

MKTG 301.002 – Principles of Marketing – Spring 2012
4:40-5:55 M-W
B101

Professor: Dr. Jason B. MacDonald
Office: 213P
Office hours: Tu-Th 3:00-4:00, M-W 10:30-11:30

Phone: 426-2392
E-mail: jmacdona@boisestate.edu

COURSE PREREQUISITES

Successfully passed (i.e., grade of C- or better) ACCT205, ECON202, and BUSCOM201 (or ENGL202 IF you are not a business major)

REQUIRED TEXT

There is *no assigned book for this class*. The powerpoint notes have embedded links to web content that supplements the lectures and you have the option of simply checking out a principles of marketing book from the library.

COURSE DESCRIPTION

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.

This section of MKTG 301 incorporates flipped classroom principles. That is, on certain weeks students are responsible for reviewing the lecture material online and then working on their group projects in class. Odd numbered groups will come on one day and Even numbered groups will come on the other day. Refer to the course schedule to see what days you will meet in class.

COURSE OBJECTIVES

Upon completion of MKTG-301, the successful student should:

1. be able to recognize and correctly use the key terms of marketing. Achievement of this objective will be assessed primarily through exams and class participation.
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. Achievement of this objective will be assessed through the segmentation and NPD assignment.
3. be able to make logical marketing strategy and tactics decisions related to promotion, distribution, product development, and pricing. Achievement of this objective will be assessed primarily through the segmentation and NPD assignment, exams, and class participation.
4. be able to apply classroom topics to real world marketing problems. Achievement of this objective will be assessed in the segmentation and NPD assignment, exams, and class participation.
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. Achievement of this objective will be assessed through the segmentation and NPD assignment, exams, and in-class group activities.
6. be able to recognize and discuss ethical marketing issues. Achievement of this objective will be assessed through the segmentation and NPD assignment, and exams.

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.

| | |
|--|---|
| 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: | |
| <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 oral 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 |

REQUIRED TECHNOLOGY

A Turning Point audience response clicker is required for this class. You can buy a clicker from the bookstore or you can use one that you already have. I will give you instructions later in the semester for registering your clicker. You do not need to pay a class enrollment fee for your clicker if you already have one from another class.

SPECIAL NEEDS

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify me after class or during my office hours.

PERFORMANCE MEASURES AND REWARDS

REWARD ACTIVITY

- 100 pts** **Participation and Preparation:** Students are expected to be prepared to participate in class discussions. Unannounced quizzes will be used to measure class preparation (60%). Although these quizzes will typically focus on course material scheduled for the particular class period, I may also include quiz questions about key course material that has been covered in past classes. Credit will also be given to students that consistently contribute to class discussion (40% of participation grade). Please note that if you are not on time for class or forget your clicker, you cannot take the quiz.
- 275 pts** **Segmentation and NPD Assignment:** Working in groups, students will use the bootstrapping method of segmentation to identify consumer segments for popular lines of consumer goods such as toothpaste, deodorant, hairspray, etc. After segmenting the market, you will then select a target market and propose a new product idea that addresses the needs of that market. Your findings and recommendations will be presented to the class in a highly competitive setting. The presentations will be videotaped. This is a demanding group project that will require a minimum of 30 hours of work outside of the classroom. Groups will be assigned.
- 25 pts** **Group Minutes:** All groups are required to keep group minutes. These minutes must be up to date and taken to each class. They should include topics discussed, assignments given and completed, and attendance.
- 600 pts** **Term Tests:** There will be three term tests. Each test will consist of multiple-choice and/or essay questions. Questions will come from the book, lectures, or both. The MC exams are designed to test your knowledge of course content **AND** your critical thinking ability. **I do not curve exams.** Students have the option of replacing their overall test grade with their grade on the final. The final, however, is a comprehensive exam. **Finally, you must have a passing grade on your terms tests (60% average) to pass the class.**

REWARD SYSTEM

An A is for exceptional work relative to your current colleagues and my past students. A grade of B is for good work; a C is given for acceptable work that is deficient in number of areas. A grade of D indicates that your work has limited value but there is some hope. A grade of F is the equivalent of a lost sale. If you get an F on anything but a term test, you will receive 0 pts. for the whole assignment.

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|----------|----|---------|----|---------|----|---------|----|-------|----------|
| 975-1000 | A+ | 875-899 | B+ | 775-799 | C+ | 675-699 | D+ | < 600 | No Sale! |
| 925-974 | A | 825-874 | B | 725-774 | C | 625-674 | D | | |
| 900-924 | A- | 800-824 | B- | 700-724 | C- | 600-624 | D- | | |

TESTING POLICY

Term tests are meant to be a valid assessment of your understanding of the material and your ability to reason. As not all course material is equally important, you are not required to know all of the material equally well. Consequently, the term tests are designed to test your knowledge at three different levels: 1) recognition, 2) recall, and 3) application. If a term or concept is not that important, you are only responsible for being able to recognize it. For example, in a multiple choice question you will be given a basic definition and then be required to identify the proper term in a list of five alternatives. If a concept is moderately important, you need to be able to do more than just recognize it, you must be able to recall it. The ability to recall a term or concept shows that you understand or know that term or concept at a higher level than mere recognition. In testing your recall ability, I may give you a definition and a list of alternatives that does not include the term but does include a "None of the above" answer. Selecting the "None of the above" alternative when the correct term is not given is a test of recall. Furthermore, if I include an alternative that is similar to the correct term, but not correct (e.g., atmosphereation, a nonsense term for the actual term atmospheric) you should be able to reason that the proper answer is "None of the above". Please note that these types of questions should not be considered "tricky" or "unfair", they are merely tests of your level of understanding and knowledge. If you know it well enough, you should be able to recall it.

For really important concepts, you need to demonstrate a higher level of understanding that suggests an ability to not only recall the term or concept but to also apply it. In this case you will be given questions in the form of scenarios and you will have to identify the proper term or concept. These types of questions are also designed to test your critical thinking and problem solving abilities. Please note that the answers to questions designed to test your critical thinking ability are not supposed to be obvious. If they were, you would not need to think critically to determine the answer.

Approximately 60% of all test questions will be at the recognition level. Another 20-30% will be at the recall level and 10-20% will be at the application level. I rarely, if ever, include test questions on material that was not covered in class.

GENERAL COURSE POLICIES

Exam and Assignment Policy

There will be no makeup exams or extensions. If one exam is missed the points will be added to the final. If more than one exam is missed, the points will be lost. If an assignment is missed or late, the points will be lost. Everyone must take the final exam. Exceptions to these rules will be made only under *extreme* circumstances.

Academic Honesty

Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. If you are in doubt as to whether or not any of your intended or completed actions are in violation of plagiarism standards, consult your professor.

Class Attendance

The professor reserves the right to assess a grade penalty of up to 150 pts to students who miss **more**

than three classes. If you cannot make it to class on a particular day, you are responsible for **e-mailing** this information to me **before** the class begins. The email should have your name, the class title, and the date you missed in the subject line. If you call me before class, you must also e-mail me the same information so that I can add it to my records. Please note that if you are absent when I give a quiz, you will lose those points even if you have given me prior notification. **Also, if you miss a class and do not email me about your absence, you will automatically lose points.**

Group Conduct

All group members are expected to act in a professional manner. That means attending group meetings whenever possible and making alternative arrangements when you cannot meet. Given the current state of technology, there is **no excuse** for poor group participation. If you do not have time to work with your group because of work or family commitments, then you are taking too many courses and you should drop the class. Other group members should not be expected to carry more than their fair share. **If a group member is not meeting the expectations of the group, they may be fired from the group. If you are fired you cannot do the project on your own.** However, before firing a group member the group must document (1) the individual's poor performance and (2) the group's efforts to improve that performance. I strongly encourage you to keep minutes for each of your meetings so that you know what decisions were made, who participated, and what you plan to do in future meetings. These minutes will also be very helpful if you have problems with a group member. Please note that the professor must approve any disciplinary action before it is carried out.

MKTG 301.002/003 MEMORANDUM OF UNDERSTANDING

I _____ understand that this section of MKTG 301 requires participation in a group project. I fully recognize that this project will require a substantial amount of outside work (minimum of 30 hours). Because of my full awareness of the requirements of this class, I will not refuse to carry out my group responsibilities because of other commitments that I was aware of at the beginning of the semester (e.g., work, family, social life).

Signature: _____ Date: _____