you purchase the text from another source, you will NOT need to purchase the access to Connect separately.

You have several options to consider when getting the textbook, including price, buyback allowances, hardcover, loose leaf or an e-book that only can be browsed online.

We will complete all 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 Washington Business 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. These newspapers are all available from the library.

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 will be the basis for insights and understanding of key concepts. These materials will be the basis for examination and quiz questions.

**Program Learning Goals:**

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.

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.

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

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.

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

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

**Course Objectives:**

The course objectives are:

1. Introduce students to the terminology, functions, and philosophy of marketing and market-driven decision making, with an emphasis on the role of technology, spanning a variety of consumer and business contexts. Students will gain a basic understanding of the functions of marketing and develop a working vocabulary of marketing terminology and become familiar with marketing concepts.

2. Introduce students to the role of marketing in an organization and the development of marketing strategy in both domestic and global markets. Students will consider the global marketing environment and its impact on marketing strategy. The course will 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.
3. Build students’ marketing application skills by examining the practices of real-world organizations. Students will understand the application of marketing techniques to real world problems.

4. Introduce students to the ways that marketers anticipate customer needs and position their offerings by creating, capturing, delivering and communicating value for selected constituencies. Students will appreciate and understand the role of the customer in marketing planning, target marketing, and positioning strategy. Students will understand what motivates customers to purchase marketers’ offerings and how they use them.

5. Introduce students to the environment in which organizations market their products. Students will demonstrate understanding of the competitive, socio-cultural, natural, political/legal, economic, and technological environments.

6. Introduce students to the elements of the marketing mix. Students will demonstrate an understanding of how these elements are integrated in the marketing strategy, and how these elements affect an organization’s ability to sustain a competitive advantage.

7. Introduce students to the basics of marketing planning, including the ability to identify the basic elements of a marketing plan. Students will develop marketing application abilities through the development of a team-created (rudimentary) marketing plan.

8. Introduce students to careers available to marketing majors.

Class structure

The course incorporates different 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 as well as on the Blackboard discussion board 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 and participate on Blackboard. 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 as well as Blackboard 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 5 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/service you and your group will select. More details are provided in the project description.

Note that group meetings should be done virtually to protect yourself as well as others.

Research requirement. More details are provided in the special description.

**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.

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: (5 quizzes at 10 points each) 50 points

Participation on Discussion Board

(5 weeks at 10 points per week) 50 points

Mid-term Exam 250 points

Final Exam 250 points

Points from Examinations 600 points

**Class Project**

Marketing Plan preliminary report 100 points

Marketing Plan Report 200 points

Final Plan Presentation 100 points

Points from Class Project 375 points

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

There will be no make-up quizzes. If a quiz is missed, the score will be zero.

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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. An A is a grade that is not earned automatically.

Final grades are not negotiated. You will have opportunities to earn points throughout the semester, and in a variety of ways. There is no rounding, and there is no curve.

**Examinations**

Exams and quizzes will be closed-book, no-notes. The exams will consist of multiple-choice type questions and/or essay type questions. The final will be comprehensive. As the schedule permits, the class will review major concepts before the exam.

The exams will cover the textbook materials, supplemental materials from the class and all in-class presentations.

There will be five quizzes during the course, and each will cover the chapter(s) from the previous week(s) class(es). Each quiz will be worth 10 points, and they will consist of multiple choice and/or true-or-false questions. There are no make-up quizzes.

Any use of electronic devices during the testing times, other than your computer, 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 four to six students in a group. Students will select a company and/or 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.

- **Preliminary report** – written report of five to eight 1.5-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.

- **The Marketing Plan** – written report of eight to ten 1.5-spaced pages in addition to the preliminary report that has to be attached to this complete report. 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. One element of your scores is the quality of business writing.

- **The presentation** – the group presentation of the project.

  Final presentation – Prepare a 10-minute oral class presentation. The final presentation will describe the marketing mix for the three significant segments.

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.
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.

You will be required to speak up and participate in business. It will be essential for your career growth. Consider this a safe environment where you can practice these skills.

Class participation on Discussion Board

Discussions on Blackboard will be expected in 5 of the weeks. All students are expected to be prepared for discussions and to participate in them. The discussions will be graded per week and will be worth 10 points per week for a total of 50 points.

Guidelines for Participation in the Discussion Board

1. How many posts/replies

You should reply to the required number of questions by Thursday evening at 11.59 and reply to your classmates by Saturdays at 11 pm. Do not wait until the last minute to reply to your classmates or they won’t have a chance to reply to you! Try to spread out your answers between Thursdays and Sundays. Visit the discussion board and don’t leave your classmates hanging even if you have posted your two replies. You must start your own thread for your initial post and then reply to your classmates in their own threads.

2. Style

Your posts should be composed of complete and grammatically accurate sentences (no abbreviations please). Avoid writing in all caps (all caps = yelling).

3. Length

Initial posts (answers to prompts) should be between 100 and 300 words in total. Try to only answer the questions set, and your answer should show that you understand the relevant concepts from the readings. Answers to your classmates' posts may be shorter as long as they meet the requirements.

4. Frequency

Postings must be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).

5. Content

“I agree” is not enough: Avoid postings that are limited to 'I agree' or 'great idea', etc. “I agree” type of answers crowd the discussion board and make it harder for everybody to navigate the discussion.

If you agree (or disagree) with a posting then say why you agree/disagree by supporting your statement with concepts from the readings or by bringing in a related example or experience. Make each post count! Again, ask yourself whether your post brings value to the discussion.
Quote your sources: Take advantage of the asynchronous nature of the discussion forum to look up any source you quote and make sure to cite these sources by mentioning the last name of the author, the publication and the year. APA style is preferred.

Stick to the point: Address the questions as much as possible (don't let the discussion stray).

Connect to prior knowledge: Bring in related prior knowledge (work experience, prior coursework, readings, etc.)

Respond rather than add-on: You will not get credit for any posts such as, “I agree with x” or “Great job Y”. You’re expected to provide real contributions. Build on others responses to create threads.

6. Tone & Etiquette

Although it is perfectly fine, even recommended, to challenge your classmates’ posts and defend your opinions, you’re expected to do so in respectful and polite manner. Always use proper etiquette (proper language, typing, etc.)

7. Grading

Forum contributions are scored on a 0-10 scale as follows:

0 = no, late or inadequate posting. Not answering the questions
1-5 = substantive posting but briefly answering the questions.
6-7 substantive posting by answering the questions, AND meaningful return comments to at least two of your classmates
8-10 = substantive posting, answering the questions, and with meaningful comments, including connections to the reading materials and insight into the branding brief.

8. Feedback

I will provide continuous general feedback to your posts when necessary throughout the week. Feedback will also be provided in Collaborate Ultra sessions every week per the schedule in the syllabus. The guest access feature will be turned off and the course room will be locked for online security.

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 hand-outs 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.

**Written materials**

All work is due in Blackboard 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.

In scoring your written materials, I look for internal validity (that the recommendations are based on appropriate principles and are consistent) and external validity (the recommendations are reasonable given the environment in which the firm functions). Additionally, organization, understanding, originality, breadth, depth of coverage and clarity of expression are important evaluation criteria.

All written reports should be neatly typed, legible and free of errors in grammar and spelling. Documents should be formatted as follows:

1.5-spacing, Times New Roman or Garamond font, 12-point font, with one-inch margins. Pages after the first page must have a header showing the course title, assignment title and page number.

To cite and reference professional or academic sources, please use APA style. Specific instructions for in-text citations and referencing are found in the Publication Manual of the American Psychological Association, 6th Edition or at http://owl.english.purdue.edu/owl/resource/560/01/. To help manage the citations and seamlessly create reference lists, Mason supports free software called Zotero at https://www.zotero.org/.

Group deliverables should have a title page showing a title for the report, course name and number, date due and the students’ names.

Part of the evaluation of each written assignment will be the quality of the writing, with specific emphasis on solid business prose.

Unless otherwise stated, you must submit an electronic version of the assignments along with the written assignments.

**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 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.

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.

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.

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<th>School of Business Recommendations for Honor Code Violations</th>
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<tr>
<th>Type of Violation</th>
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<td>Plagiarism</td>
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<tr>
<td>1. Failure to cite/attribute sources</td>
<td>An F in the class; referral to Writing Center; 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>
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<td>2. Representing someone else's work as the student's own (e.g., copying and pasting)</td>
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<td>Cheating</td>
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<tr>
<td>1. On a minor assignment (e.g., homework, quizzes)</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>
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<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>
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<td>Lying (e.g., providing fraudulent excuse documents, falsifying data)</td>
<td>An F in the class; and Academic Integrity Seminar completion, and at least one semester suspension</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>
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<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>
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Special note on electronic communications:

Students must use their Mason email accounts to receive important University information, including messages related to this class. See http://masonlive.gmu.edu for more information.

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

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

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

Counseling and Psychological Services (CAPS):

(703) 993-2380; http://caps.gmu.edu

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.

SCHEDULE OF CLASS ACTIVITIES

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<th>Weeks</th>
<th>Lessons</th>
<th>Assignments</th>
<th>Due Dates</th>
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<td>Week 1</td>
<td>Learning Objectives:</td>
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<td>Aug. 24</td>
<td>1. Define the role of marketing. Introductions</td>
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<td>• Read Chapter 1</td>
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<td>Reading Aug. 24</td>
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<td>Chosen brand</td>
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<td>Due date: Aug. 31</td>
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<td>Weeks</td>
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<td>marketing over time.</td>
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<td></td>
<td>3. Describe how marketers create value for a product or service.</td>
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<td>Week 2</td>
<td>Learning Objectives:</td>
<td>• Read Chapter 2</td>
<td>Due Date:</td>
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<tr>
<td>Aug. 31</td>
<td>1. Define a marketing strategy</td>
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<td>Reading: Aug. 31</td>
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<td></td>
<td>2. Describe the elements of a marketing plan</td>
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<td>3. Analyze a marketing situation using SWOT analyses</td>
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<td>4. Describe how a firm chooses which consumer group(s) to pursue with its</td>
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<td>marketing efforts</td>
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<td>5. Outline the implementation of the marketing mix as a means to increase</td>
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<td>customer value</td>
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<td>Week 3</td>
<td>Learning Objectives:</td>
<td>• Read Chapters 4 and 5</td>
<td>Due Date:</td>
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<tr>
<td>No class</td>
<td>1. Define conscious marketing</td>
<td>• Quiz 1 on chapters 1 and 2.</td>
<td>Reading:</td>
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<td>this week.</td>
<td>Learn online</td>
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<td>Sept. 8</td>
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<td>2. Describe what constitutes marketing’s greater purpose</td>
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<td>Quiz:</td>
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<td>Weeks</td>
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|       | 3. Outline how customers, the company, competitors, and corporate partners affect marketing strategy.  
4. Explain why marketers must consider their macroenvironment when they make decisions. | • Read Chapters 6 and 7  
• Participate in Blackboard Discussion 1 | Take quiz on Blackboard by 11 pm on Sept. 8 |
| Week 4 | Learning Objectives:  
1. Articulate the steps in the consumer buying process  
2. Describe the difference between functional and psychological needs  
3. List the factors that affect the consumer decision process.  
4. List the steps in the B2B buying process  
5. Identify the roles within the buying center | • Read Chapters 8 and 9  
• Quiz 2 on Chapters 3 to 7. | **Due Date:**  
**Reading:** Sept. 21  
**Quiz:** Take quiz by 11 pm on Sept. 21 |
<p>| Sept. 14 | | | |</p>
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<th>Assignments</th>
<th>Due Dates</th>
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<td>3.</td>
<td>Outline the different methods of segmenting a market.</td>
<td>Read Chapter 10&lt;br&gt;Participate in Blackboard discussion 2&lt;br&gt;Marketing Plan Preliminary Report</td>
<td>Due Date: Reading: Sept. 28&lt;br&gt;Preliminary report: Group leader to post preliminary report on Blackboard by 11 pm on September 28&lt;br&gt;Discussion: Due date: initial post: Oct. 1&lt;br&gt;Due date: reply to other posts by Oct 3</td>
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<td>4.</td>
<td>Articulate the differences among targeting strategies: undifferentiated, differentiated, concentrated, or micromarketing.</td>
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<td><strong>Week 6 Sept. 28</strong></td>
<td>Learning Objectives: 1. Identify the five steps in the marketing research process. 2. Describe the various secondary data sources. 3. Describe the various primary data collection techniques.</td>
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<td><strong>Week 7 Oct. 5</strong></td>
<td>Learning Objectives: 1. Describe the components of a product. 2. Identify the types of</td>
<td>• Read Chapters 11 and 12&lt;br&gt;Quiz 3 on chapters 8, 9 and 10</td>
<td>Due Date: Reading: Oct. 5&lt;br&gt;Quiz: Take quiz by 11 pm on Oct. 5</td>
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<td>Weeks</td>
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<td>Assignments</td>
<td>Due Dates</td>
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|       | consumer products. 3. Identify the advantages that brands provide firms and consumers. 4. Identify the reasons firms create new products 5. Describe the various stages involved in developing a new product or service. | • Read Chapter 13 • Complete the Mid-term exam online | **Due Date:**  
**Reading:** Oct. 13  
**Mid-term Exam:** Take by 11 pm on Oct. 14 |
| **Week 8**  
**Tuesday 13** | **Learning Objectives:**  
1. Describe how the marketing of services differs from the marketing of products  
2. Discuss the four gaps in the Service Gap Model  
3. Examine the five service quality dimensions | • Read Chapters 14 and 15  
• Participate in Blackboard Discussion 3 | **Due Date:**  
**Reading:** Oct 19  
**Discussion**  
Due date: initial post: October 22 |
| **Week 9**  
**Oct. 19** | **Learning Objectives:**  
1. List the four pricing orientations  
2. Explain price elasticity  
3. Indicate the four types of price competitive levels. | • Read: Chapters 14 and 15  
• Participate in Blackboard Discussion 3 |
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<td>4. Identify three methods that firms use to set their prices</td>
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<td>Due date: reply to other posts by October 25</td>
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<td>5. Explain the difference between a price skimming and a market penetration pricing strategy</td>
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<td>Week 10</td>
<td><strong>Learning Objectives:</strong></td>
<td>• Read Chapters 16 and 17</td>
<td><strong>Due Date:</strong> Reading: Oct. 26</td>
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<tr>
<td>Oct 26</td>
<td>1. Understand the importance of marketing channels and supply chain management</td>
<td>• Quiz 4 on chapters 11 to 15</td>
<td>Quiz: Take the quiz by 11 pm. on Oct. 26</td>
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<td>2. Describe how marketing channels are managed.</td>
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<td>3. Describe the flow of information and merchandise in the marketing channel.</td>
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<td>4. Discuss the four factors manufacturers should consider as they develop their strategy for working with retailers.</td>
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<td>5. Describe the components of a retail strategy</td>
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<td>Week 11</td>
<td><strong>Learning Objectives:</strong></td>
<td>• Read Chapter 18</td>
<td><strong>Due Date:</strong></td>
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<td>• Participate in Blackboard</td>
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| Nov. 2 | 1. Identify the components of the communication process  
         2. Explain the four steps in the AIDA model.  
         3. Explain the methods used to allocate the integrated marketing communications (IMC) budget.  
94. Identify marketing metrics used to measure IMC success | discussion 4. | Reading: Nov. 2  
Discussion:  
Due date: initial post: Nov. 5  
Due date: reply to other posts by Nov. 7 |
| Week 12 | Learning Objectives:  
       1. Describe the steps in designing and executing an advertising campaign  
       2. Identify three objectives of advertising  
       3. Describe the different ways that advertisers appeal to consumers  
94. Describe the elements of a public relations toolkit. | • Read Chapter 19  
• Quiz 5 on chapters 16 to 18 | Due Date:  
Reading: Nov. 9  
Quiz: Take quiz by 11 pm on Nov 9 |
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<th>Assignments</th>
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| Week 13| Class Presentation of the group Marketing Plan | • Prepare a 10 minute presentation of the Marketing Plan to be presented in class.  
• Group leader to hand in the Complete Marketing Plan | Due Date:  
Group presentation: in class on Nov. 16  
Marketing Plan: Group leader to hand in the Marketing Plan on Blackboard by 11 pm on Nov. 16 |
| Nov. 16|                                               |                                                                                                                                             |                                                                                                    |
| Week 14| Learning Objectives:                         | • Read Chapter 20  
• Participation on Blackboard discussion 5                                                                                                     | Due Date:  
Reading: Nov. 23  
Discussion:  
Due date: initial post: Nov. 26  
Due date: reply to other posts by Nov. 28 |
| Nov. 23|                                               |                                                                                                                                             |                                                                                                    |
| Week 15| Final Exam                                   | • Final Exam                                                                                                                                                                                               | Due Date:  
Take final exam on Blackboard by 11 pm. on Nov. 30                                                |
| Nov. 30|                                               |                                                                                                                                             |                                                                                                    |