

Boise State University
College of Business & Economics
MKTG 301 – Sec 4036 - Principles of Marketing
Spring 2012 Syllabus

COURSE AND CONTACT INFORMATION

Section 4036 Online
Instructor: Vicque Ebentheuer
Phone: 283-2008
Email: vicqueebentheuer@boisestate.edu

Office Hours – Monday - Thursday 5:00pm – 7:30pm, and alternate Saturdays 9am-11am via:

- Virtual office hours (video or email chat) through your BSU Google Mail account. Please make an appointment in advance.
- Cell phone – 208-283-2008.
- Skype “f2f” via a webcam. Skype address is vicque.ebentheuer

REQUIRED ITEMS

Course Prerequisites: Successfully passed (i.e., grade of C- or better) ACCT205, ECON202, and BUSCOM201(or ENGL202)

Course 360 access code for Intro to Marketing, which is available two ways:

1. A bundle containing the book Boone, Contemporary Marketing 15th Edition AND access code. ISBN 9781133534518
2. OR you may purchase the code separately. Course360 Intro to Marketing Printed Access Card, 2nd Edition ISBN 1111765189 or ISBN13: 9781111765187

Note: You must have your course 360 access code/card before you can begin this course. I recommend option #1.

The difference between the two above options is that you will receive a hard copy of the textbook with option 1. In option 2, you will have to read all chapter readings online. Chapter readings from the text are available online through your Course 360 access code, but many students find it easier to study and complete the exams with a book in front of them vs. reading online.

REQUIRED EQUIPMENT

Windows PC with Microsoft Word, Adobe Reader, Adobe Flash Player v.8, QuickTime, Broadband Internet connection, CD-ROM drive. NOTE: If you don't have the items described at home, you can use a computer in an on-campus lab.

COURSE DESCRIPTION

Methods of Instruction

This course is conducted entirely online. You will read selections from the textbook and/or material available online, participate in online discussions, take online quizzes about the material you've read, participate in group discussions and team projects, as well as write a variety of documents.

This course will be conducted on a fixed schedule, meaning that you will be unable to work ahead and complete the course before the semester ends. There are 8 units, each of which has its own deadlines and schedules.

In most instances, the unit's reading assignment will be the focus of our discussions and other activities. If you have questions about what you've read, please ask them; chances are other students will have the same questions. I've created a discussion forum specifically for you to use to ask questions about assignments and readings.

Finally, please note that the course site contains quite a bit of material that complements and supplements your learning, including study aids and games. Please use these materials to enhance your understanding of the course content and to verify that you have understood what you should understand after completing each reading assignment.

Unit Design Flow and Goal

Each unit is designed in a specific order to enhance and maximum learning. It is very important that you complete each step, and complete it in order. Students who follow the course design plan can expect to learn more and achieve higher grades than students who do not complete all module steps. *All steps in a unit are required unless otherwise noted.*

The unit design flow is:

1. Complete the required readings.
2. Practice the important concepts from the unit by working through the lessons. Lessons will include items such as watching videos, listening to podcasts and completing the unit games.
3. Test your knowledge by completing the unit's graded assignments. Depending on the unit, assignments may include posts to a discussion board, team projects, presentations, essays, and quizzes.

COBE CORE CURRICULUM STUDENT LEARNING GOALS AND OBJECTIVES

Students in this class will learn or practice the COBE Core Curriculum concepts, methods, and skills detailed below.

1. Understand and apply analytical and disciplinary concepts and methods related to business and economics:	
<input checked="" type="checkbox"/>	1.1. Accounting
<input checked="" type="checkbox"/>	1.2. Business Policy and Strategy
<input checked="" type="checkbox"/>	1.3. Economics
<input checked="" type="checkbox"/>	1.6. International environment of business
<input checked="" type="checkbox"/>	1.7. Legal environment of business

<input checked="" type="checkbox"/>	1.8.Management
<input checked="" type="checkbox"/>	1.9. Marketing
<input checked="" type="checkbox"/>	1.11. Supply Chain Management
<input checked="" type="checkbox"/>	2.1. Communicate effectively: Write messages and documents that are clear, concise, and compelling
<input checked="" type="checkbox"/>	2.2. Communicate effectively: Give presentations that use effective content, organization, and delivery
<input checked="" type="checkbox"/>	3. Solve problems, including unstructured problems, related to business and economics
<input checked="" type="checkbox"/>	4. Use effective teamwork and collaboration skills
<input checked="" type="checkbox"/>	5. Resolve ethical issues related to business and economics

COURSE CONTENT AND LEARNING GOALS AND OBJECTIVES

Principles of Marketing introduces you to the major concepts of marketing, and describes the methods of identifying and interpreting the wants and needs of people; selecting the particular wants and needs the organization will satisfy; and determining the product, price, promotion, and place in a proper marketing mix.

There are six learning goals for the course. Each goal is listed below with the objectives and assessments necessary to accomplish, and demonstrate achievement of, that goal.

1. be able to recognize and correctly use the key terms of marketing.	
Learning Objectives	Unit
1.1 Define marketing and explain how it creates utility.	1
1.2 Explain marketing activities during the four eras of marketing.	1
1.3 Identify and explain each of the five types of nontraditional marketing.	1
1.4 Identify the components of the marketing environment.	1
1.5 Identify the basic elements of a marketing strategy	1
<i>Assessments: Discussion forum, video case, team project, quiz, and exams.</i>	
2. be able to identify current changes in the external environment (political, social, legal, regulatory, global, and technological) and describe how these changes create marketing opportunities and threats for a firm.	
Learning Objectives	Unit
2.1 Describe successful planning tools and techniques, including Porter's Five Forces model, first and second mover strategies, SWOT analysis, and the strategic window.	1
2.2 Describe e-business and e-marketing and explain how the Internet opens up these opportunities.	2

2.3 Compare and contrast B2B e-marketing and B2C e-marketing.	2
2.4 Identify the major components of the environment for global marketing.	2
2.5 Identify the basic functions of GATT, WTO, NAFTA, FTAA, CAFTA-DR, and the European Union.	2
2.6 Describe the marketing mix strategies used in global marketing	2
<i>Assessments: Discussion forum, video case, team project, quizzes and exams.</i>	
3. be able to make logical marketing strategy and tactics decisions relating to promotion, distribution, product development and pricing.	
Learning Objectives	Unit
3.1 Explain the importance of a marketing strategy to an overall marketing plan.	1
3.2 Describe characteristics that influence strategic decisions, including target markets and the marketing mix.	1
3.3 Summarize the types of product development strategies, and explain the reasons for positioning and repositioning products.	3
3.4 Describe the major types of sales forecasting and explain their value.	3
3.5 Define product and identify products that are both goods and services.	4
3.6 Explain why firms develop lines of related products.	4
3.7 Discuss how quality is used by marketers as a product strategy.	4
3.8 Describe the types of marketing channels and the roles they play in marketing strategy.	4
3.9 Discuss the role of transportation intermediaries, combined transportation modes, and warehousing in improving physical distribution.	4
3.10 Compare the basic types of direct marketing and non-store retailing.	4
3.11 Explain how integrated marketing communications relate to promotion.	5
3.12 Explain how supply and demand affect pricing.	6
3.13 Identify the various pricing policy and strategy decisions marketers must make.	6
<i>Assessments: Discussion forums, essay, team projects, research paper, quizzes and exams.</i>	
4. be able to apply course topics to real world marketing problems.	
Learning Objectives	Unit
This goal will be a focus throughout all units of this course.	All
4.1 Explain the importance of relationship-building in today's consumer environment.	1
<i>Assessments: Discussion forums, team projects, essays, quizzes and exams.</i>	
5. be able to understand and apply behavioral science in marketing contexts such as customer behavior analysis, personal selling, advertising, marketing communications, and organizational behavior.	

Learning Objectives	Unit
5.1 Define consumer behavior and explain its role in developing a marketing strategy.	2
5.2 Describe how consumers are affected by cultural, social, and family influences.	2
5.3 Define the role of market segmentation in developing a marketing strategy.	3
5.4 Describe the different approaches to segmentation, including the geographic, demographic, and psychographic methods and product-related segmentation.	3
5.5 Discuss why companies develop identities for their products and brands and how they are put to use.	3
5.6 Describe the major steps involved in the marketing research process.	3
5.7 Identify the methods by which marketing researchers collect data.	3
5.8 Discuss the value of marketing communications.	5
5.9 Describe the process of creating an advertisement.	5
5.10 Describe the major trends in personal selling.	5
<i>Assessments: Essay, presentation, quizzes, and exams.</i>	
6. be able to recognize and discuss ethical marketing issues.	
Learning Objectives	Unit
6.1 Describe the ethical issues in marketing, including when dealing with competition.	6
6.2 Describe social responsibility within business.	6
<i>Assessments: Discussion forums, quiz and exam.</i>	

TEACHING PHILOSOPHY

General Expectations

Plan and schedule ahead. You'll be given plenty of advance notice about assignments and exams. It's your responsibility to plan your schedule, and complete each unit on time.

Evaluation Philosophy

Students aren't given grades, they earn them. The first day of class everyone starts out with an A. Whether you maintain that grade until the end of the semester depends upon how diligently you approach the work that needs to be done to master the basics of marketing.

To get the most out of Marketing 301 requires that you:

- Read, highlight and actively attempt to understand all material assigned in the readings.
- Pay special attention to marketing terms introduced in the text and on the course site.
- Take notes while reading. Taking notes will help you remember the material better than reading alone.
- Ask questions if something isn't clear. A discussion forum devoted to questions about the course, assignments, etc. has been created. Please use this forum as the first place to go to ask questions. If you have a question, chances are many other students will

have the same question. Using this forum allows all students to benefit from the answers. You may also use e-mail or call to ask the instructor questions when having difficulty completing assignments

- Get actively involved in online class discussions.
- Turn in assignments on time. **An assignment 1 day late will receive 50% credit; missed assignments are given 0 points.**
- Stay on top of assignments, quizzes and online discussions.
- Invest approximately 10-15 hours per week to the class including studying, participating, completing assignments and taking quizzes.

STUDENT RESPONSIBILITIES

Attendance and Participation

I expect you to participate in all activities, including the discussions; failure to do so will place you in academic jeopardy. Failing to participate in a substantial number of activities may mean that you do not pass the course. Failure to complete the Trailhead Activities will result in you being administratively withdrawn from the course.

If you do miss an activity, you must stay current with the class. This means that you must somehow become knowledgeable about the content and discussion of activities missed.

Quizzes, exams, and assignments cannot be made up.

It is important that you understand that an online course is NOT easier or less time-consuming than a traditional course, and that you will not proceed through the course at your own pace. This is not a self-study or online correspondence course. There are weekly reading assignments, deadlines, and online discussions that will require you to access Blackboard regularly (at a minimum, 2 to 3 times per week) to actively participate in discussions and complete other required online activities. As a general rule, you can expect to spend about 10-15 hours per week on this course.

You should plan to log into Bb every day and check for announcements or other developments regarding this course. It may help to make the Bb log-in page the home page in your browser, so that you are prompted to log in whenever you launch your browser.

Manuscript Mechanics and File-Naming Conventions

The first page of each paper must bear your name, the course title, and the date, all in the upper right-hand corner. Subsequent pages must be paginated and must carry the following header: *Your Name/Ebentheuer/Mktg-301*.

NOTE: If you turn in an assignment without pagination or the header defined above, the assignment will receive a grade one level lower than the grade it otherwise would have received (for example, a late A paper receives a B).

You will submit electronic copies of all assignments through Blackboard's assignment feature, which you will access through a link embedded in each assignment. The assignment feature enables you to submit files to me, along with any comments you might wish to make. I can then review your work, comment on it, assign it a grade, and return the assignment.

Deadlines

Whenever possible, this course attempts to duplicate the conditions of the business world, where most marketing takes place. In business, deadlines are extremely important, and when marketers miss deadlines, they generally pay a price: otherwise outstanding performance evaluations are tarnished, opportunities to bid on jobs are lost, revenue is lost by the client and they go elsewhere for their marketing needs.

Assignments turned in 1 day late will receive 50% credit. Very rarely will an assignment more than 1 day late be accepted. If you feel you have cause for a special exception, you must notify me in advance to make arrangements. It is the expectation that if you will be gone, you complete the assignments in advance.

A schedule outlining assignments and deadlines is available under the Course Information section of this site. I highly recommend that you print this schedule and keep it handy throughout the semester.

Content Challenges for Students

This course involves a high degree of memorization and implementation of strategy. Students who are not familiar with study strategies may struggle with the volume of information. Students may want to want to create flashcards or design diagrams to help them organize their notes.

Cooperative and Collaborative Assignments

In this course, you will have a chance to get to know your fellow students—to find out what they think, and to exchange ideas about the course topics and concepts. This part of your online experience is valuable, and for many students, surprisingly enjoyable. Discussions online are an excellent way to learn from each other, and to pose and answer questions. In addition to looking at the course material from different viewpoints, you'll have the chance to feel that you're a part of a supportive, enthusiastic learning community which can help you succeed. In this course, there are graded discussion activities in Assignments 1.1, 2.2, 5.1, 6.1, and 6.3.

In addition to these assignments, you're encouraged to use the discussion board to ask questions and delve deeper into topics presented in the Lessons or your readings.

GRADING METHOD AND SCALE

Student Evaluation

Student Evaluation	Description	Total Points
3 Team Projects <ul style="list-style-type: none"> • 35 points each. 6 Discussion Forums <ul style="list-style-type: none"> • 10 points each. 	<i>Discussion/Team or group assignments</i> – Students work together to use knowledge and perform research to answer questions about marketing activities.	165

1 Video case study, and 2 essays <ul style="list-style-type: none"> • 30 points each. 	<i>Case studies/Essays</i> – Designed to illustrate unit concepts with real-world examples of marketing processes, strategies, and procedures and to offer students an opportunity to further consider and analyze a specific unit topic.	90
2 presentations and one research paper <ul style="list-style-type: none"> • 45 points each. 	<i>Presentation/Research papers</i> – Longer writing assignments and online presentations designed to have students thoroughly demonstrate an understanding and analysis of a topic relating to unit concepts	135
1 Syllabus and course site quiz <ul style="list-style-type: none"> • 10 points 5 unit quizzes <ul style="list-style-type: none"> • 40 points each 	<i>Quizzes</i> – The first week of the course students will complete a quiz that demonstrates knowledge and understanding of the course site and syllabus. Quizzes at the end of units 1-5 are designed to measure students’ comprehension of basic unit content.	210
1 Midterm and 1 Final Exam <ul style="list-style-type: none"> • 200 points each 	<i>Midterm and Final Exam</i> – Designed to test students’ overall comprehension of the course	400
Total Possible Points		1000

Special notes about quizzes and exams:

Quizzes and exams are timed. You will have 45 minutes to complete a quiz and 2 hours to complete an exam. At the end of the time limit, the quiz or exam will be automatically submitted, whether you are finished or not. Quizzes and exams can be taken online from your own computer or in a campus lab. All quizzes and exams will have random questions assigned and each student will see a different one. I expect you to take each quiz or exam by yourself, without assistance from anyone else. I highly recommend that you complete all assignments PRIOR to beginning a quiz. Completing the assignments will give you a better foundation and help increase your quiz scores. Cheating in any form is unacceptable. [If you have questions on Academic Honesty expected click here.](#)

Grading Scale

Final points	Letter Grade	Final points	Letter Grade	Final points	Letter Grade	Final points	Letter Grade
1000-970	A+	899-870	B+	799-770	C+	699-670	D+
969-930	A	869-830	B	769-730	C	669-630	D
929-900	A-	829-	B-	729-	C-	629-600	D-

		800		700			
						Under 600	F

Checking On Your Progress

In general, I will post your grade for a particular assignment within two weeks of the assignment due date.

RESOURCES FOR STUDENTS

Online Learning

Blackboard Assistance
 Hours: 8 AM - 5 PM M-F
 Email: blackboard@boisestate.edu
 Phone: 208.426.2583

Website with instructions and FAQ available 24/7:
<http://at.boisestate.edu/elearning/blackboard/student/default.asp>

Distance Education Help
 Sandy Howell
 Hours 8 AM-5 PM M-F
 Email: showell@boisestate.edu
 (208) 426-4216

In the course site is a Help button with helpful information about Blackboard 9.

Writing

The College of Business & Economics (COBE) Writing Styles Guide is the writing standard used for this class. The goal of the COBE Writing Styles Guide is to present a standardized tool to help all COBE students become skilled writers. Skilled writers effectively consider context, audience, purpose, tone, style and form, and understand the process of writing. With guidance, practice, and constructive critiques, all students can improve and master effective writing skills. To access the guide visit <http://cobe.boisestate.edu/students/writing-styles-guide/>

ESSENTIAL POLICY INFORMATION

Student Online Privacy Notice

Please take a few minutes to read the [Student Online Privacy Notice](#), which describes in general terms your rights and responsibilities while participating in an Internet-enhanced course. NOTE: That link opens in a new window; to return to this page, close the new window.

Disability Services

Any student who feels that he or she may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the [Disability Resource Center](#) (208-426-1583, Administration Building, Room 114) to

meet with a specialist and coordinate reasonable accommodations for any documented disability.

Plagiarism and Intellectual Honesty

Plagiarism occurs when a person passes in another person's work as his or her own or borrows directly from another's work without documentation. It doesn't matter if the work is that of a published author, an unpublished co-worker, or another student. Plagiarism also occurs when a person passes off another person's ideas as his or her own; merely casting another writer's ideas in different words doesn't free one from the obligation to document one's source. Finally, plagiarism occurs when graphic images are borrowed without attribution.

A student who plagiarizes will be excluded from the course, will receive a final grade of F, and may be referred to the [Office of Student Rights and Responsibilities](#) for disciplinary action. Other penalties may include academic probation, suspension, or expulsion from school. With this in mind, keep all preliminary work you do for each assignment. For instance, you should print hard copies of each draft or make separate electronic files. Should you turn in an assignment that appears to me to have been plagiarized, you will want to be able to show evidence of your work: notes, outlines, drafts, and other such material. If you are unable to do so, then we have a serious problem.

If you have any questions about plagiarism, talk to me. You can also find further clarification in *A Manual for Writers of Term Papers, Theses, and Dissertations*; the *MLA Handbook for Writers of Research Papers*; the [Boise State Student Code of Conduct](#); the [Student Conduct Program](#); and the [Student Online Privacy Notice](#).

Modification of the Syllabus and Schedule

I reserve the right to modify the syllabus and schedule at any time. Revisions will be documented in an announcement on the Blackboard course site.

Schedule of Assignments and Activities

MKTG 301 – 4036 Principles of Marketing Spring 2012 – Vicque Ebentheuer

Deadlines: All assignments except Discussions are due by midnight on the last date listed for the unit. Discussions require three posts due as follows: Original post – by midnight on Thursday of week 1, Reply post #1 by midnight on Monday of week 2, Reply post #2 by midnight on Thursday of week 2.

Unit/Dates	Readings	Assignments & Activities Contributing to Grade	Learning Objectives
Prep 1/17/12 – 1/21/12		Course Site and Syllabus Quiz.	Prepares you for the course.
1. Designing Customer-Oriented Marketing Strategies 1/22/12 – 2/4/12	Required: Contemporary Marketing Chapter 1, pp. 2-24 Chapter 2 Chapter 3, pp. 62-84 Chapter 10	1.1 Discussion 1.2 Video Case 1.3 Team Project 1.4 Quiz	1.1-1.6, 2.1, 3.1, 3.2

2. Understanding Buyers and Markets 2/5/12 – 2/18/12	Required: Contemporary Marketing Chapter 4 Chapter 5 Chapter 6 Chapter 7	2.1 Team Project 2.2 Discussion 2.3 Quiz	2.2-2.6, 5.1-5.2
3. Target Market Section 2/19/12 – 3/3/12	Required: Contemporary Marketing Chapter 8 Chapter 9 Chapter 12	3.1 Essay 3.2 Presentation 3.3 Quiz	3.3-3.4, 5.3-5.7
Mid-Term Exam 3/4/12 – 3/10/12		Mid-Term Exam	1.1-1.6, 2.1-2.6, 3.1-3.4, 5.1-5.7
4. Product and Distribution Decisions 3/11/12 – 3/24/12	Required: Contemporary Marketing Chapter 11 Chapter 13 Chapter 14	4.1 Research Paper 4.2 Team Project 4.3 Quiz	3.5-3.10
5. Promotional Decisions 4/1/12 – 4/14/12	Required: Contemporary Marketing Chapter 15 Chapter 16 Chapter 17	5.1 Discussion 5.2 Presentation 5.3 Quiz	3.11, 5.8-5.10
6. Pricing Decisions 4/15/12 – 4/28/12	Required: Contemporary Marketing Chapter 3, pp. 84-93 Chapter 18 Chapter 19	6.1 Discussion 6.2 Essay 6.3 Discussion	3.12-3.13, 6.1-6.2
Final 4/29/12 – 5/9/12		Final Exam	All learning objectives

Refer to pages 3-4 of the Syllabus for description of Learning Objectives. Schedule is subject to change.