MKTG 301- Principles of Marketing – Spring 2016  
Sec. 010- Tu Th 9:00 – 10:15AM - MBEB 4003

Professor: Leslie Koppenhafer, Ph.D.  
Pronunciation: Co-pen-hay-fur
Office: MBEB 2208  
Email: lesliekoppenhafer@boisestate.edu
Office Hours: Tuesday 10:20- 11:00am, 2-2:45pm  
Thursday 10:20- 11:00am, 2-2:45pm  
By appointment
Phone: (208)426-3352

Prerequisite:  
BUSCOM 201 for business majors or ENGL 202 for non-business majors

Course Description:
Marketing ≠ advertising; marketing is so much more! Successful marketing requires strategy, logic, creativity, analytic and communication skills. Effective marketing is critical to both for profit and not-for-profit organizations to survive and thrive; without marketing, consumers and businesses would not know about a company’s offerings or the different ways their needs or wants could be satisfied. In this course, we will discuss how companies engage in segmentation strategies to identify their target consumer(s) and position their offerings in a way to appeal to them. In addition, we examine how the 4P’s (product, price, place and promotion) align with consumer desires. Many exciting career opportunities are available for marketing majors, from brand manager to account executive to market researcher to salesperson.

In addition to learning about the aforementioned concepts, we will also apply our newfound skill set through the service learning component of the course. We will collaborate with a community partner to help them solve a marketing problem they are currently experiencing. Working on a real issue will allow you greater understanding of course content and provides an opportunity to practice what you have learned. By majoring in business, you will gain a valuable skill set that can benefit the community within which you reside. We all have an obligation and responsibility to engage with our communities in a positive manner and assisting community partners is one way to do so.

Course Philosophy:
The course will be taught in an interactive lecture format. Listening to someone lecture for an hour and fifteen minutes twice a week gets rather stale and boring for all parties. I prefer to involve the class in discussions and will frequently ask for your thoughts and opinions regarding the concepts covered. You are strongly encouraged to thoughtfully share any related marketing experiences with the class, as it enhances learning and overall interest. We will also do many in-class activities, both individually and in small groups or pairs, to enhance understanding and application of ideas. I will do my best to bring in as many “real world” examples and guest speakers as possible, but please feel free to share or suggest your own as well.
My goal as a professor is to challenge and engage you, encouraging you to become critical thinkers and better communicators. This requires active participation and engagement from you, which means not just coming to class, but completing the readings and other assignments ahead of time, asking and answering questions and challenging others’ thoughts in a constructive manner. Certain parts of this may come more naturally to you than others, but that does not mean you should avoid what is hard for you; rather you should view this as a safe environment to learn and practice new skills. You are much better off learning these skills here in the classroom than on the job where the stakes are much higher.

A great deal of information will be covered this semester. I’ve designed each class to build on and connect to previously covered material so it is essential for you to complete reading assignments prior to class. This will contribute to a more informed and enjoyable class discussion. There will also be time allotted to reflect on both what you learn in the classroom and through the team project, connecting it to the bigger picture of the life you hope to create for yourself. If you miss class, you do not need to email an explanation. However, it is your responsibility to consult with a classmate about sharing notes.

**Required Readings:**
Kerin, Roger A., Steven W. Hartley and William Rudelius (2012). Marketing, 11th Edition. ISBN: 978-0078028892 [Note: There is a newer edition of this textbook available but it is much more expensive, so we will not use it. You can find new and used versions of this textbook available on Amazon for relatively cheap. I will have a copy on reserve at the library as well].

Lecture Notes (available for download on Blackboard by 4pm the day before class)

**Deliverables:**

- Class Participation (Not Attendance!) 50 points/ 10%
- In-Class Assignments 50 points/ 10%
- Group Project 150 points/ 30%
- Exam 1 75 points/ 15%
- Exam 2 100 points/ 20%
- Exam 3 75 points/ 15%
- Total 500 points/ 100%

**A word about grading:** I have high expectations for you. In order to get an A on an assignment or as a final course grade, you will have to consistently deliver outstanding work. B’s will be given for good work that is deficient in one or two areas. Average work will earn a C. Below average work will receive a C- or lower. I do not believe that it benefits anyone to reward sub-par work with high grades. If you want to do well in this class, you will have to earn it and you can then take pride in that achievement. Merely showing up for class is not sufficient to earn a high grade in this class. My approach to grading is that you start off at 0 and earn points, not that you start at 500 points and I make deductions. If you need further clarifications about my expectations, please do not hesitate to contact me. The time to contact me is as early in the semester, not at the end if you are unhappy with your grade. *Challenge yourself to do the best work possible.*
I use the traditional grading system of C, C- and C+.

Performance Evaluation:
Class Participation (50 points)  
I do not take attendance in this class, but participation is an important factor in your final grade and physically being in class is the first step! I will assess both the quantity and quality of your contributions to class discussion, which will make up your class participation grade. Just showing up for class is sufficient to earn a C in participation. This is not a penalty for not talking, rather it is acknowledgment that just showing up and listening is average behavior so it should receive an average grade. Participation also involves listening attentively to others, engaging in pair or small group work and responding respectfully. I am willing to discuss how you are doing with you at any point in the semester. Please just contact me for a meeting or come into office hours. If you want to do a self-assessment, some questions to ask are:

- Did I answer any questions in class today?
- Did I contribute an opinion on something that we discussed?
- Did I provide an example/discuss my experience with a topic we covered?
- Did I build on someone else’s comment or offer a different perspective to what someone else said?
- Did I connect this topic to another topic we’ve covered?

In-Class Assignments (50 points)  
There will be a number of in-class assignments throughout the semester at the start of each class and it will be determined each class period whether or not the activity counts for a grade (details explained in-class). Each activity will receive either full, partial or no credit. The lowest grade will be dropped. You cannot make up in-class activities if you miss class, unless the absence is related to a university activity (official letter needed), such as being a member of a sports team or academic club.

Group Service Learning Project (150 points)  
There will be a group project related to the service learning component of the class. Group assignments will be made in class on February 16th and the project pitch will be February 18th. A description of the project and instructions will be handed out later in the semester.

Exam 1 (75 points)  
This exam will cover chapters 1-7 from the book and materials covered in class from 1/12-2/4. It will consist of short answer and multiple choice questions.
Exam 2
(100 points)
This exam will cover chapters 8-12 from the book and materials covered in class from 2/11-3/10. It will consist of short answer and multiple choice questions.

Exam 3
(75 points)
This exam will cover chapters 13-20 from the book and materials covered in class from 3/17-4/28. It will consist of short answer and multiple choice questions as well as an essay question requiring you to apply topics learned over the course of the semester.

- Study guides will not be provided. It should be apparent from the lecture notes, what is emphasized in class and the daily in-class assignments which topics are important and relevant. When trying to study, looking at the questions on the power point slides “Key Takeaways” and “Review from Last Class” are a great place to start. Studying with a partner is helpful, as is thinking about application of a topic not just its definition.

Important Dates:
Tuesday, February 9, 2016 Exam 1
Tuesday, February 16, 2016 Team Assignment and Activity
Thursday, February 18, 2016 Meet Community Partner for Service Learning
Thursday, February 25, 2016 In-Class work day #1 for project
Tuesday, March 15, 2016 Exam 2
Thursday, March 31, 2016 In-Class work day #2 for project
Tuesday, April 12, 2016 Project Part 1 Due
Thursday, April 28, 2016 Presentations for Service Learning Client
Tuesday, May 3, 2016 Exam 3 (10:00am- 12:00pm)

Please make note of the important dates listed above. If, for some reason you are unable to attend any one of these exams, you should inform me immediately and reschedule PRIOR to the exam. Failure to do so will result in a grade of zero for that exam. No rescheduling will occur after the exam has taken place.

You are an adult and will be treated as such.

Academic Misconduct:
Unless specified, all work for this course is expected to be an individual effort. All university rules regarding academic misconduct will apply to this class. Any student(s) caught cheating or plagiarizing will automatically receive a failing grade in this course. In addition, I will report the matter to the Dean and make sure the incident is reported on your official record. It is not worth the consequences to engage in these dishonest practices.
Disabilities:
Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC. Please stop by our offices located inside the Lincoln Garage, right across from the Student Union Building or call 208-426-1583 to make an appointment with a disability coordinator. To learn more about the accommodation process, visit our website at http://drc.boisestate.edu

Contacting Me:
Please make sure that any email you send has “MKTG 301” in the subject line and include a correct salutation and closure. Also, please make sure you use correct spelling and grammar in any communications. Communications are important in marketing. If you send me an email that is written inappropriately, I will send it back and ask you to rewrite it correctly. This is not out of meanness but rather out of caring about your professional development. Some examples of inappropriate communications are documented below:

- “when r u in ur office?”
- “I missed the week before last one and I emailed you once I got back about what I missed and I didn't realize I missed an in class assignment dealing with our group so I'm curious if this was graded and if it was if I got excused for it or if there's something I can do to make the points up? Also I don't really know who my group partners are and what exactly were supposed to be doing or any deadlines? If you could get back to me on all this that would be great thanks. Also one quick thing, what chapters does the test cover?”

An example of a proper email:

Subject: MKTG 301

Hi Dr. Koppenhafer,

I plan on stopping by your office during office hours today to discuss jobs after graduation. I have attached my resume for you to review before we meet.

Thanks,
XX

In addition, before you write an email to me, ask yourself if that information is already available elsewhere. This is not meant to dissuade emails but rather to promote self-sufficiency which is a trait that will be important to your careers. Questions or concerns about performance in this course should be directed to me early in the semester so that there is time to work on improvement. If you have a lengthy question, please stop by during scheduled office hours. If you send an email after 6pm, you will receive a response the next day. In addition, emails sent over the weekend will likely not receive a response until Monday, so please plan ahead.
COBE Core Curriculum:

Students in this class will learn or practice the following COBE Core Curriculum concepts, methods, and skills:

1. Understand and apply analytical and disciplinary concepts and methods related to business and economics:
   - 1.1. Accounting
   - 1.2. Business Policy and Strategy
   - 1.3. Economics
   - 1.6. International environment of business
   - 1.7. Legal environment of business
   - 1.8. Management
   - 1.9. Marketing
   - 1.11. Supply Chain Management

2. Communicate effectively: Write messages and documents that are clear, concise, and compelling
   - 2.1. Communicate effectively: Write messages and documents that are clear, concise, and compelling

3. Communicate effectively: Give oral presentations that use effective content, organization, and delivery
   - 2.2. Communicate effectively: Give oral presentations that use effective content, organization, and delivery

4. Solve problems, including unstructured problems, related to business and economics
   - 3. Solve problems, including unstructured problems, related to business and economics

5. Use effective teamwork and collaboration skills
   - 4. Use effective teamwork and collaboration skills

5. Demonstrate appropriate principles of responsible business practices
   - 5.1 Resolve issues related to Individual Responsibility (Business Ethics)
   - 5.2 Resolve issues related to Corporate Social Responsibility
   - 5.3 Resolve issues related to Leadership Responsibility (Corporate Governance)
   - 5.4 Resolve issues related to Environmental Responsibility (Environmental Sustainability)
   - 5.5 Resolve issues related to Cultural Responsibility (Diversity)
### Spring 2016 Course Schedule

*This schedule is tentative. Changes will be announced in class and on Blackboard*

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Deliverable</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Tuesday</td>
<td>1.12</td>
<td>Introduction/Syllabus</td>
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<td>Chpt. 1</td>
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<td>Thursday</td>
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<td>Overview of Marketing</td>
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<td>Tuesday</td>
<td>1.19</td>
<td>Strategy</td>
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<td>Tuesday</td>
<td>1.26</td>
<td>Ethics</td>
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<td>Thursday</td>
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<td>Consumer Behavior</td>
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<td>Tuesday</td>
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<td>Consumer &amp; Org. Behavior</td>
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<td>Tuesday</td>
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<td>Marketing Research, Part 2</td>
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<td>STP</td>
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<td>Tuesday</td>
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<td>STP, Part 2</td>
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<td>New Product Development</td>
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<td>12</td>
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<td>3.29</td>
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<td>Promotions, Part 2</td>
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<td>Social Media</td>
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<td>Class Wrap-up</td>
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<td>5.3</td>
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