



MKT 310 OE/ Marketing Principles/Cases

Instructor: A. RACKA

Session: Winter 2nd 7 Weeks 2022

Dates: (3/14/22-5/1/22)

Day/Time: Online

University Mission

The mission of Siena Heights, a Catholic University founded and sponsored by the Adrian Dominican Sisters, is to assist people to become more competent, purposeful, and ethical through a teaching and learning environment that respects the dignity of all.

Metropolitan Detroit Program Outcome Statement

Graduates of Siena Heights University's Metropolitan Detroit Program will have gained the knowledge, skills and attitudes necessary to continue developing as self-respecting adults. They will be capable of:

- *Making sense out of their daily work and personal lives.*
- *Taking appropriate actions.*
- *Realizing that their search for final answers must be lifelong.*

Business Administration Learning Outcomes

- **Communication:** *The ability to express ideas in writing, verbally, and visually.*
- **Creativity:** *The ability to develop original ideas or use common solutions in uncommon ways.*
- **Analytical Ability:** *The ability to effectively separate a complex problem or situation into its component parts in order to identify solutions.*
- **Integrative Thinking:** *The ability to detect interrelations among components parts and assess their importance in creating solutions.*

Siena's Accommodation Policy for Students with Disabilities

In accordance with University policy and the equal access laws, I am available to discuss appropriate academic accommodations that you may be eligible for as a student with a disability. Please contact me for an appointment to discuss possible accommodations. Students must register with the Office for Students with Disabilities for disability verification and determination of reasonable accommodations. Requests for accommodations must be done in a timely manner and are not retroactive. For more information, you may contact: Bob Ritz, Coordinator, Office for Students with Disabilities, Room 301A, Sacred Heart Hall, Adrian campus, 517-264-7683; ritz@sienaheights.edu

Please Note: All cell phones are to be turned off during class. Phone calls and/or text messages are not permitted during class time.

MKT 310 OE Marketing Principles/Cases

Winter 2nd 7 Weeks Semester, 2022 (3/14/22-5/1/22)

Faculty Name: Anthony Racka

Office Location: By Appointment

Office Hours: By Appointment

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Required Text: Levens, Michael (2012). Marketing: Defined, Explained, Applied.
Prentice Hall (To order the Student edition: ISBN 13: 978-0-13-217715-3-1 or
ISBN 10: 0-13-217715-3)

Note: Textbook Only is Needed—No access code.

Note: Used textbook or eBook rental is recommended—supplemental materials/access codes are optional resources that are not required in the class.

Prerequisite: ECO 221, ECO 222, BAM 201

Course Description: Demonstrates the role of marketing in the company, emphasizing the management of the marketing mix including product planning, promotion, distribution and pricing. Special attention is given to the role and significance of evaluating customer needs, target market and opportunity analysis. This course helps students to make marketing decisions in the context of general management. Business Communications, one Economics course, and Management: Principles and Cases are recommended before MKT 310.

BAM Program Learning Outcomes

- **Communication** - The ability to express ideas in writing, verbally and visually
- **Creativity** - The ability to develop original ideas or use common solutions in uncommon ways
- **Analytical ability** - The ability to effectively separate a complex problem or situation into its component parts in order to identify solutions
- **Integrative thinking** - The ability to detect interrelationships among component parts and assess their importance in creating solutions

Relationship of BAM Outcomes to General Education Program Outcomes

| | General Education Program Outcomes | | | | |
|----------------------|------------------------------------|----|----|----|----|
| | B1 | B3 | B4 | C1 | C2 |
| Communication | | | | X | X |
| Creativity | | | X | | |
| Analytical ability | X | X | | | |
| Integrative thinking | X | | | | |

Learning Outcomes Assessment Plan:

| PROGRAM LEARNING OUTCOMES | COURSE OUTCOMES | LEARNING STRATEGIES | ASSESSMENT TOOLS/STRATEGIES |
|---------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| COMMUNICATION | Informal Discussion Board Posts | ▪ Deliver impromptu communication with peers and instructor | ▪ Oral Presentations of Assigned Readings |
| CREATIVITY | Finding creative solutions to Current Topics | ▪ Learning to articulate global business opinions | ▪ Informal format to encourage critical thinking |
| ANALYTICAL ABILITY | To gain insight in marketing and sales | ▪ Psychology of marketing | ▪ Active learning exercises emphasizing management case studies analyzed in classroom ▪ Exam |
| INTEGRATIVE THINKING | To learn the necessary procedures for successful management of a sales organization | ▪ Three research papers | ▪ Articulate opinions with data and examples to support views |

Grading Policy and Scale:

The “weighted average” method is used to calculate final course points, which are then converted to letter grades using the following scale. Tests and papers are graded on a percentage correct basis.

| Grade | Percent |
|-------|---------|
| A | 92-100% |
| B | 82-91% |
| C | 72-81% |
| D | 62-71% |
| E | < 61% |

Academic Dishonesty:

Per the Undergraduate Catalog 2004-2006, academic dishonesty is defined as:

...unethical behavior which in any way violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more than one course without the consent of all instructors concerned, misappropriating library materials, or the destroying of or tampering with computer files. Also included in academic dishonesty is knowingly or intentionally helping another violate any part of this policy (p. 169).

Plagiarism is then explicated as:

...the failure to give credit for the use of material from outside sources. It includes, but is not limited to, verbatim use of a quote without quotation marks and adequate documentation, submission of a paper prepared by another person as one's own work, using the ideas, facts, words, or data of someone else and claiming them as your own, or not documenting ideas, facts, words, or data gathered during research (p. 169).

In the event that a student violates university policy on academic dishonesty or plagiarism, s/he will automatically receive an "E" for this course.

Students with Disabilities:

Section 504 of the Rehabilitation Act of 1973 (Section 504), prohibits discrimination on the basis of physical or mental disability (29 U.S.C. Section 794). Siena Heights University is committed to furnishing appropriate auxiliary aids and services where necessary to afford any student with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity.

An academically qualified (has met admission standards) student with a disability who is in need of auxiliary aids/services is obligated to provide detailed documentation of the nature of the disabling condition to the Office of Disability Resources (303 Sacred Heart Hall/ 517 264-7683). The student will discuss with the coordinator of the ODR how the disability impacts performance in the academic setting. The student should initiate this process at the beginning of the semester, so that accommodations may be arranged before the student experiences difficulty. This process is not retroactive—a student may not disclose a disability in order to retake a failed test. Once appropriate accommodations/services have been determined, the student presents a Letter of Accommodation (provided after consultation with the coordinator of the ODR) to his/her course teaching staff and discusses a plan for implementing the accommodation/service.

The World of Cyber-Learning: Before you start with week one's content, I want to share some insight with you about the world of online learning.

An important observation: there is as much work to do online as there is in a typical classroom—or more. Classroom discussions will be held online—which means a lot of writing on your part. Assignments will be more frequent than in a classroom, so that you and I both can assess how the learning process is going. Tests will be just as rigorous, yes, you will have papers to write.

Even more importantly, you cannot procrastinate in an online class. You must be a self-starter. Be sure you don't wait until the end of the week to start your work, or you will find yourself rushing to the clock, and possibly losing points for not participating at directed. Log on early in the week, review all assignments, and give yourself plenty of time to complete them.

There are many good things about online learning, though! This class is accessible anywhere you can get to the Internet any time of the night or day. Whether you travel on business, vacation, or just log on at work, it is always available to you.

I want to reiterate one more thing. All of our interaction will be done via technology. Technology is not without its failings; however, you have all week to complete your assignments, so please do not wait until the last minute and then cite computer problems as a means of procuring an extension. I'm sympathetic to internet outages and experience them myself occasionally, but please leave enough time to try again later if your ISP (Internet Service Provider) is down. Also, it may be wise to have a backup computer in mind (a relative's, neighbors, the college lab, the public library) should you ever need one.

In all fairness to your classmates who complete assignments within the given time frame, I will likely not grant an extension simply due to computer problems. It sounds harsh – but that's the tradeoff for having 24/7 access to your online class. Prepare for any eventuality, don't procrastinate – and you'll do fine.

How to Submit Work: All papers should be submitted within the SHU course management system. Please Do Not submit work by email.

Due Dates: Each student is required to post a minimum of one comment to each article/topic and respond to a classmate's post on a different day than their original post on the discussion board. Comments must be a minimum of 75 words and be spellchecked. Articles/Videos/Topics will be posted by 12 pm on Monday. Your comment must be original (you may NOT repeat the comment of one of your peers or instructor) to receive participation points. All assignments and discussion board comments are due by 10 pm on Sunday. At this point you will have lost any opportunity to earn participation points.

Reading Assignments: It is the students' responsibility to read all assigned online resources/material provided by instructor on SHU's course management system.

Online Exams: Online exams will be timed and can be taken at the convenience of the student. They will be approximately one hour in length. Exams will be posted by 12 pm on Monday and must be completed by 11 pm on the following.

Retention System Statement

Students should be aware that SHU, like many other colleges and universities, utilizes a formal system for identifying at-risk students and getting them the help they need. Should I have concerns about your well-being and/or ability to be successful in this class, I will either speak with you directly before or after class, email you, or request a conference. Depending on the outcome of that conversation I may also report my concerns via an online alert system. This system would then notify your advisor and any other relevant individuals – nurse, counselor, SSS Director, or other SHU community members – of my concerns. Once again, this system is in place to provide support. My goal is not to coddle or interfere but rather to offer help when needed.

Siena Heights University is an equal opportunity employer and does not discriminate on the basis of race, color, gender, religion, age, sexual orientation, national or ethnic origin, disability, marital status in the institution's programs or activities or any other occupationally irrelevant criteria. The University promotes affirmative action for minorities, women, disabled persons and veterans. Siena Heights University's Title IX Coordinator is the Chief Public Safety Officer, Cindy Birdwell. She can be contacted at 517-264-7194 or cbirdwel@sienaheights.edu, or in person in Ledwidge Hall on the Adrian campus. For 24/7 availability, call 517-264-7799.

COURSE CALENDAR (tentative)

| | | |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 March 14 | Introduction – What is Marketing? And why it is important in business and to all of us as consumers? Marketing Refresher + PESTLE Analysis Explained Discussion of Chapter 1 | <ul style="list-style-type: none">▪ Introductions▪ Syllabus/Text▪ Discussion Board Topics 1-4 |
| Week 2 March 21 | Chapter 2- The Market in Marketing Chapter 3- Planning and Marketing in an Organization Chapter 4- A Broader Perspective on Marketing | <ul style="list-style-type: none">▪ Discussion Board Topics 5-7▪ Assignment #1 Due March 27 (Student's Choice – see info, rubric and topics info on pages 10-12) |
| Week 3 March 28 | Chapter 5- Global Marketing Chapter 6- Value for Customers Chapter 7- A Perspective on Consumer Behavior | <ul style="list-style-type: none">▪ Discussion Board Topics 8-10 |
| Week 4 April 4 | Chapter 8 – Consumer Insight Chapter 9- The Brand Chapter 10- Segmenting, Targeting, and Positioning | <ul style="list-style-type: none">▪ Discussion Board Topics 11-13▪ Assignment #2 Due April 10(Student's Choice – see info, rubric and topics info on pages 10-12) |
| Week 5 April 11 | Chapter 11- The Marketing Plan Chapter 12- Product and Service Strategies Chapter 13- Pricing Strategies | <ul style="list-style-type: none">▪ Discussion Board Topics 14-17 |

| | | |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 6 April 18 | Chapter 14- Supply Chain and Distribution Strategies Chapter 15- Retailing and Wholesaling Strategies | <ul style="list-style-type: none"> ▪ Discussion Board Topics 18-20 ▪ Assignment #3 Due April 24 (Student's Choice – see info, rubric and topics info on pages 10-12) |
| Week 7 April 25 | Chapter 16- Advertising and Sales Promotion Strategies Chapter 17- Personal Selling and Direct Marketing Strategies Final Exam (class ends on 5/1) | <ul style="list-style-type: none"> ▪ Summary of Class due Sunday, 5/1 |




Please Note-This schedule is dynamic and subject to change depending on special circumstances that may arise.

► Student Assistance

Siena Heights University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable and inclusive. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment, please notify the Office of Accessibility, University Center 211, (517) 264-7683, or cmathis1@sienaheights.edu<mailto:cmathis1@sienaheights.edu>, to discuss a range of options for removing barriers in the course, including accommodations. This process is initiated and driven by the student. It is to your advantage to begin the process in a timely manner, since accommodations are not retroactive. Grades earned before verification of a disability and approval of accommodations by the Office of Accessibility will not be changed.

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or the Office of Accessibility. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Accessibility (cmathis1@sienaheights.edu<mailto:cmathis1@sienaheights.edu>) and/or the Dean of Students (morlando@sienaheights.edu<mailto:morlando@sienaheights.edu>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her/them to provide any resources that he/she/they may possess.

Course Assignments

| | DESCRIPTION/PURPOSE | REQUIREMENTS |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ATTENDANCE AND PARTICIPATION (40 % of Grade) |  Class Participation on Discussion Board 20 posts x 6 pts. each= 120 pts.  <p>Supports building skill in applying problem solving in a cyber-setting (e.g., group decision making). Develops effective communication skills in a cyber-group setting (e.g., systematic idea sharing, persuasion techniques). Develops critical thinking in integrating related sources of information and drawing logical conclusions.</p> | <ul style="list-style-type: none"> ▪ Discussion of current business topics that relate to text material will be discussed each week on our Discussion Board ▪ Impromptu reporting in a cyber-group setting for case analysis ▪ Critical analysis of classroom materials in a cyber-group setting |
| INDIVIDUAL ASSIGNMENTS (50% of grade) |  3 critical analysis papers of 30/50/70 pts. each on topics covered. Each paper is on a graduated scale to reward progress with scale of points weighted higher for each paper to understand instructors requested learning objectives. Max. 150 pts. possible | <ul style="list-style-type: none"> ▪ Written/Creative solutions will be utilized and supported in these opinion assignments. Critical thinking per supplied rubric. Memo formatted critical analysis of assigned materials/topics with sources |
| FINAL EXAM (10% of Grade) | <ul style="list-style-type: none"> ▪ Essay Exam- 30 pts. | <ul style="list-style-type: none"> ▪ Critical Thinking and Creative Marketing solutions will be used to demonstrate a comprehension of the course material. |

All papers must be typed, spell-checked, and double-spaced. Take a stand and defend your analysis. Be creative! Have fun!



Grade Tracking Sheet for the Winter 2nd 7 Weeks, Semester, 2022

Marketing Principles/Cases (MKT 310)

Assignment #1 (30 pts.) _____

Assignment #2 (50 pts.) _____

Assignment #3 (70 pts.) _____

Discussion Board Topics 20 @ 6 pts each (120 pts.) _____

Final Exam (30 pts.) _____

Total Points Possible 300 + Possible Extra Credit

► Case Studies (“*Student’s Choice*”):

There will be three case study papers assigned this semester. **Each paper must be submitted in memo format and include a minimum of two sources listed in APA format.** The paper topics will be related to the chapters we have recently covered in our classroom discussions. Please use the rubric below to assist you in earning full credit for each paper. You are expected to use creativity, critical thinking, and defend your ideas and opinions on the topic/s you select. Each paper will be due on the date indicated on the syllabus and on our Canvas LMS system.

Late papers will not be accepted unless the student has made arrangement in advance with the instructor. Students will be permitted to select topics that are of interest to them.

For the case study assignments please use the excellent resources at the SHU library. Remember, you also have access to the library resources online at the link below:

<http://shulibrary.sienaheights.edu/>

Three more tools that can also help you in doing research for our class (and others!):

https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkml

<https://www.esri.com/en-us/arcgis/products/tapestry-segmentation/zip-lookup>

<https://blog.hubspot.com/marketing/market-research-tools-resources>

NOTE: All papers must be in memo format and include a minimum of two cited source- Papers not in memo format will have five points deducted. Papers not citing sources will have five points deducted. Papers that are not professional or lack the quality of their classmate's papers will also have five points deducted. Papers will include two infographics (infographics data or statistics shown as visual/graphic –one of these infographics must be your creation or five points will be deducted. All papers must discuss social media as part of the promotional mix or will have five points deducted.

| Case Study Criteria (“Student’s Choice” – See Potential Topics list) | Case Study-I “1966” | Case Study- II “2025” | Case Study- III “2030” |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------|-----------------------------------|
| Clearly define the Target Market with Demographics (quantitative data/stats-- https://data.census.gov/cedsci/ | 5 | 6 | 8 |
| Apply some Psychographics – or behavioral/lifestyle—to the Target Market (qualitative, subjective observations-- https://claritas360.claritas.com/mybestsegments/#zipLookup | 2 | 4 | 6 |
| Discuss the Marketing Mix or 4 Ps | 2 | 4 | 6 |
| Include all four components of the promotional mix when discussing the Marketing Mix or 4 Ps (Adv., PR, Personal Selling, and various Promotions) | 4 | 6 | 8 |
| Perform a PESTLE analysis (Your creative ideas- not cut-and-paste from source) | 5 | 6 | 12 |
| Please provide a minimum of three recommendations (your creative ideas!) | 6 | 12 | 15 |
| Provide data and examples from listed source to support each recommendation with data/statistics | 6 | 12 | 15 |
| Total Points | 30 | 50 | 70 |

► **Case Studies I-III Explained;**

- **Case Study I 1966** is a look at how McKinsey & Company predicted marketing will change in their 1966 article, “The changing face of marketing.” (link provided below). You are requested to select one of the six trends that are discussed in the article and discuss how a particular industry, company, or brand has or has not adapted to the areas McKinsey lists in their research article from 50 + years ago.

<http://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/the-changing-face-of-marketing>

- **Case Study II 2025** requests that you take a look at a blog from 2020 looking at some short-term predictions (link provided below). Now select one of the trends that are being utilized by successful industries, companies, or brands to increase repeat business/loyalty, and sales.

<https://www.gregverdino.com/future-of-marketing-2025/>

- **Case Study III 2030** requests that look at the infographic “5 Key Themes” from the “Experience 2030” research summary (link provided below). Now select one of these trends and discuss how a particular industry, company, or brand will look like 20 years from today.

<https://www.sas.com/content/dam/SAS/documents/infographics/2019/en-customer-experience-2030-110975.pdf>

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Discussion Board Grading Scale (Note: To earn full credit your original post and response post for each individual Discussion Board Topic must be posted on different calendar days. Your original post for both Discussion Board topics can be posted on the same day, and responses can both be posted on the same day – e.g. Original post for Discussion Board Topics #1 and #2 can both be on Monday, and responses to a classmate’s post for Discussion Board Topics #1 and #2 can be posted on Wednesday.) | Each Discussion Board Topic |
| Participated with an original post of min. 75 words. The post contained concepts from class material and examples of B2B or B2C marketing applications to support opinion and creative ideas. Provide specific company examples and data/stats to support your ideas (and have an opinion!) | 3 |
| Responded to a classmate’s post of min. 75 words on a different day than their original post. The post contained concepts from class material and examples of B2B or B2C marketing applications to support opinion and creative ideas. Provide specific company examples and data/stats to support your ideas (and have an opinion!) | 3 |
| Total Points | 6 |

Memo

To: [Recipient Name]

From: [Your Name]

cc: [Name]

Date: [Click to select date]

Re: [Subject]

[Type memo here]

Misc. Valuable Info

If you aren't already using the cloud as a backup storage tool, please consider Microsoft's free cloud account; www.live.com

Google Docs is also a good service. Microsoft offers you free use of Word, Excel, PowerPoint, and OneNote. This is also a great tool to collaborate on your partner presentations without having to meet in person!

A fun alternative to Microsoft's PowerPoint program is Prezi. Fun to use and Free!
<https://prezi.com/signup/edu/enjoy/>

Microsoft realizes that many younger students are tired of PowerPoint so they have a new Prezi competitor called SWAY. It's free and fun to use; <https://sway.com/>

Any style of Memo document can be used for class—here's some samples from Microsoft's website; <https://templates.office.com/en-us/Memos>

Similar help for creating a resume; <https://templates.office.com/en-us/Resumes-and-Cover-Letters>

Infographics are visual representations of data. Here are some sites to help you search;

<http://lemonly.com/>

<http://visual.ly/>

<http://infographicsite.com/resources/>

Two other good ways to search for infographics is to use Google or Bing and go to images and type in "infographics" and tons pop up. Or.... Learn to make your own with <https://piktochart.com/> or Microsoft's Visio software, or <https://bubbl.us/>

<https://blog.hubspot.com/marketing/market-research-tools-resources> (this article has multiple, free Marketing Research tools that can be easily put to use for all your MKT classes

If you do not have Microsoft Office loaded on your PC or MAC please consider this following offer for \$9.99 (Full Office 2016 Professional);

<http://www.microsoftthup.com/hupus/home.aspx>

or, for approx.. \$70 a four-year subscription to Office 365* with Microsoft Office + 1 TB of cloud storage;

<https://products.office.com/en-us/student?ms.officeurl=getoffice365>

*Note: Microsoft accounts are often free with your schools .edu email address.