

ECBA 308: Marketing & Advertising

Prerequisite(s): None

Credits: 3



I. Course Description

A study of the processes and procedures used in developing and utilizing a marketing program for companies competing at the regional, national and international levels. The course focuses on addressing the definition of marketing and the role played by marketing and advertising in the economy. The student will learn how to differentiate between the alternative concepts under which organizations conduct marketing activities about why products are the same (or different) across cultures, why people have different marketing practices, understand the concept of target marketing as differentiated from mass marketing and the effect that marketing on the Internet has on business success. The course provides applied and theoretical approaches to explaining how advertising decisions are made.

II. Course Objectives

1. Explain the role of marketing in strategic planning.
2. Describe the role and functions of marketing management.
3. Examine issues that can impact consumer satisfaction.
4. Analyze ethical responsibilities of marketing.
5. Examine the impact of technology on issues related to marketing.
6. Appraise marketing strategies that can provide a competitive advantage.
7. Compare and contrast target marketing strategies.
8. Distinguish between retailing and wholesaling.
9. Develop an understanding about the role of a manager, supervisor, or business leader in the use of advertising and advertising methods.
10. Examine how companies can adapt their marketing to address the global marketplace.

III. Course Textbooks and Reading Materials

Marketing – An Introduction, 13th edition

Gary Armstrong and Philip Kotler

Print ISBN: 9780134149530

Digital ISBN: 9780134132228

IV. Weekly Information

Module One – Week 1

Introduction to Marketing and Advertising

Objectives

At the end of this Module, you should be able to:

- 1.1 Define marketing
- 1.2 Understand the marketplace and customer needs
- 1.3 Design a customer value-driven marketing strategy
- 1.4 Prepare an integrated marketing plan and program
- 1.5 Understand customer engagement and relationships
- 1.6 Describe value capture techniques
- 1.7 Grasp the changing marketing landscape
- 1.8 Define the role of marketing in company strategy

Reading

Chapter 1: Marketing: Creating Customer Value and Engagement, pp 2 – 37

Chapter 2: Company and Marketing Strategy: Partnering to Build Customer Engagement, Value, and Relationships, pp 38 - 65

Lecture

Chapters 1 & 2

Deliverables

Introductory Discussion

Discussion: Marketing vs. Advertising

Written Assignment

Test

Module Two – Week 2

Understanding the Marketplace and Customer Value

Objectives

At the end of this Module, you should be able to:

- 2.1 Analyze the marketing macro and micro environment
- 2.2 Gain marketing information and customer insights
- 2.3 Assess marketing needs
- 2.4 Understand the importance of marketing research
- 2.5 Analyze marketing information
- 2.6 Understand consumer markets and buyer behavior
- 2.7 Describe the buyer decision process

Reading

Chapter 3: Analyzing the Marketing Environment, pp 66 – 97

Chapter 4: Managing Marketing Information to Gain Customer Insights, pp 98 – 131

Chapter 5: Understanding Consumer and Business Buyer Behavior, pp 132 - 167

Lecture

Chapters 3, 4, & 5

Deliverables

Discussion: Demographic Impacts

Written Assignment

Test

Module Three – Week 3**Designing a Customer Value-Driven Strategy****Objectives**

At the end of this Module, you should be able to:

- 3.1 Understand market segmentation
- 3.2 Discuss the importance of target markets
- 3.3 Share differentiation and positioning concepts
- 3.4 Define products and services
- 3.5 Communicate the importance of building brands

Reading

Chapter 6: Customer Value-Driven Marketing Strategy: Creating Value for Target Customers, pp 168 – 199

Chapter 7: Products, Services, and Brands: Building Customer Value, pp 200 - 235

Lecture

Chapters 6 & 7

Deliverables

Discussion: Product Line vs. Product Mix

Written Assignment

Test

Module Four – Week 4

The Product Life Cycle and Capturing Customer Value

Objectives

At the end of this Module, you should be able to:

- 4.1 Communicate each stage of the product life cycle
- 4.2 Understand new product development strategies
- 4.3 Discuss pricing strategies
- 4.4 Share price and value considerations in marketing decisions
- 4.5 Understand the impact of changes to pricing strategies

Reading

Chapter 8: Developing New Products and Managing the Product Life Cycle, pp 236 – 261

Chapter 9: Pricing: Understanding and Capturing Customer Value, pp 262 - 297

Lecture

Chapters 8 & 9

Deliverables

Discussion: Product Life Cycles

Written Assignment

Test

Module Five – Week 5

Understanding Marketing Channels

Objectives

At the end of this Module, you should be able to:

- 5.1 Describe marketing channels in detail
- 5.2 Understand the differences between wholesale and retail
- 5.3 Communicate how supply chains impact value creation
- 5.4 Share design and management decisions impacted by channel

Reading

Chapter 10: Marketing Channels: Delivering Customer Value, pp 298 – 331

Chapter 11: Retailing and Wholesaling, pp 332 - 363

Lecture

Chapters 10 & 11

Deliverables

Discussion: Retail vs. Wholesale

Written Assignment

Test

Module Six – Week 6

Advertising, Sales, and Sales Promotion

Objectives

At the end of this Module, you should be able to:

- 6.1 Discuss the promotion mix
- 6.2 Understand the difference between marketing and advertising
- 6.3 Communicate the importance of public relations
- 6.4 Discuss the selling process and sales promotion
- 6.5 Communicate the impact of social media on the marketing mix
- 6.6 Share the impact of mobile marketing

Reading

Chapter 12: Engaging Customers and Communicating Customer Value: Advertising and Public Relations, pp 364 – 397

Chapter 13: Personal Selling and Sales Promotion, pp 398 – 427

Chapter 14: Direct, Online, Social Media, and Mobile Marketing, pp 428 - 457

Lecture

Chapters 12, 13, & 14

Deliverables

Discussion: Mobile Marketing

Written Assignment

Test

Module Seven – Week 7

The Global Marketplace and Social Responsibility

Objectives

At the end of this Module, you should be able to:

- 7.1 Capture the impact of global markets on marketing decisions
- 7.2 Communicate the decision criteria for global expansion
- 7.3 Understand how to develop sustainable marketing plans
- 7.4 Share ethics concerns and the challenges marketers face

Reading

Chapter 15: The Global Marketplace, pp 458 – 487

Chapter 16: Sustainable Marketing: Social Responsibility and Ethics, pp 488 - 518

Lecture

Chapters 15 & 16

Deliverables

Discussion: Global Marketing

Written Assignment

Test

V. Course Information and Grading

Course Requirements (Weekly)

Each Module will be based on the inclusion and grading of the following segments:
Discussion Boards, Assignments/ Case Studies/ Projects.

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
 - a. Undergraduate Word Count Requirements:
 - i. Initial post must be >200 words
 - ii. Responses must be >150 words
 - b. Graduate Word Count Requirements:
 - i. Initial post must be >250 words
 - ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.
3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Undergraduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the Module. No grades will be given to students over the phone.

A: 900 - 1,000 points

B+: 870 - 899 points

B: 800 - 869 points

C+: 770 - 799 points

C: 700 - 769 points

D: 600 - 699 points

F: 0 - 599 points

Undergraduate Discussion Board Rubric – Introduction (First week only)

Criteria	Minimal	Effective
Percent Possible: 0 or 50 Initial Post Introduction.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.
Percent Possible: 0 or 50 Response Posts Welcome.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.

Discussion Board Initial Post Rubric – Undergraduate

Initial Post Rubric	Content	Support & References	Mechanics & Length
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant and thought-provoking viewpoints • Innovative and indicates a high level of thought • High level of critical thought, analysis, and application of concepts and ideas 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format 	<ul style="list-style-type: none"> • Post exceeds 200 words • Very well written
Effective 80-89%	<ul style="list-style-type: none"> • Advances the discussion and body of knowledge providing relevant, original thoughts to the question • Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the post • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post 178-200 words • Well written
Competent 70-79%	<ul style="list-style-type: none"> • Makes mostly complete response to the questions • Mostly restatement of materials • Conveys thoughts adequately; however, need to further develop critical aspects 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source. • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post is 158-178 words • A few writing errors
Minimal 0-69%	<ul style="list-style-type: none"> • Provides weak contribution to the discussion board • Does not convey concept understanding • Shows evidence of critical thought but is not concise or complete 	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Addresses questions in a manner that is unclear • Not appropriate APA format 	<ul style="list-style-type: none"> • Post is less than 158 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Thursday

Discussion Board Peer Response Rubric – Undergraduate

Peer Response Rubric	Content	Support & References	Mechanics & Length
Mastery 90-100%	<ul style="list-style-type: none"> • Advances discussion providing additional commentary that is relevant or offers an alternative • Critical thought development is evidenced by thoughtful and meaningful responses • Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format 	<ul style="list-style-type: none"> • Post exceeds 150 words • Very well written
Effective 80-89%	<ul style="list-style-type: none"> • Advances discussion providing additional commentary and critique • Responses are correct but mostly restate the peers' viewpoints without development of critical thought • Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post is 133-150 words • Well written
Competent 70-79%	<ul style="list-style-type: none"> • Shows adequate understanding of the knowledge and concepts posted by peers • Responses are mostly, "I agree..." • Source is somewhat relevant and published in last 5 years 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source • Not in appropriate APA format 	<ul style="list-style-type: none"> • Post is 118-132 words • A few writing errors.
Minimal 0-69%	<ul style="list-style-type: none"> • Shows minor comprehension of concepts and viewpoints from peers. • Responses are vague and do not show understanding or comprehension 	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Not appropriate APA format 	<ul style="list-style-type: none"> • Post 0-118 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Sunday

Assignment/Case Study/Course Project Rubric

Assignment Rubric	Critical Thinking	References & Organization
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions 	<ul style="list-style-type: none"> • Professional writing structure. • Well-organized response. • Student cites appropriate, current peer-reviewed sources • Proper APA format • Exceeds 500 words
Effective 80-89%	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text. 	<ul style="list-style-type: none"> • Student cites some relevant, current peer-reviewed sources. • Follows directions • APA formatting demonstrated but not extensive. • 450-500 words
Competent 70-79%	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Sources are outdated or ineffective. • Lacks focus on content • Unorganized • Some writing errors • Not in appropriate APA format. • 400-449 words
Minimal 0-69%	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application. • Partially addresses the topic 	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Not appropriate APA format • 0-399 words • Poorly written. • 0 points for late assignments

Short Answer Rubric – Undergraduate

Short Answer Rubric	Clarity	Depth	Quality
Mastery 90-100%	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions 	<ul style="list-style-type: none"> • Articulates critical thoughts & analysis throughout the answer • Obvious use of outside resources to supplement resources 	<ul style="list-style-type: none"> • Professional writing structure • Well-organized response • Free of grammatical, spelling, & formatting errors
Effective 80-89%	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text 	<ul style="list-style-type: none"> • Demonstrated some form of outside material used • Shows some critical thinking and active thought 	<ul style="list-style-type: none"> • Follows assignment instructions • Well-written • Few writing errors
Competent 70-79%	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Provided enough detail for marginal requirement • “Textbook” in nature (restatement of what was in textbook) 	<ul style="list-style-type: none"> • Lacks focus on content • Some writing errors
Minimal 0-69%	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic 	<ul style="list-style-type: none"> • Lacked detail that demonstrates active thought • One-sentence answer 	<ul style="list-style-type: none"> • Unorganized and poorly written • 0 points for late assignments