



VIETNAM CENTER

Principles of Marketing

MARK 201 / 3 Credit Hours

Offered Fall Semester

Instructor: TBA

Sample Syllabus - Subject to Change

Catalog Description

Prerequisite: Sophomore standing.

This course develops an understanding of the marketing systems by which organizations plan, price, promote and distribute products and services to selected target markets.

Outcome: Students analyze market conditions and apply the basic tools to develop marketing strategies to successfully meet the customers' needs resulting in a viable, profitable organization.

Course Overview

MARK201 Fundamentals of Marketing seeks to introduce Marketing as a critical function of any business organization. Fundamental concepts including the 4Ps (product, place, price, and promotion) are the focus of the course; the 4Ps foster knowledge of other marketing principles including the importance of strategy planning and associated tactics, consumer behavior, marketing research, and ethical marketing practices.

Course Objectives and Learning Outcomes

- Acquire an understanding of the fundamental concepts involved in Marketing, including how products are planned, priced, promoted and distributed as well as an introduction to the culture of business.
- Develop a functional understanding of both micro-marketing and the macro-marketing systems.
- Develop analytical skills related to marketing strategies through written business reports and verbal presentations.
- Gain the skills needed to scan the external and internal environments for the strengths and weaknesses of a business from a marketing viewpoint.

- Show familiarity with the basic elements of marketing strategy and the relationships between and among these elements.
- Display an understanding of the controllable and the uncontrollable variables relevant to the success or failure of marketing strategies and tactics.
- Exhibit an understanding of competitive advantage in a firm's marketing programs and strategies.

Required Materials

Textbook: Kerin, Hartley, Rudelius. Marketing. 9th Ed. (McGraw-Hill/Irwin) ISBN: 0073404721

Softcover Text: The Black Swan, by Nassim Taleb 2010 Random House
ISBN: 978-0-6796-0418-1

Above listed titles are available via Follett Bookstore, Becks, or readily orderable online. Tablet and e-reader versions are sufficient.

All other supporting course materials are posted, organized, and dated on Sakai. *Note:* The course schedule is based on the Marketing text. Some students buy older versions of the textbook, and others do not buy it at all. Others use the texts placed on reserve under the instructor's name in Lewis Library. It is up to you to determine what resources you need to achieve course objectives and associated learning outcomes. Only the student can make this decision.

Course Requirements and Grading Criteria

| | Percentage |
|--|-------------------|
| 1. Assessment I | 15% |
| 2. Midterm Assessment | 25% |
| 3. Final Assessment | 25% |
| 4. <u>Black Swan Presentations</u> | 15% |
| 5. Individual Professionalism/Course Engagement | 20% |

*No extra credit opportunities are available unless otherwise offered by the instructor. Do not inquire about extra credit.

*Standards and expectations regarding written work, paper length, grammar usage, etc. is contained in the MARK201 Fundamentals of Marketing Policies below.

*Final grades are determined by adding up the scores earned on the requirements above. The final summative score will be assigned based on a letter grade according to the chart below.

*Only requirements missed due to unavoidable circumstances such as those noted in Quinlan School Policies will be accepted without penalty. Otherwise, no late work is accepted.

Course Grading Scale*

| | |
|----|--------------|
| A | 100-94% |
| A- | 93-90 |
| B+ | 89-87 |
| B | 86-83 |
| B- | 82-80 |
| C+ | 79-77 |
| C | 76-73 |
| C- | 72-70 |
| D+ | 69-67 |
| D | 66-60 |
| F | 59 and below |

*Sakai

's Grade Center scale is calculated differently than the grading scale intervals above.

Loyola University Grading Scale and Weights

| | |
|----|------|
| A | 4.00 |
| A- | 3.67 |
| B+ | 3.33 |
| B | 3.00 |
| B- | 2.67 |
| C+ | 2.33 |
| C | 2.00 |
| C- | 1.67 |
| D+ | 1.33 |
| D | 1.00 |
| F | 0 |

Quinlan School of Business Policies:

Attendance

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class meeting period, is expected of Quinlan students. Faculty may set participation policies unique to their courses and use class participation as a component of the final grade. The student is responsible for any assignments or requirements missed during an absence.

Absences: You are expected to attend every class session. Any student not able to come to class on a given day is responsible for obtaining all materials and information distributed in class from a classmate or via Sakai. Make-up work is at the instructor's discretion. Be in touch with the instructor to share your absence via email; the student-initiated email will be returned per the Email Communication policy but will be prioritized below other emails for a response.

The penalty for missing a class or for leaving early/coming late is a reflection in your Individual Professionalism/Course Engagement score for this class.

Late Arrival/Departure from Class Sessions: Arrive on time to class; avoid leaving class before its official end time. Once you enter the classroom, it is expected that you stay seated for the complete 50 minute session. *These are standard behaviors maintained by business professionals during business meetings, and the classroom environment will maintain these expectations consistently per expectations for Individual Professionalism/Course Engagement Behaviors.*

Make-Up Examinations

Loyola University academic policy provides that tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believe examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. **Make-up examinations are discouraged.** Exceptions may be granted only by the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician's note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance). A make-up final examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. The only regular exception is for a student athlete, who may use the testing services of the Athletics Department to complete a make-up examination. For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood. Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:

<http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf>

MARK201 Fundamentals of Marketing Policies

Content

Course materials, including PowerPoint files and articles for class sessions, are posted on Sakai and organized and dated in appropriately labeled folders. Any materials related to formally evaluated (Graded Assessments) are posted in the Assignments section. Course Documents' materials serve as guidelines for class sessions but do not reflect all details or depth of content presented during class. Content may be added or deleted based upon discussion, time availability, etc. Materials in Content are best used as a supplement, not a substitute, for taking notes, coming to class prepared, and actively engaging in the class session. Copies of handouts may be provided in class, but late arrival to class relinquishes the opportunity to receive a copy. Copies are brought only on the day the topic is originally presented; extra copies will not be made available given availability on Sakai.

Individual Professionalism/Course Engagement

Course Engagement may be referred to as “class participation” or “class discussion” in other courses. Course Engagement is not determined by attendance. Typically this is an “active” grade for consistently demonstrating preparedness for class, completing various exercises during class, and other behaviors as demonstrated below via “Course Engagement: Behaviors which Demonstrate Individual Professionalism.” Many class sessions involve active engagement in discussion and/or an exercise related to Content materials. Some of these activities will be collected and used to determine engagement points. **You will not earn an A for merely attending class. Attendance is the minimum expectation and merits an average score of a C.** This grade is taken randomly and periodically throughout the entire semester. *You will get far more out of coming to class consistently instead of scrambling to figure out what was accomplished during your absence.*

Course Engagement

Behaviors which Demonstrate Individual Professionalism

Positive Attributes

1. Enters into class discussion showing preparation
Almost Always Frequently Occasionally Seldom Almost Never
2. Offers questions or comments about new ideas during class
Almost Always Frequently Occasionally Seldom Almost Never
3. Visits office hours to clarify ideas
Almost Always Frequently Occasionally Seldom Almost Never
4. Values contributions of group members while maintaining individual personality traits/style
Almost Always Frequently Occasionally Seldom Almost Never
5. Offers questions/comments/relevant content via professional email
Almost Always Frequently Occasionally Seldom Almost Never
6. Actively takes notes especially during guest speaker visits
Almost Always Frequently Occasionally Seldom Almost Never

Negative Attributes

1. Skips class
Almost Always Frequently Occasionally Seldom Almost Never
2. Enters class late and/or leaves class early
Almost Always Frequently Occasionally Seldom Almost Never
3. Sleeps in class or arrives to class as though “rolling out of bed” (i.e. wearing non-professional attire)

| | Almost Always | Frequently | Occasionally | Seldom | Almost Never |
|--|---------------|------------|--------------|--------|--------------|
| 4. Exhibits disruptive behavior (cell/smart phones, inappropriate laptop/tablet usage, etc) | Almost Always | Frequently | Occasionally | Seldom | Almost Never |
| 5. Ignores group participation or comes to group discussions unprepared | Almost Always | Frequently | Occasionally | Seldom | Almost Never |
| 6. Ask redundant questions clearly covered on the syllabus or covered in “5 Questions” article posted with the Syllabus on Day 1 | Almost Always | Frequently | Occasionally | Seldom | Almost Never |

Graded Assessments

A Graded Assessment is an exercise to formally grade your performance in this course. Assessment format will be communicated prior to the date scheduled for completion and seek to integrate a variety of learning styles (i.e. multiple choice, written narrative, etc). Assessments will cover in-class discussions, reading material, media files and in-class videos, articles distributed, and/or exercises completed in class. **There are no make-up Graded Assessments.** Please proactively and professionally communicate to the professor should circumstances you deem considerable arise.

Rough Draft Policy

The following emphasizes the importance that the Department of Marketing places on student proficiency in oral and written communication as an essential skill for professional success. It may be called Fatal Error policy in some classes.

Marketing majors and SBA students must practice professionalism in writing. All written assignments must meet minimal presentation standards to be acceptable. These standards address spelling, punctuation, format, and basic grammar. Specifically, consider the following as the most common “fatal errors” which appear in submissions that resemble “rough drafts” instead of final submissions. Any submission considered a “rough draft” will not earn a grade until all “errors” are removed and format requirements are maintained. Any “rough draft” submitted will receive, as the least deduction, one lowered letter grade (approximately a 10% reduction). For example, if the *content* of the submission represents “A” work, but the format, mechanics, grammar, etc. have **three or more distracting errors**, the highest grade to be earned by the resubmitted version is a “B:” grading of the resubmission will begin at a 43/50 as the highest possible grade.

1. Each different word misspelled;
2. Each sentence fragment;
3. Each run-on sentence or comma splice;

4. Each mistake in capitalization;
5. Each serious error in punctuation that obscures meaning;
6. Each error in verb tense or subject/verb agreement;
7. Lack of conformity with assignment format; please refer to Assignment/Evaluation submission requirements;
8. Each improper citation or lack of citation, where one is needed. *MLA or APA are accepted.*

Papers with three or more “Rough Draft” errors marked by the instructor on any single page, or more than a number specified by the instructor for the entire document, will be returned to the student(s) and subject to a grading penalty as much as a drop of one full letter grade as prescribed by the instructor. **The student will need to resubmit to the appropriate Sakai Assignment revision link prior to the end of the following class session or otherwise timed by the instructor.** The instructor will determine the number of resubmissions allowed and the penalty attached to each resubmission; typically only one resubmission is permitted. Penalties for final evaluation (where there is no time for a resubmission) will be determined by the instructor. Penalties for repeated errors amongst written evaluations may also lead to more severe deduction of points i.e. do not make the same mistakes on Evaluation II that were made on Evaluation I. The instructor will look for continued improvement.

Since the nature of written assignments will vary from course to course, please discuss writing expectations and other details on the application of this policy with each of your instructors. This policy indicates the seriousness to which the faculty of the Department of Marketing takes writing and its positioning as a priority in business communication. This policy applies to all 200-level and above Marketing courses.

Submission of Graded Assessments

All assignments/evaluations are required to be turned in using the Assignments section on Sakai. A link with the appropriate Assignment title will be posted. It is your responsibility to ensure you are comfortable with the steps to submit via Assignments. Please also be aware the Assignments links are (1) timed to reflect the due date deadline and (2) supported by Turnitin.com. All submitted materials download in the same format as the file uploaded by the student. **Although the Turnitin.com submission receipt appears to have reformatted the document, the instructor will download the student-formatted document.** Do not email assignments or provide a hard copy “just to be safe.” These documents will not be graded or acknowledged as received with a response email.

All written materials must adhere to the following format standards unless otherwise specified. **Please ensure the default settings on the computer you are working from reflect the requirements below.** No other formats will be graded, and failure to adhere to all requirements can and will lead to a reduction in earned points contingent upon the weight of the assignment.

- File type is Word or appropriate MS Office file; only use pdf if notified that pdf will be accepted.
- 12pt font (Times New Roman or Arial)
- Double-spaced
- 1" margins (top/bottom & left/right)
- Page Numbers are included.
- Cover sheet which includes your name and/or team members' names, Assignment/Evaluation title, section #); remove any extra spacing from the first page of content the addition of a cover page has likely added. *Avoid using a cover page template with any graphics.*
- Must adhere to specified page requirement e.g. do not hand in 2 ½ pages for a 2 page requirement.
- Rough Draft Policy is adhered to consistently.
- Do not email or provide hard copy for submission unless otherwise noted.*
- Please use the file name: AssignmentName_LUCloginID.doc
For example, if I were to hand in the Midterm Evaluation, I would submit MidtermEval_sneier.doc.

Late Work

Late work is not accepted, and any work submitted after the collection time is considered late. **There are no exceptions to this rule**, and there is no sliding grade scale to consider should you submit after the due date. Turnitin.com Assignment links posted for Graded Assessment submissions are timed, so plan accordingly.

Email Communication

The most important communication occurs in person either in the classroom or in office hours, but email communication is available to “continue the conversation.” Should you prefer a non-Loyola email to be used, make sure your Personal Account Manager (PAM) settings forward all luc.edu emails to your preferred email. All class communication (announcements, updated files on Sakai schedule changes, etc) will be initiated from Sakai and sent to your luc.edu email. Every effort will be made to reply to student-initiated emails within 48 hours from the time sent. Email is not synonymous with “IM” or “chat,” so no more than one email response per day should be expected by the student. Instructor email is typically checked twice daily (once in the early morning and once in the early evening) and only sporadically (if at all) during the

weekends. Please note that “checked” does not always mean response: if a message is sent in the morning, the instructor may “check” the message in the morning but “respond” in the evening.

Make sure to consider email etiquette when composing your message as this will allow the receiver – either in MARK201 or other interactions in your professional development – to prioritize your message with greater urgency. Be formal with your email communication: your message should adhere to the “Rough Draft” policy expectations. Additionally, consider the following:

All email must include a relevant subject description. Emails without appropriate, relevant subject lines will not be prioritized for response *if responded to at all*. Consider the difference between “MARK201 Evaluation Question” vs. “Hey!” or perhaps worst of all, not including a subject. To remember to include a subject, put the email address of the message’s recipient into the subject field. When the message is proofread, move the email address to the “To” field and complete the subject line accordingly. This ensures the right person receives the right message too as multitasking continues to be a business expectation when managing email inboxes.

Keep subject lines updated. Until the subject is exhausted, maintain the subject line so emails “thread” together without gaps or lapse in time. Do not compile several issues into a single email message. Furthermore, if you have started the communication, confirm the objective of the communication has been achieved by sending a “thank you” message. This is not etiquette: it is a business requirement. *Messages that do not include a “thank you” or other form of gratitude will not receive a response and could result in decreased Course Engagement grades.* Do not continue to reply to the message email thread when the subject is no longer relevant or can be considered an issue which is passed.

Consider the type of device from which your recipient will be reading and responding: can your message be included above the “fold line” of a mobile device? If the answer is yes, this is the best type of question to inquire about via email. If the response will require paragraph after paragraph of explanation, consider in-person communication via office hours. For example, if class is missed and you are asking what you missed, a fifty minute session is not able to be communicated via email. This type of email will not receive a response in return.

Include an appropriate greeting. Avoid jumping into the content of your message without identifying who you are addressing. For example, consider “Hi Professor Neier” instead of just “Hey!”

Develop and always include a signature block with standard contact details: consider including your name, major, school, anticipated graduation date, phone number, and email. No business professional would dare send an email without easily-accessible contact details.

Pay close attention to the “cc” line on emails and who you choose to include or not include. It may be appropriate to include all group members, for example, if there is a collaborative question, so also use “Reply All” accordingly. Communication is far more seamless with all your “business partners” and colleagues kept “in the loop;” accountability and project ownership will increase substantially.

Students with Disabilities

If you have a documented learning or physical disability and wish to discuss academic accommodations, please contact the instructor *within the first two weeks of the term*. “Documented” means you have registered your disability with Loyola’s Services for Students with Disabilities. Check the following web pages for further information.

<http://www.luc.edu/sswd/>

<http://www.luc.edu/sswd/accommodations.shtml>

<http://www.luc.edu/sswd/register.shtml>

If your disability is not documented, meaning that you have not registered with SSWD, academic accommodations are unable to be discussed or made.

Office Hours

Office hours are available as determined at the beginning of the semester and posted weekly in the appropriately labeled Bb folder. This time should **only** be used to address questions about course materials, evaluations, or other relevant and appropriate conversations. *In recognition of how busy schedules are for both students and the instructor, Office Hour sign-ups are strongly encouraged.* Office hours tend to fill up fast.

Guests and Visitors

Only those students enrolled in this class are allowed to attend.

Group Work

Group work will be a part of MARK201. A group project is a complete set of Graded Assessment requirements for which each student with his or her name on the cover page is fully responsible for all parts. That is, each student is responsible for all parts of the project when a group project is submitted, not just the specific piece that may have been the student's chief (not sole) responsibility. A peer evaluation may be provided upon submission of the Assessment. Note that individual team members' scores can increase or decrease depending on the feedback shared by other team members. For example, if three of four students in a team express similar concerns for one student's contribution, the fourth student's grade may be decreased based on the consensus of the other three students.

Class by Class/Week by Week Course Outline

Please note: This class may occasionally deviate from the course outline above. The instructor reserves the right to make changes as needed to the course syllabus.

| Class Number & Date | Topic & Assignment/Readings |
|--------------------------------|--|
| Week 1 | |
| 1.13 | Introductions and Syllabus |
| 1.15 | Ch 1: Creating Customer Relationships/Value through Marketing |
| 1.17 | Ch 2: Developing Successful Marketing/Organizational Strategies |
| | Prepare Expectations Document |
| Week 2 | |
| 1.20 | NO CLASS – MLK Holiday |
| 1.22 | Black Swan Orientation |
| 1.24 | Ch 3: Scanning the Marketing Environment |
| | Prepare for Assessment One |
| Week 3 | |
| 1.27 | Ch 4: Ethical/Social Responsibility in Marketing |
| 1.29 | Ch 5: Understanding Consumer Behavior |
| 1.31 | Assessment One |
| Week 4 | |
| 2.3 | Ch 6: Understanding Organizations as Customers |
| 2.5 | Ch 8: Marketing Research: From Customer Insights to Action |
| 2.7 | Ch 9: Segmenting, Positioning, and Forecasting Markets |
| Week 5 | |
| 2.10 | Ch 10: Developing New Products |
| 2.12 | Ch 11: Managing Product and Brands |
| 2.14 | Ch 12: Managing Services |
| Week 6 | |
| 2.17 | Ch 13: Building Price Foundation/Ch 14: Final Price |

| | |
|----------------|--|
| 2.19 | Midterm Review |
| 2.21 | Midterm Assessment |
| | |
| Week 7 | |
| 2.24 | Ch 15: Managing Marketing Channels and Wholesaling |
| 2.26 | Ch 16: Customer-Driven Supply Chain and Logistics Management |
| 2.28 | Black Swan Independent Research |
| | |
| Week 8 | |
| 3.3-3.7 | SPRING BREAK |
| | |
| Week 9 | |
| 3.10 | Black Swan Independent Research |
| 3.12 | Ch 18: Integrated Marketing Communications & Direct Marketing |
| 3.14 | Ch 19: Advertising, Sales Promotion, and Public Relations |
| | |
| Week 10 | |
| 3.17 | Ch 21: Implementing Interactive and Multichannel Marketing |
| 3.19 | Special Topic: Marketing Not-for-Profit |
| 3.21 | Special Topic: EU Marketing in Crisis |
| | |
| Week 11 | |
| 3.24 | Special Topic: The Future of Marketing |
| 3.26 | Review BSE Rotation Expectations |
| 3.28 | BSE Lecture – Nassim Taleb Book |
| | |
| Week 12 | |
| 3.31 | BSE Lecture – Nassim Taleb Book |
| 4.2 | BSE Rotation (1) |
| 4.4 | BSE Rotation (2) |
| | |
| Week 13 | |
| 4.7 | BSE Rotation (3) |
| 4.9 | BSE Rotation (4) |
| 4.11 | BSE Rotation (5) |
| | |
| Week 14 | |
| 4.14 | Presentations |
| 4.16 | Presentations |
| 4.17 | NO CLASS – GOOD FRIDAY |

Week 15

4.21

Presentations

4.23

Presentations

4.25

Presentations

Week 16

4.28

Final Exam Review

4.30

Study Day

5.2

Study Day

Final Assessment

Saturday, May 3, 2014 @ 1:00-3:00

All students must arrive to promptly begin the Final. If a student is late and another student has already left the classroom upon completion of the Final, the late student may not begin the Final and will earn a zero.

The content of the final will prioritize content covered after completion of the Midterm. Although the Final is not considered cumulative, many concepts build upon each other through the duration of the semester. Although a concept from before the Midterm will not be directly assessed, it is the student's responsibility to recognize concepts in relationship to all MARK201 learning outcomes.