

University of North Texas at Dallas
Spring 2017
SYLLABUS for Distance Learning

Department of		Business	
Division of		Marketing	
Instructor Name:		Kathy Meyer	
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Office Hours:		Conference call by appointment	
Classroom Location:		Online	
Class Meeting Days & Times:		Online	
Course Catalog Description:		Marketing 3650-010 Marketing foundations	
Prerequisites:		none	
Required Text:		Marketing, An Introduction by Armstrong and Kotler, published by Pearson Prentice Hall, in any edition, will be used as a reference for lecture and discussion.	
Access to Learning Resources:		UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com	
Course Goals or Overview: The goals of this course are as follows -			
<p>Course focuses on application of marketing concepts, practices, and activities performed by marketing managers. Includes evaluation of marketing opportunities and marketing planning in a practical strategic framework, product development/management, price setting and management; basic promotional concepts, establishing and managing distribution channels.</p>			
Learning Objectives/Outcomes: At the end of this course, students will be able to:			
1	By the end of this course, the student will be able to recite the importance of marketing and its role in meeting the needs of consumers and businesses.		
2	By the end of this course, the student will be able to explain the different areas of marketing and marketing management components.		
3	By the end of this course, the student will be able to create a marketing plan and strategy.		
4	By the end of this course, the student will be able to develop a frame of thought for making effective and efficient marketing decisions.		

5	By the end of this course, the student will be able to demonstrate comprehension of the principle of marketing in a business environment.
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Online Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Week	Open Date	Description	Assignment	Due Date
1	Jan. 17 th , Tues.	Ch. 1 - Overview of sales and marketing basics.	Student Introductions & Session 1- Threaded Discussion	Jan. 22 th Sunday
2	Jan. 23, Monday	Ch. 16 - Marketing ethics: "where the law ends is where ethics begins".	Session 2- Threaded Discussion	Jan. 29 th Sunday
3	Jan. 30 th , Monday	Ch. 2 - Customer-centric marketing	Session 3 - Threaded Discussion	Feb. 5 th , Sunday
4	Feb. 6, Monday	Ch. 3 - Marketing strategy or marketing tragedy?	Session 4 - Threaded Discussion	Feb. 12 th , Sunday
5	Feb. 13, Monday	Ch. 5 -Consumer behavior-the basics.	Session 5 – Threaded discussion & Grocery Store Assignment	Feb. 19 th , Sunday
6	Feb. 20, Monday	Ch. 4 - Customer information	Session 6 – Threaded discussion	Feb. 26 th , Sunday
7	Feb. 27, Monday	Ch. 6 - Market research. <i>Review for Exam 1.</i>	Session 7 – Threaded discussion & Sports Analysis Assignment	March 5 th , Sunday
8	March 6, Monday	Exam 1	Ch. 1-6 & 16	March 12 th , Sunday
9	March 13, Monday	SPRING BREAK	No discussion board	March 19 th , Sunday
10	March 20, Monday	Ch. 8 - Product Development, Product Management	Session 10 – Threaded discussion	March 26 th , Sunday
11	March 27, Monday	Ch. 7 & 9 - Pricing management & new product pricing	Session 11 – Threaded discussion & Pricing Assignment	April 2, Sunday

12	April 3, Monday	Ch. 10 Distribution channels & Ch. 11 Retailing & wholesaling.	Session 12 – Threaded discussion	April 9, Sunday
13	April 10, Monday	Ch. 13 Professional selling	Session 13 – Threaded discussion	April 16th, Sunday
14	April 17, Monday	Ch. 12 Promotions	No discussion board Non-gradable Activity- Advertising	April 23, Sunday
15	April 24, Monday	Ch. 14 & 15 Promotions	Session 15– Threaded discussion & Marketing Plan assignment	April 30, Sunday
16	May 1, Monday	Exam 2	Ch. 7-15	May 7 th , Sunday

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Discussion Posts - 12

Projects - 4

Exams - 2

Grading Matrix:

Activities/Assignments	Value (percentages)
Exam 1	120
Discussion posts - qty = 12 at 30 pts each	360
Grocery store assignment	100
Sport observation assignment	60
Pricing assignment	60
Marketing plan assignment	100
Exam 2	120
Total:	920

Overall Course Grade Determination

A = 828 - 920 points

B = 736 - 818 points

C = 644 - 726 points

D = 552 - 634 points

F = 460 or below points

WRITING RUBRIC FOR DISCUSSION BOARDS

Standards	2 points Unacceptable	3 points C - Acceptable	4 points B - Good	5 points A - Exemplary	Score
<i>Organization / Coherence</i>	<i>Presentation does not have a clearly recognized plan and direction.</i>	<i>Presentation does have a clearly recognized plan and direction; parts may not all fully support presentation.</i>	<i>Most information is presented in a logical sequence; makes sense throughout; all parts support plan and direction of presentation.</i>	<i>Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; all parts flow together well.</i>	
Content	Clearly provides inadequate coverage of topic; lacks sufficient coverage and sources.	Covers major points of topic; needs additional coverage and sources.	Covers topic sufficiently; uses appropriate type and number of sources.	Demonstrates substance and depth; is comprehensive; shows mastery of material.	
Delivery	Student is hard to understand; voice volume, pace, or wording detracts from understanding.	Student incorrectly uses or pronounces some terms or words. Delivery has elements that reduce understanding.	Clear articulation with appropriate vocabulary for topic and most words pronounced correctly and with appropriate volume.	Poised, clear articulation, appropriate volume; steady rate; eye contact.	
Use of technology	Slides are inadequate in design or information to help present the material. Slides do not add to understanding.	Relies heavily on slides and notes; makes little eye contact; uses slides with too much text	Looks at slides to keep on track; uses an appropriate number of slides. Effective use of bullets and transitions.	Uses slides effortlessly to enhance presentation; demonstrates a creative use of technology.	
Response to Questions	Demonstrates little grasp of information; has undeveloped or unclear answers to questions.	Demonstrates a barely sufficient level of both delivery in and knowledge of answers	Demonstrates ease in answering questions but does not elaborate.	Demonstrates full knowledge of topic; explains and elaborates on all questions.	
TOTAL					25 possible

DISCUSSION BOARD POINTS:

Original post points:	25 points
Posting to 2 other students points	<u>5 points</u>
Total points	30 points

PROJECTS:

#1 Chapter 5 - CONSUMER BEHAVIOR : **Grocery Store Project**

This exercise is used to bridge the topics of marketing research and buyer behavior.

Assignment:

Requirement #1: Go to any grocery store, (NOT Sam's, Costco, Walmart supercenter) or any other specialty grocery store.

Requirement #2: You are to observe the manner in which an adult parent, with one or two or more children, make their purchase decisions.

Locate the parent at the cart section and ask if you can observe their shopping experience. Explain you will not get in their way or cause them to take any longer.

Please introduce yourself and be polite.

Recommend you go with a friend or acquaintance that you already know.

Observe how people shop and make their decisions.

Requirement #3: Minimum Data to be captured:

- Store in which you made your observation and the store address and suburb
- Include a picture of the family you observed with at least the first name of the parent
- List the date and time of your observation with the length of time it took from start to finish.
- Describe the family in detail including demographics from the city that you are going to do the observation.

- From a web source provide Standard demographics include household income, age, race etc. for the suburb you shopped.

Describe the following 10 items:

1. The area or product that the consumer spent the *longest time*. What exactly did the consumer do?
2. The product that the consumer spent the least amount of time selecting. Why?
3. The buyer's interaction with the product, the store environment, and other customers.
4. The purchasing behavior of what you believe were the "*typical products*" you observed.
5. The consumer have a grocery list? If yes, describe how it was organized? Did they check each item off?
6. Were coupons used? If yes, how many?
7. What type of payment did they use? Cash/check/debit/credit card/other
8. Did they buy anything that wasn't on their list?
9. Did they buy anything from the sections near the check out?
10. What decisions did the children get to make? What products?

Deliverable:

Requirement #4: Analyze your data and present your summary findings in 1 page write up.

Grading:

10 points for each of the items above with a maximum of 100 points.

#2 Chapter 6: Market research - **Sports Project**

Observation is very important tool for marketers in gathering information. You

PART 1 - Decide on game you want to view and location. Any sport where there is a coach for each team. Little league, NBA, college sports, in person or on TV.

PART 2 - Observe the following of both coaches:

- a. Attire
- b. Communication style with team on the court
- c. Communication style with team off the court

d. Communication with the referees

Requirements:

#1 Observe and Analyze both coaches. (Evaluation form) What would be interesting to a prospective player? What would be interesting to a prospective player's parents?

Deliverable: 1 page write up summarizing your observations.

EVALUATION FORM

Game date: _____ Teams: _____ Coaches: _____

1=Most room for improvement 2=Meets Expectations 3= Exceeds Expectations

Circle the number that best describes:

1 2 3 Coaches interaction – communicates on players level, communicates game strategy effectively, cares for the players well being

1 2 3 Coach/referee interaction – respect demonstrated, open communication, affirming towards referee

1 2 3 Positive coaching – encouraging words used to teach, positive tone

1 2 3 Coaches attitude and character - Builds players self-esteem – Demonstrates an understanding of the philosophy that people care more about what you do than they do about what you say

1 2 3 Coaches interaction with players -Knows players by name, builds players self-esteem

1 2 3 Coaches interaction with team parents - actively engages parents in conversation

1 2 3 Coaches knowledge of sport

1 2 3 Coaches ability to teach sport skills - communicates, demonstrates, encourages

1 2 3 Coaches organizational skills - Arrives on time, has all necessary equipment

Total points _____

#3 Chapter 7 Pricing - **Pricing Assignment**

As part of the marketing mix, pricing is an aspect that can help communicate and reinforce the firm's positioning. For many consumers, price also acts as a guide to quality. In this activity, there is a key pricing decision to be made in the two situations presented. Keeping in mind the firm's/brand's positioning, outline whether these decisions are logical.

ACTIVITY

Dick Smith Foods virtually acts as the umbrella brand for a number of independent Australian manufacturers that are trying to compete with the large international firms whose products often dominate the supermarket shelves. Dick Smith Foods attempt to 'copy' major selling brands/products and introduce similar products. As an example, they have tried to duplicate the top-selling Arnott's Tim Tams biscuits, with a product that they have named "Temptims" (note the similar name).

Dick Smith's positioning is based on two aspects:

1. That their products are Australian made, and consumers, therefore, are supporting other Australians, and
2. That their products offer more value than other leading brands/products (as Dick Smith's products sell at a discount mainly because they don't have as advertising budget).
3. Therefore, other than influencing profit margins, how important is the role of price in the firm's marketing mix?

#4 MARKETING PLAN ASSIGNMENT

A marketing plan is an essential marketing plan for any business. Use the guide below to go through each question:

1. **Marketing Strategy:** How will your marketing plan support your business goals?
2. **Mission Statement:** What are you trying to accomplish, and why?

3. **Target Market:** Who are you trying to reach with your marketing activities?
4. **Competitive Analysis:** Who are you up against, and where do you rank?
5. **Unique Selling Proposition:** What makes your business unique?
6. **Pricing Strategy:** What will you charge, and why?
7. **Promotional Plan:** How will you reach your target market?
8. **Marketing Budget:** How much money will you spend, and on what?
9. **Action List:** What tasks do you need to complete to reach your marketing goals?
10. **Metrics:** How are you implementing, and where can you improve?

Once you have completed each step, you will have a marketing plan that you are ready to use as a blueprint for your marketing activities in your small business.

Deliverable: All 10 steps consolidated into 1 microsoft word document.

Grading – 10 points for each of the 10 sections, maximum of 100 points.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and

information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to

inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online “Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- [https://help.blackboard.com/en-us/Learn/9.1 SP 12 and SP 13/Student/040 Browser Support for SP 13](https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13)
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

- All tests will graded at the time they are taken.
- Discussion boards will be graded within 48 hours of the due date.
- All phone calls will be returned the next business day.
- All texts will be answered within 24 hours. but hopefully the same business.
- Blackboard messaging tool will be answered within 24 hours except on Sundays.

Assignments:

Ch. 5 Grocery store project