

UNIVERSITY OF THE INCARNATE WORD
School of Professional Studies
MKT 3331 Introductory Marketing Concepts and Strategies
COURSE OUTLINE

See Instructor Section of Blackboard Course for More Information

Overview of the Course

Introductory Marketing Concepts and Strategies introduces students to the internal and external environment, market structures, and changes in the marketing environment that affect other business functions. Technology used includes PowerPoint lecture format, videos, and internet research. The topics to be included are the internal and external marketing environment, product, promotion, price, and distribution strategies, as well as topics such as product concepts, branding, and marketing channels. Requirements essential to the course: Ability to utilize on-line communication tools. Good reading comprehension ability. Ability to relate and apply personal/professional experiences to the material presented. Research tools essential to the course: WWW and internet research skills.

Study Topics:

- the marketing mix, segmentation, targeting, and positioning.
- consumer wants and needs.
- integrated marketing communications.
- strategic marketing process and phases.
- environmental scan and SWOT Analysis.
- ethical and legal behaviors in marketing.
- consumer decision-making process.
- consumer buying characteristics and implications.
- trends in global marketing.
- marketing research process.
- products and services.
- product life-cycle.
- marketing plan.

Description of the course:

Introductory course providing comprehensive coverage of marketing concepts and strategies. A managerial approach is used that focuses on the practices, problems and decisions of the marketing manager. The course introduces students to the internal and external environment, market structures, and changes in the marketing environment that affect other business functions. Prerequisite: None. This course may not be repeated for credit.

This course is part of: Associate of Arts in Administration, Bachelor of Arts in Applied Science, Bachelor of Arts in Administration, Bachelor of Science in Business Administration Major Requirements, Bachelor of Science in Organizational Leadership This course may be offered in a face-to-face, blended and online format.

Outcomes	Assessments will be a combination of the following
-----------------	---

<ol style="list-style-type: none"> 1. Develop customer relationships and value through marketing. 2. Link marketing and corporate strategies. 3. Scan the marketing environment. 4. Discuss ethics and social responsibility in marketing. 5. Define consumer behavior. 6. Recognize organizational markets and buyer behavior. 7. List ways to reach global markets. 8. Turn marketing information into action. 9. Identify market segments and targets. 10. Develop new products and services. 11. Discuss the management of products, services, and brands. 12. Formulate pricing strategies for products and services. 13. Create strategies for managing marketing channels and supply chains. 14. Define retailing and wholesaling. 15. Integrate marketing communications and direct marketing. 16. Analyze advertising, sales promotion, and public relations. 17. Define personal selling and sales management. 18. Implement interactive and multichannel marketing. 	<ol style="list-style-type: none"> 1. In-class and at home assignments 2. Presentations and exams 3. Subjective evaluation of in class and/or on-line discussion and participation
--	---

Course Outline

Week	Chapter Readings and Discussions	In Class and Homework Assignments
------	----------------------------------	-----------------------------------

Week #1	Chapter 1: What is Marketing? Chapter 2: Strategic Planning	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #2	Chapter 3: Consumer Behavior: How People Make Buying Decisions Chapter 4: Business Buying Behavior	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1) Submit topic for research paper/project
Week #3	Chapter 5: Market Segmenting, Targeting, and Positioning Chapter 6: Creating Offerings	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #4	Chapter 7: Developing and Managing Offerings Chapter 8: Using Marketing Channels to Create Value for Customers	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1) Submit outline of research paper project Midterm Examination (questions from the first half of the course)
Week #5	Chapter 9: Using Supply Chains to Create Value for Customers	Homework/Class Activities (3)

	Chapter 10: Gathering and Using Information: Marketing Research and Market Intelligence	Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #6	Chapter 11: Integrated Marketing Communications and the Changing Media Landscape Chapter 12: Public Relations, Social Media, and Sponsorships	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #7	Chapter 13: Professional Selling Chapter 14: Customer Satisfaction, Loyalty, and Empowerment	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #8	Chapter 15: Price, the Only Revenue Generator Chapter 16: The Marketing Plan	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1) Submit completed research paper/project Final Examination (questions from the second part of the course)

Total 48 hours

Note: Each week you will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each

topic during the week. Its primary purpose is for accreditation.

Grading Activities Criteria and Guidelines

Grading Standards:

Discussion/Participation	20%
Homework/Assignment	15%
Research Paper/Project	15%
Midterm Examination	25%
Final Examination	25%
Total	100%

Grading Scale:

A	93 – 100	B-	80 - 82	D+	67 – 69
A-	90 – 92	C+	77 - 79	D	63 – 66
B+	87 – 89	C	70 - 76	D-	60 – 62
B	83 – 86	There is no C- grade at UIW		F	< 60

A and A- indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

B+, B, and B- indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

C+ and C indicates an acceptable grasp of the essentials of the course.

D+, D, and D- indicates less than average performance in the course.

F indicates failure to master the minimum essentials of the course. The course must be repeated.

Discussion:

Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes being present, engaged, and professional. We will try to spend time each class discussing content in addition to lectures. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

Participation, Punctuality and Attendance: Requirements and Expectations for In-person Classes

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog: <https://uiw.smartcatalogiq.com/en/2019-2020/Catalog/VII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies>
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of homework, tests, exams, and e-mail communication: Save for your records
- Assignments and homework with due dates: Expected to be turned-in on time

Homework Rubric:

Use APA style writing as the standard format. Homework will be graded using the rubric below:

Homework Rubric				
Criteria	90 - 100% Excellent	80 – 89% Good	70 – 79% Fair	Below 70% Poor

Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
Analysis, evaluation, and recommendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents an incomplete analysis of the issues identified
Research	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized

Discussion Rubric:

	<70%	70%-79%	80%-89%	90%-100%
Business	Does not demonstrate	Demonstrates limited competence	Demonstrates competence and	Frequently uses a wide range of

Acumen	competence in course concepts, either by lack of connection to concepts in contributions, or by misrepresenting concepts when used.	in course concepts. There is significant room for improvement in terms of the scope and the depth of content coverage.	accuracy in using course concepts OR makes frequent effort to use course concepts, but with room for improvement in terms of consistency, and level of detail.	concepts from the class materials, demonstrating competence and accuracy in the use of concepts.
Critical Thinking	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover course content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with peers to outline approaches to covering course content. Room for improvement in terms of critically examining course content.	Occasionally engages in activities designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally works with peers to structure learning processes. Occasionally critically examines arguments, alternatives, and analyses.	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. Facilitates content coverage. Critically examines arguments, alternatives, and analyses.
Personal Effectiveness	Student does not demonstrate personal effectiveness. Lack of engagement results in little or no impact on learning, OR contribution effort has a negative impact on self and others.	Infrequent contribution effort leading to limited influence on the group. Infrequently engages peers using a wide variety of participatory behaviors. Contribution effort occasionally has a negative impact.	Occasional contribution effort, however, positive impact and influence on class discussions when contributions are made. There is room for improvement in terms of engaging peers using a variety of	Consistently uses a wide range of contribution approaches, leading to clearly positive influence and impact on the class discussions and the learning of self and others.

			contribution guidelines.	
--	--	--	-----------------------------	--

[Academic Integrity Policy](#)

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

[UIW Course Policies, Guidelines and Accommodations](#)

This course complies with all UIW academic policies and federal guidelines, including but not limited to: academic integrity, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and class absences for religious observances. Current policy statements will be provided to all students through the learning management system and in information provided on the first day of class. Hyperlink takes you to Blackboard, please click on UIW Course Policies, Guidelines and Accommodations tab.

Updated 01/2020