COURSE SYLLABUS – Fall 2012

COURSE NUMBER: Bus371
INSTRUCTOR: John Depies
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CLASS TIMES: Mon/Wed. 001 12:40, 002 1:50, 003 3:00
ROOM: Sage Hall 4224
OFFICE HOURS: Mon./Wed. 10:00-12:20 Tue. & Thur. 10:00-1:00
Or by appointment

PROGRAM ASSISTANT: Pat Stremer Sage 1472 (920) 424-1215

COURSE DESCRIPTION
Marketing plays a major role in any business today. It not only involves a large number of activities, but also is a philosophy of doing business. The American Marketing Association (AMA) defines marketing as “an organizational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders.”

This course introduces you to the nature and scope of marketing. You will learn a variety of factors associated with the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives. Like any introductory course, some emphasis will be placed on learning the “language of marketing” and understanding the interrelatedness of marketing with the other business functions.

Theoretical foundations will be discussed, but a substantial portion of our time will be devoted to practical applications of the text material to issues that occur each day in the business world. You will be expected to understand the various theoretical perspectives, but you will also be expected to understand how and why they are important to marketers. This ability to apply the course concepts will be assessed in exams, comprehensive case assignments, and via a marketing plan.

The course will be conducted as a mixture of lecture, peer learning, and class discussion. Therefore, the success of any class discussion is dependent on class participation, which, in turn, requires preparation (i.e., careful reading of assigned materials prior to class).

COURSE OBJECTIVES
BUS371 has several objectives. You will achieve these objectives proportionate to your commitment to the goals and willingness to do the required work to achieve them. Specifically, the course aims to help you achieve the following objectives:
- Develop a marketing vocabulary.
- Understand the role of marketing within an organization and how marketers add value.
- Be able to go through the process of developing an integrated marketing plan for an organization.
- Understand why segmentation is important and the options available to segment markets.
- Utilize quantitative analysis tools to arrive at managerial decisions (Marketing Math).
- Understand each of the components of the 4Ps and the implications to various positioning decisions.

The mission of the College of Business (COB) is to prepare traditional and nontraditional students to compete as professionals in the global marketplace by providing an education that meets the high standards set by AACSB-The International Association for Management Education; to facilitate student learning by blending theoretical foundations with practical application; to advance business knowledge through scholarship and to share expertise through partnerships with organizations. To achieve our mission, we have three categories of learning goals: (1) Business Knowledge, (2) Knowledge of the Business Environment, (3) Business Skills.

This course supports the following specific COB objectives:

**Business Knowledge**
The COBA graduate will be competent in a functional area (major field). The COBA graduate will also understand the basic aspects of all other functional areas, and understand how those areas are integrated.

While it is essential that each graduate have a deep understanding of one main area of business, all business organizations are highly integrated. Effective managers in business need to understand the basic operations of all functional areas, and understand how those areas can be optimally integrated.

**Business Skills**
1. **Communication Skills**
The COBA graduate will use oral, written, and computerized media to present information to effectively communicate.

Each COBA graduate will be required to satisfactorily complete at least four papers, four oral presentations, and one computerized media presentation during the course of his/her undergraduate business education.

2. **Analytical Thinking & Problem Solving Skills**
COBA graduates will analyze situations and make decisions, using problem solving techniques, as well as creative and advanced critical thinking skills.

COBA graduates will satisfactorily conduct at least two case analyses and will effectively participate in professional experiences. They should know how to gather data correctly, how to organize it for analysis, and how to use common software tools to aid in the data analysis.
(3) Interpersonal and Leadership Skills
COBA graduates will work effectively in teams, using interpersonal, communication, and leadership skills.

The COBA graduate will satisfactorily complete at least two team projects, during which the graduate will learn team dynamics, small-group leadership, and group problem solving skills.

COURSE MATERIAL

GRADES
Your grade will depend on how well you perform on the requirements of the course. You should read them carefully and understand the implications fully. If some parts are not clear to you, I will be glad to explain it in greater detail. Do not make assumptions. If your assumptions are wrong, you are responsible for their consequences.

- 3 Exams (multiple choice/equally weighted) .............................................................300 points
- 1 Comprehensive Final Exam ....................................................................................100 points
- Team Project: 1 Case Assignments........................................................................50 points
- Team Project: 1 Marketing Plan ...............................................................................150 points

**TOTAL POINTS** 600 points

I value student participation, and feel that active engagement creates a more stimulating class experience for everyone. **To encourage and reward your participation, I will be assigning up to 7 bonus points per student based on your class involvement.** By participating in both the pre and post D2L exams, you will receive an additional 10 points.

Your final grade will be a function of your performance relative to the performance of the others in the class. Individual exam grades will NOT be curved -- adjustments (if any) will be made only on total points. Final letter grades for the course are determined by relative student groupings, with the cutoffs being:

- A 93 + percent
- A- 90-92.9
- B+ 87-89.9
- B 83-86.9
- B- 80-82.9
- C+ 77-79.9
- C 73-76.9
- C- 70-72.9
- D+ 67-69.9
- D 63-66.9
- D- 60-62.9
- F <60 F
**Note:** All assignments and exams are due at the **beginning of class (dropbox)** on the date assigned, scheduled, or given. There are absolutely **no extensions** or **no make-ups** unless approved by the instructor **prior** to the due, scheduled or given date. The only possibility of an exception will be for a **documented** illness or **documented** family emergency. A visit to the student health center or a doctor's appointment is NOT an acceptable excuse for missing class or for delinquent assignments. I must be informed of a problem **PRIOR** to the assignment deadline (i.e., not the day an assignment is due or a test is scheduled). If you anticipate an illness or having some other debilitating experience (e.g., computer and/or printing problems), I suggest that you start assignments and projects earlier so you make the due date.

**EXAMS**
There are three regular examinations scheduled throughout the semester, plus a comprehensive final examination administered at the end of the semester. The exams will cover notes and any relevant class discussions unless specifically exempted in class by the instructor. Typically, exams will consist of 50 multiple-choice questions. The dates of the exams are listed on the schedule. Although I have every intention of following the outlined schedule, if any changes are made to this schedule, such changes will be announced in class and noted on our D2L site. It is your responsibility to be aware of such changes announced during class.

The exact format of each exam will be explained prior to each scheduled test date. The exams are designed to assess your knowledge of the material and your understanding of how the concepts are interrelated. Thus, they are challenging and mere memorization of the text and/or class notes will not assure a passing grade by any means. Please take each exam seriously.

With multiple-choice items, individual exam questions require you to select the single "best" answer. All alternatives are designed to be reasonably attractive. Please read each question and alternative carefully!! Expect several "not" questions. That is, questions that take the form, "Which of the following is NOT a major factor to consider in developing..." You are looking for the alternative that does not fit. Remember, if any one aspect of an alternative response to an objective question is false, the alternative is false.

The questions are designed to assess your ability to think so you should be able to relate various concepts discussed in class. They are, however, challenging and require careful reading. One word can alter the meaning of a sentence so please do not be hasty. You will have sufficient time to complete the exam. **NOTE:** Do NOT use the number of "a", "b", "c", etc. responses as a means of determining an answer. I typically create exams with a disproportionate number of answers for each letter alternative.

**CASE and INDIVIDUAL ASSIGNMENTS**
The case assignments are team projects. They consist of two quantitative/qualitative application exercises. The assignments are posted on our D2L site. The due dates of the assignments are listed in the class schedule. **The homework must be submitted in Word and sent to me via the class dropbox.**
MARKETING PLAN
This is a team assignment. Each team is responsible for writing and presenting a marketing plan for a good or service of their choosing. You must choose an existing product or business. Each team should discuss their product/service concept with me to assess its feasibility. After receiving approval, give me a one-page proposal describing the plan you will be writing (see due date in attached schedule). Once this proposal has been submitted, I expect you to stick with the same concept for developing the marketing plan. If, for some reason, you decide to switch to another product or service, you must receive prior approval and submit a revised proposal.

Your grade for this assignment will be derived as follows:

- Written Marketing Plan
  - Executive Summary (8 points)
  - Introduction / Company & Product Description (4 points)
  - Situation Analysis (16 points)
  - Two Marketing Objectives and Target Market Description (8 points)
  - Marketing Program / Marketing Mix by Objective (70 points)
  - Measurement & Control (7 points)
  - Implementation Schedule (7 points)
  - Marketing Budget (17 points)

- Presentation of Marketing Plan (15 points)

A NOTE ON GROUP WORK
Working in groups may be more difficult than working alone. Be prepared to face the challenges of working with people, something you will do throughout your career, and avoid finger pointing at the end of the semester. Allow me to provide assistance and guidance in the early stages of your project and organizing your group. Ask, and you will receive support.

Organize early and you will be rewarded! Select a team leader who can organize meetings, keep assignments on time, and make the administrative burden much lighter on everyone. Exchange telephone numbers and e-mail addresses with each other and make sure that I have a copy of this information for the entire team.

Schedule standing meetings when everyone will show-up as if it is an extra class meeting. Allow extra meeting time during the heavy load periods in case it becomes necessary. Remember, the only people responsible for an efficient team are the team members! If there are minor difficulties in scheduling, assignments, etc., at the beginning, I will be glad to lend a hand to organize the team.

All the members will receive the same grade for the team project. "Freeloaders" exist only if the team allows it. Do not complain at the end of the semester that a member of the team did not do his or her part. Let me know at the beginning of such tendencies.
GUIDELINES AND EXPECTATIONS FOR MARKETING MAJORS (and students in general taking a marketing course)

Below are some guidelines and expectations from your Marketing Professors. We hope they help clarify our expectations. See Professor Mike Godfrey if you have questions. Dr. Godfrey is currently the Marketing Team Leader and, therefore, he coordinates administrative material for the Marketing Professors.

ATTENDANCE EXPECTATIONS and CLASS CONDUCT

The Marketing Professors believe that when students miss class, they are not available to share their insights and help develop discussion. They are also not exposed to the “un-scripted” discussions and comments that invariably pop up in most classes. As such they lose out on the richness and perspective that is so important to truly understand how business works. We want our students to possess the insights and dimensionalities gained from the class discussions.

Two percent (2%) of the total semester possible points will be deducted for each unexcused absence. Excused absences may include participation in all-university events and emergencies, provided appropriate documentation is submitted in a timely manner by the student who is absent. Your professor has the right to adjust this policy, for example, excusing one non-emergency absence.

Missing part of a class multiple times may be treated as an absence. To illustrate, missing part of class four times may equate to two absences.

To ensure an effective classroom setting, I also expect that cell phones will be off and NO TEXTING occurs during class.

PROFESSIONAL CONDUCT EXPECTATIONS

Student leaders developed a COBA Code-Of-Conduct that revolves around five issues. We encourage you to review the student-developed document, which is available in the main college office (ask for the R.E.A.C.H. document). The five issues are listed below, along with example ideas to illustrate how we expect these ideas to translate into actions.

1. RAISE THE BAR. Stretch yourself – work on challenging projects and do more than the minimum. Attend professional meetings and read material aimed at professionals.

2. ENGAGEMENT. Come to class prepared. Ask questions during class. Encourage others in your class to ask questions. Work on assignments when you get them rather than waiting until they are due.

3. ATTITUDE. Show energy and initiative. Be constructive, so offer suggestions during the semester. Take responsibility for failures as well as successes.

4. COURTESY. Pay attention during class and minimize side conversations. Examples of not paying attention include sleeping, reading non-class material, working on homework, and starting to pack up and leave before class is over. Turn off cell phones during class. If
your professor invites home-phone-calls, call at a reasonable hour.

5. **HONESTY.** Make sure authorship of work is accurately reported. If two sections of a class are held at different times, do not share information about exams between sections. Failure to comply with honesty is quite serious and may result in being removed from the university, although a more common result is being failed out of the course in which the cheating occurred. We encourage you to consult university policies so you are clear about what constitutes cheating.

**GRADE EXPECTATIONS**
For an Introduction to Marketing class, the class GPA ranges from 2.6 to 2.8. Some variation will exist across classes with respect to grades, but this variation should be fairly small. **Marketing majors are required to achieve a minimum grade of C+ (77%) to successfully pass the class.**

We believe elevated performance comes in tandem with elevated effort. But please understand that when grading, we grade performance rather than effort.

When grading papers, we examine your ideas, but also the clarity and accuracy of how you present these ideas. So grades will be higher among papers where spelling and grammar are correctly applied, where tables are clearly formatted, and so on. See your syllabus to determine specific policies that apply to your class.

**OFFICIAL POLICY ON ACADEMIC HONESTY AND INTEGRITY**
UW Oshkosh students are subject in their behavior to the Wisconsin Administrative Code, as well as specific disciplinary procedures duly adopted for our campus. The UW System disciplinary code and UW Oshkosh provisions are available to all students in the Dean of Students Office, Polk Library, Reeve Memorial Union Office, Oshkosh Student Association (OSA) Office, Residence Life Office, and in each residence hall.

Academic misconduct is an act in which a student seeks to claim credit for the work or effort of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student’s academic performance, or assists other students in any of these acts.

Examples of academic misconduct include, but are not limited to: cheating on an examination, collaborating with others on work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one’s own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the
above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

The disciplinary sanctions that may be imposed for academic misconduct include suspension or expulsion from the university. Any questions may be directed to the Dean of Students Office, Dempsey 125, which administers the University’s student disciplinary code.

**DISABILITY SERVICES**
The University of Wisconsin Oshkosh is committed to providing reasonable accommodation for students with disabilities. Please contact the Disability Services [Dean of Students Office, 125 Dempsey Hall, 424-3100 (Voice), 424-1319 (TTY)] for the University’s accommodation request form and documentation requirements or visit their website at [http://www.uwosh.edu/dean/disabilities.htm](http://www.uwosh.edu/dean/disabilities.htm). Information related to an individual’s accommodation request and/or arrangements will be confidential and will be shared with relevant University personnel or offices on a ‘need to know’ basis.
CLASS SCHEDULE

The tentative course outline below indicates the approximate dates when selected topics will be discussed. Note that students are expected to complete the chapter reading assignments prior to coming to class on the dates indicated below. This will assist in note taking and will result in more insightful class discussion. If changes in the schedule are necessary, students will be held responsible for such changes as announced in class. The course schedule contains information regarding the overall flow of the semester as well as week-by-week assignments and readings.

<table>
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<tr>
<th>Week</th>
<th>Reading</th>
<th>Discussion Topic</th>
<th>Assignment &amp; Due Dates</th>
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<tbody>
<tr>
<td>Week 1 9/05</td>
<td></td>
<td>Overview of Course and Available Resources</td>
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<tr>
<td>Week 2 9/10–12</td>
<td>Chapter 1</td>
<td>Overview of Marketing</td>
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<td>Chapter 2</td>
<td>Strategic Planning for a Competitive Advantage</td>
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<td>Week 3 9/17–19</td>
<td>Chapter 3</td>
<td>Introduction of the Marketing Plan Project and the Financial Aspects of Marketing</td>
<td>W: Teams created (Plan and Case work)</td>
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<td>Ethics and Social Responsibility</td>
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<td>Week 4 9/24–26</td>
<td>Chapter 4</td>
<td>The Marketing Environment</td>
<td>W: Marketing Plan concept due</td>
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<td>Chapter 5</td>
<td>Developing a Global Vision</td>
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| Week 5  
10/01 – 03 | Chapter 6 | Consumer Decision Making | W: Case Start Date |
| Week 6  
10/08 – 10 | Chapter 7 | Business Marketing | M: Exam 1 (Chap. 1-7, and Marketing Financials) |
| Week 7  
10/15 – 17 | Chapter 8 | Segmenting and Targeting Markets | W: Marketing Plan Proposal Due |
| Week 8  
10/22 – 24 | Chapter 9 | Decision Support Systems and Marketing Research | |
| Week 9  
10/29 – 31 | Chapter 10 | Product Concepts | M: Case Assignment Due Date |
| Week 10  
11/05 – 07 | Chapter 11 | Developing and Managing Products | M: Exam 2 (Chap. 8-12, 15) |
<p>|           | Chapter 12 | Services | |
|           | Chapter 15 | Review Case Assignment | |
|           | Chapter 16 | Promotional Planning for a Competitive Advantage | |</p>
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<th>Week 11 11/12 –14</th>
<th>Chapter 17</th>
<th>Advertising and Public Relations</th>
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<td>Chapter 18</td>
<td>Sales Promotion and Personal Selling</td>
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<td>Week 12 11/19</td>
<td>Chapter 19&amp; 20</td>
<td>Pricing Concepts and Setting the Right Price</td>
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<td>Thanksgiving Break</td>
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<td>Week 13 11/26 - 28</td>
<td>Chapter 21 &amp; 22</td>
<td>Customer Relationship Management &amp; Social Media</td>
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<td>W: Exam 3 (Chap. 16-22)</td>
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<td>Week 14 12/03 -05</td>
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<td>Marketing Plan Presentations</td>
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<td>M: All Marketing Plans are due</td>
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<td>W: Comprehensive Final</td>
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<td>Week 15 12/10 -12</td>
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<td>Marketing Plan Presentations</td>
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<td>Marketing Plan Presentations</td>
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