



**DIVISION OF ADULT LEARNING**

**SYLLABUS**

**MKTG-209: Principles of Marketing**

Date: 07/20/2020

<b>Table of Contents:</b>	
<b>UNIVERSITY MISSION STATEMENT:</b>	<b>3</b>
<b>CATALOG DESCRIPTION:</b>	<b>3</b>
<b>REQUIRED TEXT(S) AND/OR SUPPORTING RESOURCES:</b>	<b>3</b>
<b>PREREQUISITE SKILLS AND KNOWLEDGE:</b>	<b>3</b>
<b>COURSE GOALS AND LEARNING OUTCOMES:</b>	<b>3</b>
<b>MAJOR TOPICS:</b>	<b>4</b>
<b>COURSE ASSESSMENTS:</b>	<b>4</b>
<b>EVALUATION:</b>	<b>5</b>
<b>GRADING SCALE:</b>	<b>5</b>
<b>LETTER GRADE EQUIVALENCIES:</b>	<b>5</b>
<b>UNIT AND TIME DISTRIBUTION:</b>	<b>6</b>
<b>POLICIES</b>	<b>6</b>
<b>ATTENDANCE POLICY:</b>	<b>6</b>
<b>ACADEMIC HONESTY POLICY/INFORMATION:</b>	<b>6</b>
<b>LATE POLICY:</b>	<b>7</b>
<b>EXPECTATIONS</b>	<b>7</b>
<b>FACULTY EXPECTATIONS OF STUDENTS:</b>	<b>7</b>
<b>STUDENTS' EXPECTATIONS OF FACULTY:</b>	<b>7</b>
<b>IMPORTANT STUDENT INFORMATION</b>	<b>8</b>
<b>SPECIAL NEEDS:</b>	<b>8</b>
<b>BIBLIOGRAPHY</b>	<b>8</b>
<b>KNOWLEDGE BASE/WORKING BIBLIOGRAPHY (READING LIST):</b>	<b>8</b>

**University Mission Statement:**

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

**Catalog Description:**

This course is an introduction to the nature and functions of marketing. It includes the study of the integrated activities utilized in the movement of goods and services from producer to consumer while addressing governmental and consumer relationships. This course investigates the processes and methods of product development, promotion, distribution, and pricing.

**Required Text(s) and/or Supporting Resources:****Required Text:**

Lamb, Hair, & McDaniel. *Essentials of Marketing*. 7<sup>th</sup> ed. Mason, Ohio: South-Western Cengage Learning, 2012. **(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.)**

**Additional Supporting Resources:**

Resources included in the Learning Management System (LMS).

**Prerequisite Skills and Knowledge:**

None

**Course Goals and Learning Outcomes:****PURPOSE**

This course is intended to teach introduction to marketing to business majors and other interested students. It is designed to introduce students to the basic terminology, concepts, and practices of contemporary marketing and provide a solid foundation for future studies.

**General Learning Objectives (Course Goals):**

*This course seeks to:*

1. Introduce students to marketing concepts.
2. Provide a conceptual framework with which to build a foundation for further study and understanding in the field of marketing.
3. Familiarize and stimulate students' interest in the activities of marketing.
4. Explore general strategic marketing issues such as market opportunities analysis, target markets, and marketing mix development.
5. Introduce students to the role of exchange in the marketing of goods and services.
6. Provide an integrated view and appreciation of the marketing process from a Christian Worldview perspective.

**Specific Behavioral Objectives (Learning Outcomes):**

*As a result of the activities and study in this course, the student should be able to:*

1. Analyze the various components of marketing strategies.
2. Interpret consumers' buying decisions.
3. Demonstrate the steps in the factors that influence buying decisions.
4. Design effective marketing managing strategies.
5. Implement a marketing research plan and interpret marketing research findings.
6. Discuss the role of alternative channels in the marketing of goods and services.
7. Demonstrate how organizations determine requirements, needs, expectations, and preferences of customers.
8. Identify customers, customer groups, target markets and market segments.
9. Evaluate how environmental forces affect marketing strategies.
10. Identify key customer requirements, needs, and changing expectations.
11. Analyze how feedback from current and former customers, including can be used to process improvements and develop new business opportunities.
12. Critically reflect on how organizations build relationships to acquire customers in order meet their expectations in order to increase loyalty and repeat business.

**Major Topics:**

- A. An overview of strategic marketing
- B. The marketing environment
- C. Target markets: Segmentation and evaluation
- D. Types of consumer buying decision behavior
- E. Organizational markets
- F. Marketing research and information systems
- G. Product concepts
- H. Developing and managing products
- I. Distribution decisions
- J. Structure and types of marketing channels
- K. Physical distribution objectives
- L. The role of promotion
- M. The nature of advertising
- N. Elements of the personal selling process
- O. Pricing concepts
- P. Strategic market planning
- Q. International marketing involvement
- R. Financial analysis in marketing
- S. Social media and marketing

**Course Assessments:**

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Unit Assignments.** Each unit requires the student to read chapters within the textbook. After reading each chapter, the student will view a Media Clip and analyze the clip according to concepts learned within each chapter. Each chapter discussion will build upon concepts learned in previous chapters.
- C. **Exams.** The course will include two examinations: Mid-Term and Final Exams.

**Evaluation:**

A. Threaded Discussions	500
B. Unit Assignments	300
C. Exams	200

**Grading Scale:**

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 - 869
B-	2.7	800 - 829
C+	2.3	770 - 799
C	2.0	730 - 769
C-	1.7	700 - 729
D+	1.3	670 - 699
D	1.0	600 - 669
F	.0	0 - 599

**Letter Grade Equivalencies:**

**A** = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

**B** = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

**C** = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

**D** = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

**F** = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

**Unit and Time Distribution:**

The time to complete each unit is approximately 14-17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

**POLICIES****Attendance Policy:**

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

**Academic Honesty Policy/Information:**

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

**Late Policy:**

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final unit.

**EXPECTATIONS****Faculty Expectations of Students:**

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

**Students' Expectations of Faculty:**

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.

- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

## IMPORTANT STUDENT INFORMATION

### Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email [academicsupport@leeuniversity.edu](mailto:academicsupport@leeuniversity.edu). It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

## BIBLIOGRAPHY

### Knowledge Base/Working Bibliography (Reading List):

Students can gain insight into current marketing topics and news concerning marketing by reading publications and resources that provide information at a national and international level. The following are excellent publications for reference:

- Kotler, P. *Marketing management*. 11th Ed. Upper Saddle River, NJ: Prentice Hall Professional Technical Reference, 2002.
- Beckwith, Harry. *The Invisible Touch: The Four Keys to Modern Marketing*. Warner Books, 2000.
- Zaltman, Gerald. *How Customers Think*. Harvard Business Press, 2003.
- Aaker, David A. *Building Strong Brands*. The Free Press, 1996.
- Peppers, Don & Martha Rogers, Ph.D. *The One to One Fieldbook*. Bantam Books, 1999.
- Lewis, David & Darren Bridger. *The Soul of the New Consumer*. Nicholas Brealey, 2000.
- Hill, Sam & Glenn Rifkin. *Radical Marketing : From Harvard to Harley, Lessons From Ten That Broke the Rules and Made It Big*. Harper Business, 1999.
- Godin, Seth. *Permission Marketing: Turning Strangers Into Friends and Friends into Customers*. Simon & Shuster: 1999.
- Larkin, Geraldine A. *12 Simple Steps to a Winning Marketing Plan*. Probus Pub Co, 1992.
- Parmerlee, David. *Preparing the Marketing Plan (The Ama Marketing Toolbox)*. Ntc Business Books, 1992.



Doyle, David P. *Adding Value to Marketing: The Role of Marketing in Today's Profit-Driven Organization*. Kogan Page Ltd, 1998.

The Wall Street Journal – see the Marketplace or Personal Journal sections in daily editions

Advertising Age – publishes weekly; [www.adage.com](http://www.adage.com)

Brand Week – publishes weekly; [www.brandweek.com](http://www.brandweek.com)

Ad Week – publishes weekly; [www.adweek.com](http://www.adweek.com)

Kotler on Marketing by Philip Kotler (April 1999) Free Press

Marketing Strategy- An Overview Harvard Business School Reprint

On Target: The Book on Marketing Planning <http://www.bizplans.com/mplans/index.cfm>

American Marketing Association <http://www.ama.org/>

eMarketer <http://www.emarketer.com/>

Phil & Moke's Free Marketing Resources <http://www.maxpatch.com/promote.html>

Online Publications:

American Demographics <http://demographics.com/publications/ad/index.htm>

Sales and Marketing Management <http://www.salesandmarketing.com/>

Web Digest for Marketers <http://www.wdfm.com/>