



NORTHWEST
MISSOURI STATE UNIVERSITY
MARYVILLE | KANSAS CITY

Melvin D. & Valorie G. Booth School of Business

Principles of Marketing

MKTG 55330, 48 contact hours, 3 credit hours

5-Week Summer Session

Instructor: TBD

E-mail: TBD

Office Hours: By appointment

Required Text: Hunt, Shane C., Mello, John E., & Deitz, George D. (2018). Marketing, second edition. McGraw-Hill Education.

Course Catalog Description: The study of determination and satisfaction of consumer wants from a managerial perspective. Elements of this process include marketing research, demand analysis, product development, pricing, promotion and distribution. Prerequisite: minimum 30 cumulative academic hours.

Course Objectives: This course will introduce students to the fundamentals of marketing. Upon completing this course, students should:

- (1) be familiar with the process of marketing.
- (2) have a basic knowledge of marketing concepts and terminology.
- (3) understand the role of marketing in society; what marketing is and is not.
- (4) recognize the consumer's role in marketing.
- (5) understand how knowledge of marketing is used to enhance a firm's decision-making skills.
- (6) understand the importance of satisfying consumers.
- (7) have a fundamentally sound base of marketing knowledge to build upon.

Mode of Instruction: This course will be delivered fully online, and all instructional methods and assessments outlined as follows will be adapted to this format on Canvas. The primary modes of instruction will be lecture, class discussion, and assignments. Secondary methods may include case study analysis, assigned readings, in-class and outside-class assignments, videos, article reviews, and Canvas enhanced information/assignments/discussions.

Course Grades: The following grading scale is offered to aid students in understanding the requirements to achieve personal class goals. The grade of "A" requires a minimum 90% on course work - a grade reserved for students who demonstrate superior knowledge of classroom and assigned material.



Final course grades are based upon the following:

GRADING SCALE

		<u>Your Personal Score On Each</u>	TOTAL	
3 Exams:	300 pts	#1 _____, #2 _____, #3 _____	_____	A >=90%
3 Unit Assignments:	150 pts	#1 _____, #2 _____, #3 _____	_____	B 80-89%
			_____	C 70-79%
			_____	D 60-69%
			_____	F < 60%

Minimum Total Points: 450 pts

Exams: There are three exams during the session, including the final exam, each being approximately 100 points. Exam questions stem from your marketing textbook, as well as outside materials brought in by the instructor, assigned readings, class lectures/discussions, videos, and class projects/assignments. Exams are primarily multiple choice questions, with the possibility of having essay questions. While the exams are not comprehensive in nature, the final exam may contain questions that span information presented over the entire session. Make-up examinations, which rely more heavily on essay questions, are allowed for excused absences and taken as close to the regularly scheduled exam date as possible. Excused absences include, but are not limited to, sickness, a death in the family, and personal or family injuries while non-excused absences include, but are not limited to, oversleeping, being unprepared, or preferring to take the exam at some more convenient time. For non-emergency situations, contact must be made with the instructor (or secretary), concerning the reasons for such an arrangement, prior to the scheduled exam time. If contact is not made according to this guideline, students should not expect make-up exams to be offered. Under rare circumstances the instructor may choose to postpone a makeup exam until the end of the session.

Unit Assignments: Throughout the session, self-selected student teams of 4-5 members will perform three marketing-related assignments totaling 150 points (50 points each). Each will be some version of a 3-5 page paper (make sure to use headings/subheadings) and should include the use of outside (secondary) sources. Each is outlined below. Further, those assignments of exemplary quality (as judged by the instructor) may be given the opportunity to be presented for a chance to earn up to 5 bonus points. Both an electronic and hard copy will be turned in on an assignment's due date.

Unit 1 Assignment:

This assignment concerns both the consumer buying model and competitive advantage. Student teams will prepare a report detailing each step of the consumer buying model used for a relatively recent and significant purchase (a purchase that required limited or extended decision making – one a single team member made). While describing specifically what occurred at each step – using the appropriate terminology (from class discussion and the textbook) – is a significant portion of the assignment, identifying and discussing marketing-related influences throughout the buying process is also paramount. For the chosen product (the one actually purchased), what was its' competitive advantage? What were the competitive advantages for those product alternatives not chosen? Finally, offer insights as to how products can employ different competitive advantage strategies and still be successful.

Unit 2 Assignment:



This assignment investigates both a diminishing and growing form of promotion. Student teams will prepare a paper discussing both magazine advertising and product placement as well as conduct a specific count of the amount of each promotional form. Initially, students will investigate (and report on) secondary sources about the state of both magazine and product placement advertising (this is the foundation of your paper). Next, for the specific count portion, take a current issue of a national consumer magazine and count the total number of advertisements in the issue as well as the total amount of space (include this as a % of the total magazine space) allocated to advertising (simply “add up” the space; if you have two ½ page ads that would equate to 1 full page ad). Further, student teams will need to tape a 30-minute prime-time TV show and identify (to the best of your ability) the number of product placements found within. After reporting your findings (counts) from above, offer insights relating to how the selective perception process illustrated within the information processing model relates to your findings (apply the model to both environments from the standpoint of a typical consumer {in other words, someone not doing this assignment}). Finally, using what you have found, offer insights as to why one form is diminishing while the other is growing as that relates to the information processing model.

Unit 3 Assignment:

This assignment concerns the state of retailing today. Student teams will prepare a brief report on one of the following discount stores; Dollar General, Target, or Wal-Mart. This report should include the current state of the business and insights as to their marketing strategies (including targeted consumers and customer service/satisfaction initiatives if available). Additionally, a team-based ranking of all three discount store retailers needs to be reported based upon your groups consensus as to which retailer is “best,” “second best,” and so on in terms of your overall satisfaction with these three retailers. After completing your team’s satisfaction rankings (and only after that) visit The American Customer Satisfaction Index (ACSI) website (www.theacsi.org) and click on ACSI Results to see how American society rates the three discount stores (use the most recent available information) in terms of overall satisfaction [click on “ACSI Benchmarks” then “By Industry” and then by “Department and Discount Stores”]. Report those findings and comment on how the ACSI findings compare to your group’s ratings? Offer insights as to why differences (if any) exist.

Additional Class Assignments, Quizzes, Misc: If additional assignments are used, they will be outlined at the time of their announcement. Quizzes are normally in class and unannounced. Further, students are expected to complete each class assignment on an individual basis unless notified otherwise.

Academic Honesty: Academic honesty is an essential component of higher education and our department is vigilant in its efforts to ensure its practice is upheld. Further it is the responsibility of every student to avoid dishonest practices. Academic dishonesty occurs when a student uses unauthorized information while taking a test; submits work someone else has done as his/her own or misrepresents work done; gains access to materials to achieve a private advantage in preparing for an examination or course activity; or knowingly assists in such practices. The broad areas of academic dishonesty include:

1. obtaining unauthorized aid or information,
2. giving unauthorized aid or information,
3. committing plagiarism (misrepresenting material written/prepared by someone else as one’s own) from written, electronic, or Internet sources,
4. misrepresenting facts or dates,



5. offering bribes,
6. using library resources unethically,
7. using computer resources unethically, and
8. knowingly assisting in any of the above practices.

A charge of academic dishonesty can be brought against a student by an instructor, a staff member, or another student in conjunction with an instructor. The instructor or staff member, after having consulted with the chairperson, will notify the student in writing of the formal charge.

Once the charge is made, the student has the right to appeal. The student must appeal in writing to the department chairperson within 10 days of receiving the charge. The chairperson will then appoint a committee of at least three faculty or staff members from the department who are not directly involved in the case to consider the appeal. If the appeal fails, the student may then petition the Academic Appeals Committee. A charge that is not successfully appealed will be reported by the chair to the dean and Provost so that a permanent record can be made.

While the department committee or Academic Appeals Committee may alter the sanctions, in standard cases the student will receive an automatic "F" in the course and be prohibited from further attending the course. A second instance results in immediate dismissal from the University.

In order to maintain the highest levels of academic integrity, during exam periods student desks should be clear of textbooks, notebooks, backpacks, or any material other than the test and answer sheet provided them. Further, students may be assigned seats different from their "normal" seat during examinations. Exams are the property of the University and may not leave the exam room without direct permission from the instructor. Additionally, after students complete an exam or assignment, some answer sheets/assignments may be photocopied prior to returning them.

Due Dates: All "outside" of class assignments are due at the beginning of the stated due date class period. In an effort to curtail "last minute" efforts and "boost" on time attendance, assignments received after class begins will receive a two-letter grade reduction for each class period late (they will not be accepted after 2 late class periods). If you cannot attend class on an assignments' due date, it is your responsibility to make certain the assignment is in the instructor's possession prior to the beginning of that particular class period. Late assignments include those slid under the instructor's door, placed in his mailbox, e-mailed, or placed in a Canvas drop box any time after class has begun.

Technology Policy: Using your laptop computer is permitted for, and limited to, taking notes/classrelated work however, beyond that, this classroom is a digital detox zone (no cell phones, pagers, PDA's, MP3's, or iPods – they should be turned off and put away as soon as you enter the classroom). Further, I will take it as a personal insult if you're checking email, Twitter, Instagram, Facebook, or simply Googling the latest YouTube video on "whatever" while I am trying to teach (by the way, if you were in my position you would too). And while I certainly understand this is not your intention, using your cell phone is distracting and disruptive to



others and, more importantly, a hindrance to your own education (over the past several years {when I did allow cell phones} the average grade dropped by about a letter grade and a half in this class!). Now I do realize there could be an emergency situation in which it is necessary for you to have your cell phone available. If you foresee a situation like this occurring, please talk to me about it before class begins. I also realize we all occasionally forget to turn our cell phone off, should this happen just turn it off quickly. Finally related to the use of technology in the classroom, as a general statement, audio recording of classroom lectures and/or materials is prohibited unless advance written permission is obtained from the instructor. Course-related materials (including lectures) are the intellectual property of the instructor. Students with a University approved need for such recording devices are required to sign Northwest’s official “Audio Recording Agreement” form (see your instructor if you need such a form).

Participation/Attendance: Although attendance is not required, participation is expected and essential to the learning process excessive absences tend to adversely effect ones' ability to participate. Lack of attendance hinders a student’s awareness of classroom assignments (which they are fully responsible to be aware of), their ability to comprehend relevant information, and is one indicator of an individual student’s level of personal motivation and interest.

Course Outline

Day	Activity	Chapters
Week 1 – Day 1	Introduction/Orientation	
Week 1 – Day 2	Marketing in the Twenty-First Century	Chapter 1: Why Marketing Matters to You Chapter 2: Strategic Planning
Week 1 – Day 3		Chapter 3: The Global Environment
Week 1 – Day 4		Chapter 4: Consumer Behavior
Week 2 – Day 1		Chapter 5: Marketing Research
Week 2 – Day 2		
Week 2 – Day 3	EXAM 1 (Chapters 1,2,3,4,5)	
Week 2 – Day 4	Assignment #1 Due	Chapter 6: Product Development
Week 3 – Day 1	Understanding Your Customer	Chapter 7: Segmentation, Targeting, and Positioning
Week 3 – Day 2		Chapter 8: Promotional Strategies
Week 3 – Day 3		Chapter 9: Supply Chain and Logistics Management
Week 3 – Day 4	Assignment #2 Due	Chapter 10: Pricing
Week 4 – Day 1	EXAM 2 (Chapters 6,7,8,9,10)	
Week 4 – Day 2	Responding to Your Customer	Chapter 11: Retailing
Week 4 – Day 3		Chapter 12: Personal Selling
Week 4 – Day 4		Chapter 13: Digital and Social Media Marketing
Week 5 – Day 1	Assignment #3 Due	
Week 5 – Day 2		Chapter 14: Customer Relationship Management



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Week 5 – Day 3		Chapter 15: Branding
Week 5 – Day 4	EXAM 3 (Chapters 11,12,13,14,15)	