UNIVERSITY OF THE INCARNATE WORD
School of Professional Studies
MKT 4390
COURSE OUTLINE

Term and Year: Approved for Academic Year 2019-2020
See Instructor Section of Blackboard Course for More Information

Overview of the Course
    A.   Cognitive Elements / Thematic Expectations / Skills Developments
        1.   Examine how Marketing Management is significance to a firm's success.
        2.   Analysis, selection and implementation of a Marketing Plan.
        3.   Evaluate the challenges and management of Global Marketing.
        4.   Learn the importance of Customer Relations Management (CRM)
        5.   Learn basics of market information systems and market research systems.
        6.   Examine Segmentation, Target Marketing and Positioning.
    B.   Requirements essential to the course
        1.   Ability to utilize on-line communication
        2.   Good reading comprehension ability
        3.   Use of basic productivity software
    C.   Research tools essential to the course
        1.   WWW and internet research skills

Study Topics:
Global Markets
Business to Business Markets
Business to Consumer Markets
Competitor Analysis
Customer Relationship Management
Target Marketing, Segmentation, Positioning
Product, Promotion, and Distribution Elements
Social Media and Traditional Marketing

Description of the course:
    This course is designed to teach students the principles of *strategic* marketing, with emphasis on basic marketing research techniques, both qualitative and quantitative. This will allow students to understand and appreciate the task of management as it applies to marketing decision making in both the for-profit and not-for-profit sectors.

Prerequisite: (MGT-3340 OR BMKT-3340) AND (MKT-3331 OR BMKT-3331)

This course is part of: Bachelor of Science in Business This course may be offered in a face-to-face, blended and online format.

Outcomes	Assessments will be a combination of the following
Demonstrate knowledge of the fundamental disciplines of business, Marketing Research, Marketing Plan, and Target Markets. Identify, describe and analyze aspects of Marketing Management efforts in an organization. Demonstrate the ability to proficiently use technology to support analysis and decision making skills. Demonstrate the ability to think critically and to communicate complex ideas.	Written and/or oral discussion, examinations, class exercises, case studies, presentations (individual or group), or formal research based paper

Course Outline

Week	Chapter Readings and Discussions	In Class and Homework Assignments
Week #1	Introduction Chapter 1 Marketing In Today's Business Milieu Chapter 2 Elements of Marketing Strategy, Planning, and Competition	Course Syllabus / Course timetable *Form groups for Final Project* Read Chapter 1 and 2 Be ready to discuss • Ch 2 Application Questions (1.0) • Research Project (.5)
Week #2	Chapter 3 Manage Marketing Information Chapter 4 Understand Business-to Consumer Markets Chapter 5 Understand Business-to-Business Markets	Read Chapter 4—Be ready to discuss ☞Turn in *Product/Service for Group Project* Homework • Ch 4 Case Study (1.0) Project Research (1.0)
Week #3	Chapter 6 Segmentation, Target Marketing, Positioning, and CRM	Read Chapter 7 & 8—Be ready to discuss Homework

	Chapter 7 Product Strategy and New-Product ****Midterm Review****	Ch 6 Application Questions (1.0) Project Research (1.0)
Week #4	**Midterm** Chapter 8 Build the Brand	**Midterm Exam** Read Chapter 8—Be ready to discuss ☛Turn in *Group project SWOT analysis* Homework - Ch 8Application Questions Project Research (1.0) - Research Project (1.5)
Week #5	Chapter 9 Service as the Core Offering Chapter 10 Manage Pricing Decisions Chapter 11 Manage Marketing Channels and Points of Customer Interface	Homework/Class Activities (3) Chapter 9 Case Study (1.0) Research Project (1.5)
Week #6	Chapter 12 Promotional Strategy and New Media Chapter 13 Advertising, Sales Promotion, and Public Relations	Read Chapter 12 and 13 —Be ready to discuss Chapter 12 Case Stud (1.0) Project Research (1.5)
Week #7	Chapter 14 Personal Selling and Direct Marketing	Read Chapter 15—Be ready to discuss Read Chapter 16 Chapter 14 Application Questions (1.0)

	Chapter 15 Understand the Global Marketplace: Marketing without Borders	Project Research (2.0)
Week #8	Final Project Presentations	Final Project Presentations Project Research (4.0)

Total 47 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   14%
Research Paper/Project   16%
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: http://uiw.smartcatalogiq.com/2019-2020/Catalog/VIII-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 home works, tests, exams, and e-mail communication: Save for your records
- Assignments and Home works with due dates: Expected to be turned-in on time

Academic Integrity Policy
University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its student 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 observance. Current policy statements will be provided to all students through the learning management system and information provided on the first day of class.

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 Acumen	Does not demonstrate competence in	Demonstrates limited competence in	Demonstrates competence and accuracy in using	Frequently uses a wide range of concepts from the

course concepts, either by lack of connection to concepts in contributions, or by misrepresenting concepts when used.	course concepts. There is significant room for improvement in terms of the scope and the depth of content coverage.	course concepts OR makes frequent effort to use course concepts, but with room for improvement in terms of consistency, and level of detail.	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	Infrequent contribution effort leading to limited influence on the group. Infrequently engages peers using a wide variety of	Occasional contribution effort, however, positive impact and influence on class discussions when contributions are made. There is	Consistently uses a wide range of contribution approaches, leading to clearly positive influence and impact on the class discussions

	impact on self and others.	participatory behaviors. Contribution effort occasionally has a negative impact.	room for improvement in terms of engaging peers using a variety of contribution guidelines.	and the learning of self and others.

Updated 02/18/2020