**California State University Channel Islands**



**Martin V. Smith School of Business and Economics**

**MKT 310 Principles of Marketing**

**Course Syllabus**

Instructor: Randy D. Lewis, CFA, MBA, AVA

Class Meetings: SECTION 4: Wednesdays 6:00 pm to 8:50 pm

Broome Library 2330

Office: Broome Library

Office Hours: Wednesdays 5:00 pm – 6.00 pm

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Required Text: Essentials of Marketing, W.D. Perreault, Jr., J.P. Cannon, E.J. McCarthy – (13th edition), ISBN 0073404810

Course Website : <http://connect.mcgraw-hill.com/class/rlewis_mkt310_section4>

**Course Description:**

This course will expose students to the field of marketing and how it directs the organizations resources to satisfy customers’ needs through the exchange process. This course presents and analyzes the fundamental principles, methods and procedures in modern marketing: planning, pricing, distribution, and promotion. Topics include creating customer value and satisfaction, strategic planning, marketing process and environment, research and information systems, consumer markets and consumer buyer behavior, business markets and business buyer behavior, segmentation, product and services strategy, new-product development and product life cycle strategies, pricing, communications, direct and online marketing, as well as social responsibility and marketing ethics. From time-to-time, we will also cover current events or issues in marketing through discussion and the use of media and cases.

**Course Objectives:**

1. To introduce students to the role of marketing in organizations;
2. To teach the basic concepts and tools used in marketing, including:
   * Elements of marketing analysis: customers, competition, company
   * Elements of the marketing mix
3. To assist in learning how to apply these concepts and to practice making decisions through:
   * In-class case analyses (exposing you to examples of successful and unsuccessful marketing applications)
4. To improve presentation and writing skills and provide opportunities to articulate and defend positions via:
   * Oral presentations, and
   * Written individual and group projects.

The overall theme of the course is to emphasize the process of thinking: qualitatively, quantitatively and strategically, using concrete, real-life practical examples as specific exemplars.

**Course Structure:**

The culture of the class will often require active participation in discussion and be interactive with peers. The course will focus on lectures, in-class exercises, and topical speakers (when available). In addition, there will be a number of individual and team based assignments and exams.

**Attendance and Participation:**

Students should plan on attending class regularly, on time and for the duration of the class. Attendance will be taken every class and points could be deducted for excessive absences. A tardy of more than 15 minutes will count as a “late” and ½ an absence. Because the class meets only once a week, attendance is very important and missing class could easily have a negative impact on your grade.

As stated above, participation is also very important to the outcome of your learning experience and your final grade. It is expected that students read the required reading material before each class. Not only does discussion mimic the actual business environment, it also allows me to grasp a student’s understanding of the course material and facilitates a better learning atmosphere. Therefore, participation is a large part of a student’s overall grade for this course.

**Remember that effort is everything. You do not have to be right all the time, but students should be cognizant of the discussion and not simply repeat what the Instructor says.** Some of the characteristics of effective class participation are:

1. Are the points that are made relevant to the discussion in terms of increasing everyone's understanding, or are they merely regurgitation of case facts?
2. Do your comments take into consideration the ideas offered by others earlier in the class, or are the points isolated and disjointed?
3. Do your comments show evidence of a thorough reading and analysis of the text or case?
4. Does the participant distinguish among different kinds of data; that is, facts, opinions, assumptions, and inferences?
5. Is there a willingness to test new ideas or are all comments cautions/"safe"?
6. Is the participant willing to interact with other class members by asking questions or challenging conclusions?

**Characteristics of Contributors**

**Outstanding Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide one or more major insights, as well as, direction for the class. Arguments, when offered, are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussions would be diminished significantly.

**Good Contributor:**  Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class discussion. Arguments, when presented, are, generally, well substantiated and are often persuasive. If this person were not a member of the class, the quality of the discussion would be diminished considerably.

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a major new direction for the discussion. Arguments are sometimes presented, and are fairly well substantiated and sometimes persuasive. If this person were not a member of the class, the quality of the discussions would be diminished somewhat.

**Non-participant:** This person has said little or nothing in class. Hence, there is no adequate basis for evaluation. If this person were not a member of the class, the quality of the discussions would not be changed.

**Unsatisfactory Contributor:** Contribution in class reflects inadequate or non-existent preparation. Ideas offered are seldom substantive; provide few, if any, insights; and rarely provide a constructive direction for the class discussion. Integrative comments and effective arguments are completely absent. Contributions are, at best, “time fillers” efforts to make isolated, obvious, or confusing points. If this person were not a member of the class, valuable class time would be saved.

**Grading:**

Grades are determined by the following: Class grade is based on total points:

2 Exams (100 pts. each): 200 A ≥ 95% C 73% - 76%

Final (not cumulative): 140 A- 90% - 94% C- 70% - 72%

2 Individual Case Papers: 50 B+ 87% - 89% D+ 67% - 69%

Team Project Presentation: 25 B 83% - 86% D 63% - 66%

Team Project Paper: 75 B- 80% - 82% D- 60% - 62%

Participation: 85 C+ 77% - 79% F ≤ 59%

**Total points 575**

Final grades will be given on the basis of the guidelines provided by the university. The professor reserves the right to change the method for determining course evaluation at any time.

**Course Schedule:**

The course schedule is as follows. Speakers will be announced on a case by case basis, as will the due dates of the two individual cases. Handouts will be provided as necessary. Students are welcome – in fact encouraged – to bring anecdotal Marketing questions and discussion points to each session as well. The following schedule of assignments is subject to change with notice.

| **WK #** | **Date** | **Core Topics** | **Readings/Exams/Assignments**  **(Be Prepared to Discuss in Class)** |
| --- | --- | --- | --- |
| WK 1 | Wednesday  **Jan. 25th** | **Chapter 1:** Marketing’s Value to Consumers, Firms, and Society | Reading:  Chapter 1 and 2 |
| WK 2 | Wednesday  **Feb. 1st** | **Chapter 2:** Marketing Strategy Planning  **Chapter 3:** Evaluating Opportunities in the Changing Marketing Environment | Reading:  Chapter 2 and 3 |
| WK 3 | Wednesday  **Feb. 8th** | **Chapter 3:** Evaluating Opportunities in the Changing Marketing Environment  **Chapter 4:** Focusing Marketing Strategy with Segmentation and Positioning | Reading  Chapter 3 and 4 |
| WK 4 | Wednesday  **Feb. 15th** | **Chapter 4:** Focusing Marketing Strategy with Segmentation and Positioning  **Chapter 5:** Final Consumers and Their Buying Behavior | Reading  Chapter 4 and 5 |
| WK 5 | Wednesday  **Feb 22nd** | **Chapter 5:** Final Consumers and Their Buying Behavior  **Chapter 6:** Business and Organizational Customers and Their Buying Behavior | Reading  Chapter 5 and 6 |
| WK 6 | Wednesday  **Feb. 29th** | **Exam - Chapters 1 - 6**  **Chapter 7:** Improving Decisions with Marketing Information | **Exam 1**  **Students need Scantron (Form No. 882-E)**  Reading: Chapter 7 |
| WK 7 | Wednesday  **Mar. 7th** | **Chapter 7:** Improving Decisions with Marketing Information  **Chapter 8:** Elements of Product Planning for Goods and Services | Reading  Chapter 7 and 8 |
| WK 8 | Wednesday  **Mar. 14th** | **Chapter 8:** Elements of Product Planning for Goods and Services  **Chapter 9:** Product Management and New-Product Development | Reading  Chapter 8 and 9 |
|  | Wednesday  **Mar. 21st** | **Spring Recess** |  |
| WK 9 | Wednesday  **Mar. 28th** | **Chapter 9:** Product Management and New-Product Development  **Chapter 10:** Place and Development of Channel Systems | Reading  Chapter 9 and 10 |
| WK 10 | Wednesday  **Apr. 4th** | **Chapter 11:** Distribution Customer Service and Logistics  **Chapter 12:** Retailers, Wholesalers, and Their Strategy Planning | Reading  Chapter 11 and 12 |
| WK 11 | Wednesday  **Apr. 11th** | **Exam - Chapters 7-12**  **Chapter 13:** Promotion—Introduction to Integrated Marketing Communications | **Exam 2**  **Students need Scantron (Form No. 882-E)**  Reading: Chapter 13 |
| WK 12 | Wednesday  **Apr. 18th** | **Chapter 13:** Promotion—Introduction to Integrated Marketing Communications  **Chapter 14:** Personal Selling and Customer Service | Reading  Chapter 13 and 14 |
| WK 13 | Wednesday  **Apr. 25th** | **Chapter 14:** Personal Selling and Customer Service  **Chapter 15:** Advertising and Sales Promotion | Reading  Chapter 14 and 15 |
| WK 14 | Wednesday  **May 2nd** | **Chapter 15:** Advertising and Sales Promotion  **Chapter 16:** Pricing Objectives and Policies | Reading  Chapter 15 and 16 |
| WK 15 | Wednesday  **May 9th** | **Marketing Plan/ Student Presentations**  **Chapter 17:** Price Setting in the Business World | **Team Project Presentations and Papers Due**  Reading: Chapters 17 |
| WK 16 | Wednesday  **May 16th**  **7:00 PM** | **Chapters 13 – 17** | **Final Exam**  **Students need a Scantron (Form No. 882-E)** |

***\* This syllabus may be modified throughout the semester at the Instructor’s discretion; changes will be discussed in class.***

**Team Project: The Marketing Plan**

Objective

The core objective is to create a marketing plan for either:

1. an existing product, targeted to a new audience
2. or a new product

Students are expected to have the hands-on experience that a marketing team goes through, and to apply the learning and insights gained in the classroom.

The project can be focused on any kind of specific product or service for either the consumer or business markets. It is recommended that you choose a product or service that interests you since you are going to be researching and working extensively with it – and the project will be fun and seem less cumbersome. Your product or service, along with any other specific information you would like to give me, will be due by Week 4. The Instructor reserves the right to reject a selected product.

Team Size: Teams will be self–formed of 4-6 students per team – no exceptions. I will expect an email from a representative of each team letting me know who is on the team. It’s good to get a good balance of backgrounds and skill sets amongst your teammates.

**Team Presentation**

The team will present their Marketing Plan (Powerpoint) in front of the class on the day assigned. Presentations can be longer than 15 minutes (points will be deducted for going over the time limit). All team members are expected to speak in the presentation. After the presentation a five minute Q&A will be opened.

**Team Report**

The Final Report will include a Word document, no more than 20 pages long, double-spaced with 10-12 point font, plus a maximum of five additional exhibits.

Most, if not all, of the content will have already been covered throughout the semester by the time the Report and Presentations are due, so I will be expecting a thorough plan that covers all the important topics discussed in class. I am available to assist along the way, so if you would like to give me an outline or a rough draft at some point, I will do my best to guide you. You may also refer to the “Marketing Plan Coach” on the course website.

After the final presentation each team member will grade each of his/her team members in a scale from 1-5. The objective is to evaluate your teammates’ work, participation and dependability. Your final grade for the Final Report *might* be adjusted based on peer evaluations.

**In- Class Protocol:**

Out of consideration for others, please turn your cell phone to the silent mode. If they do not have a silent or vibratory mode, please turn them off. These items distract the other students when they ring during class discussions. Failure to turn off cell phones and pagers may cause a reduction in participation points and thus affect a student’s grade in this course. Laptops are not allowed in the class unless you are using it to take class notes and I might check from time-to-time. No exceptions please.

**Academic Dishonesty**

The CI catalog defines academic dishonesty to include “such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.” The catalog describes the process for evaluating cases of dishonesty and appropriate penalties.

**Honor Code**

Academic integrity is the responsibility of all members of the CI community. We, as members of the University community, share equally in the responsibility to ensure that the honor code instills self-respect; fosters scholarship and achievement; builds habits of honesty; promotes ethical behavior; inspires mutual fellowship and respect; and confers prestige on California State University Channel Islands and members of the University community. All University community members should be familiar with the Honor code. Students share with faculty and staff the responsibility of sustaining a climate of integrity. These values are to be maintained at all times.

**Plagiarism**

Plagiarism, whether accidental or deliberate, is a serious violation of academic integrity. The faculty member has the option of using classroom sanctions or elevating the case to the campus level. It is plagiarism to go to the Internet, find an article, copy it to the clipboard and then drop it into your word processor. Listing the article as a reference on the last page will not cover you. This is plagiarism and an easy trap to fall into in this day and age of the Internet, where tons of information is readily available.

When writing your cases and reports, there are a few things you can do that will help you to avoid being charged with academic dishonesty:

1. Anytime that you use the words *or ideas* of another person without giving credit, it is considered plagiarism, WHETHER IT IS INTENTIONAL OR NOT!
2. Differences between direct and indirect quotes:
3. Direct Quotes: Includes the exact wording from the source.
4. Indirect Quotes: Summarizes or paraphrases the content from the source.

3. Punctuation requirements: ALL word-for-word quotations MUST be placed in quotation marks.

4. Exception to the rule: Common Knowledge – if the same information can be found in three or more sources and those sources do not cite an earlier source, the information is considered common knowledge. Also, commonly known facts (e.g., Washington, D.C. is the capital of the U.S.) do not need a citation, even if you had to look them up. When in doubt, CITE.

Papers with plagiarized ideas or language are subject to receiving a failing grade.

Plagiarism or cheating on test and exams will results in an “F” (0 points) on the test or exams, very likely resulting in a lower, or possibly a failing final grade, in the course. In a case where the cheating or plagiarism was premeditatedor planned, students may receive and “F” for the course.

**Late Assignments / Make-up Exams**

Any and all assignments will be accepted up to one class meeting after the due date; however, it will receive a 20% penalty. Make-up exams will not be given. If you know you will miss an exam, you must tell me in advance and schedule a time to take it *before* the class sits for the exam.

**Disabilities Accommodations**

Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations. All requests for accommodations require appropriate advance notice to avoid delay in services. Please discuss approved accommodations with me.