

Syllabus for BUSA 308-1

– PRINCIPLES OF MARKETING –

Pacific Lutheran University, School of Business, Tacoma, WA 98447

SPRING SEMESTER 2009

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Office hours: T: 1:00-4:00 pm, W: 1:00-3:00 pm and by appointment
Class hours: M, W & F: 11:15-12:20 am in Room M125

You are encouraged to email me for quick questions. I typically respond to email within 24 hours – usually much less. I frequently respond during weekends, though you shouldn't count on this ☺ However, I'm happy to meet with you during office hours to discuss anything you wish. My office hours will be posted on my office door. Please use these times for questions that can't be answered by a sentence or two via email or handled before or after class. Please note that you can also make appointments for times other than my office hours if desired.

SAKAI:

A Sakai website has been established for this class, which can be accessed by the University homepage. Class announcements, handouts, assignment changes etc. will be posted on Sakai. It is your responsibility to check Sakai several times a week.

CATALOG COURSE DESCRIPTION:

This course is a study of marketing concepts, principles and contemporary issues in small and large businesses, as well as non-profit organizations (and individuals). Particular attention is paid to service-related concepts, principles and issues found to predominate in these organizations. The course explores how marketing contributes to the value creation process for various stakeholders: investors/owners, customers, employees, suppliers, communities and alliance partners. Course credit value is **3 credit hours**.

COURSE OBJECTIVES:

The purpose of this course is to introduce students to the field of marketing as it is currently practiced in both profit and non-profit making organizations. For marketing majors, this class will provide a foundation for further marketing courses. For non-marketing majors, the course will help you understand what marketing encompasses and how it relates to other business functions, to customers, and to society as a whole. It will help you become a better-informed consumer.

After completing this course, students should be able to:

- (1) Understand marketing terminology and to be able to apply basic marketing concepts and strategies.
- (2) Recognize the importance of customer needs and wants as the foundation for marketing decision-making.
- (3) Understand the processes and techniques used in marketing planning and marketing decision-making.
- (4) Explain the importance of understanding consumer behavior and to recognize consumer and organizational buying processes.
- (5) Comprehend the opportunities and challenges for marketing in a global context.
- (6) Recognize the complexity of marketing decision making in the light of economic, societal, and ethical demands as well as in the context of sustainability.
- (7) Be able to solve actual business problems and situations by scanning the pertinent environmental factors, describing the target market, formulating a marketing strategy, and outlining the marketing mix.
- (8) Develop verbal, written and interpersonal communication skills via individual and team presentations, assignments, and projects.

COURSE TEXTBOOK AND READING:

Required textbook:

Gary Armstrong and Philip Kotler: Marketing: An Introduction, 9/E, Prentice Hall, 2009
ISBN-13: 9780136021131

Wall Street Journal (semester subscription)

Perrin, Robert. 2006: Pocket Guide to APA Style, Houghton-Mifflin Company: Boston.

In addition, reading business-related periodicals can enhance the understanding of marketing concepts applied to profit-making, non-profit organizations or individuals in this class. These periodicals provide material useful in preparing for class discussions, developing a marketing plan (class project) as well as to prepare for a management career in such organizations. The Mortvedt library has an excellent collection of these journals and periodicals, e.g. *Business Week*, *Forbes*, *Fortune* (bi-weekly), *The Economist* (a weekly publication for international perspective), and the *Harvard Business Review*. Many journals and newspapers are available by library databases.

COURSE CONDUCT AND CLASSROOM FORMAT:

Class sessions will involve a variety of teaching techniques, such as lectures, video cases, discussions, if possible guest speaker, and student presentations. Much of this time will be devoted to lecture on and discussion of material related to the assigned reading. I will present the topics in a supplemental (to the assigned readings) and – depending on the technology available – illustrative manner to permit you to better understand the textbook topics (traditional teaching approach). These presentations will be integrated with classroom discussions to encourage active (not just passive) learning. Students have the responsibility (1) to be prepared for each class session, quiz/test and group exercise and (2) to participate in all group exercises and classroom discussions.

Class attendance is essential and expected. Please let me know in advance if you must miss class for a university sponsored activity. That means, proper notification must be given. Please do not walk in late and disrupt the class. Learn to be on time now as it will be very important when pursuing a career. If you are unavoidably late to a class, you should notify me immediately after class so that you may be marked late instead of absent.

Class participation provides you with the opportunity to share your ideas and analyses with others in the class. As juniors, seniors or graduate students, I expect that you will read each assigned text prior to each class period. Class participation is evaluated on the basis of quality (not quantity). The “ceiling” for the student’s class participation grade will be calculated based on the percentage of classes attended. In other words, if you attend 85% of the classes, then your participation grade cannot be higher than a B, although it may be lower based upon the quality of your participation. Quality participation should clearly demonstrate “evidence of thinking” and provide in-depth analysis of the issues that maintains class discussion (i.e., input that was picked-up and continued by others in the class).

The instructor will engage in a fair amount of “cold calling” for in class issues and discussion. Thus, it is a requirement that you:

- be prepared for each and every class session (prepping all assigned readings) and;
- use your name cards in each and every class.

COURSE REQUIREMENTS AND STUDENT EVALUATION:

The components of the grade are:

1. Class attendance & participation	50 points
2. Five Wall Street Journal article discussions	50 points
3. Quizzes	100 points
4. Two written assignments	100 points
5. Two group assignments	100 points
6. Two exams (midterm and final)	200 points

Grades are based on a 600-point scale:

540-600 =	A
480-539 =	B
420-479 =	C
360-419 =	D
< 360 =	F

Grade Definition:

- A = Outstanding performance: The student should display a mastery of the basic course materials and perceive most of the subtleties inherent in the materials.
- B = Good performance: The student should display a good knowledge of the basic course materials and perceive some of the subtleties inherent in the materials.
- C = Acceptable performance: The student should display a working knowledge of the basic course materials.
- D = Poor performance: The student is lacking in knowledge of the basic course materials.
- E = Unacceptable performance. The student has displayed gross deficiencies in knowledge of the basic course materials.

THE WALL STREET JOURNAL – ARTICLE DISCUSSION:

We will use The Wall Street Journal on a regular basis in class. At the bare minimum students are expected to read and review both the front page (page A1) and the front page of the Marketplace section (typically page B1) from The Wall Street Journal on a daily basis. Students will also find the “Marketing and Media” material usually found inside section B and the front page of the Personal Journal section useful.

On **five occasions** (see schedule!) you will have to submit an 1-page summary with the original article. This summary should be a brief overview (i.e., short paragraphs or bullet points) of the article and how it relates to marketing-relevant content discussed in class. The summary must include the correct source of the article (e.g. author, title, page). In addition, we will have a lottery on those days in class. That means, I will draw names and if your name comes up you will have to give a brief presentation about your article. If you are not able to present your answers in class (e.g. because you miss class or you are unprepared) I will deduct 10 points of your final grade.

Do not use the Wall Street Journal website to access the articles, as you will be asked to pay for the articles accessed. PLU pays for the database through which the articles of interest are found. The articles can be accessed using the PLU library website, “find articles” button and “Proquest.”

INDIVIDUAL WRITTEN ASSIGNMENTS

During the course of the semester you will be completing two short papers, each of which relates to a topic covered in this course. These assignments are designed to have you think about and apply the concepts and principles that are discussed in the textbook, in class or in any other assigned reading. You should integrate the classroom lectures/discussions and readings to best prepare for these exercises. The purposes of these written assignments are that you (1) learn to apply marketing concepts to specific situations and (2) develop your written skills and ability to think critically and creatively. (AACSB: reflective thinking)

The first written assignment is a 3-page paper, based on a short video that will be shown in class, where you will have to integrate and apply the theoretical concepts learned in class about the consumer decision-making process and factors that influence consumer behavior. The topic of the second written assignment will be announced in class.

Written assignments should be double-spaced, typed and page-numbered. I expect papers that are free of typographical, grammatical and spelling errors. For every 5 typographical, grammatical, spelling or referencing errors, your grade will be lowered 10%. Hint: One of the best ways to proofread is to read your paper aloud. If you are not capable of proofreading your own work, I suggest you ask a friend or roommate to proofread your paper. All written assignments should be submitted in the **Drop Box on Sakai** before the beginning of class.

TEAM ASSIGNMENTS

Student teams will complete two group assignments this semester. The first is a presentation on a small marketing research study. The second is a presentation about a retailing field study. Your group is required to develop a PowerPoint presentation and spend 10-15 minutes sharing your findings in the classroom. Time limits will be followed for these oral

presentations. The purposes of these group assignments are that you (1) work together as a team, (2) develop your communication and presentation skills and (3) gain hands-on experience by connecting marketing concepts to real-world situations. For both presentations your team will e-mail your PowerPoint slides to the instructor by 5:00 pm the day prior to your talk. (AACSB: communication skills, reflective thinking)

QUIZZES:

A number of quizzes (see schedule!) will be used during the semester to assess your understanding of course content, as well as to highlight areas for additional review. These quizzes may either be posted on Sakai or handed out in the class. There will be no make-up opportunity for quizzes. If you miss the deadline on Sakai or if you are absent in class on the day of the in-class quiz, you will not get any points.

EXAMS:

There will be two exams (a midterm and a final exam) as part of the course requirements. Exams are designed to evaluate your ability to integrate and apply the theoretical concepts learned in class to typical problems/opportunities encountered by marketing managers. The exams will consist of multiple choice questions, short answer and essay questions, etc. that require you show understanding, thought, and insight into lecture topics and reading assignments (AACSB: analytical and reflective thinking). Exam questions will be based on the textbook, lectures, articles, class exercises, handouts, guest lecturers and videos or student discussion. Since they are all inter-related, it is impossible to say what to “emphasize” when you study. The instructor will retain graded exams.

PORTFOLIO INSERT:

Beginning with the spring 2005 semester, all School of Business graduates will be required to complete a digital portfolio of their work. Note: Those who declared majors prior to the 2003/2004 academic year are exempt from this requirement. A digital portfolio offers students an opportunity to document their academic achievements in the competency and knowledge areas identified in the School of Business objectives. Students who have carefully developed career goals are better able to use their portfolio evidence make a persuasive case with potential employers.

ACADEMIC HONESTY POLICY:

Both the value and the success of any academic activity, as well as the entire academic enterprise, have depended for centuries on the fundamental principle of absolute honesty. The university expects its entire faculty and students to honor this principle scrupulously. Since academic dishonesty is a serious breach of the universally recognized code of academic ethics, it is every faculty member’s obligation to impose appropriate sanctions for any demonstrable instance of such misconduct on the part of a student. The university’s policy on academic integrity and its procedures for dealing with academic misconduct are detailed in the Student Handbook. The penalty for cheating (on any assignment) or plagiarism, as described above, will be an “E” (failing) grade; if the weight of the assignment involved is 30% or more, a course grade of “E” may be given.

COURSE ADAPTATIONS OR ACCOMMODATIONS:

Please note: If you need course adaptation or accommodations because of a disability, if you have emergency medical information to share with me or if you need other special arrangements, please make an appointment with me as soon as possible. If you have questions concerning the services available for special needs at PLU, please call the Academic Assistance office at x7518.

A FINAL NOTE:

If you are having any difficulties, personal or academic, that are interfering with your work in the course, please come see me. If we cannot work out a solution in terms of your course performance, I will work with you to see you get whatever kind of assistance you may need. But, please, talk to me when the problem first starts affecting your work, not at the semester's end as an explanation for poor course performance. I will be happy to meet with you at any time during office hours or by appointment to get to know you and to discuss career or personal goals, academic or personal issues, or anything else you want to talk about.

CHANGES IN THE SYLLABUS:

The class requirements, allocation of points, class schedule, or other aspects of the syllabus are subject to change as dictated by the needs of the specific class and any unforeseen circumstances that may arise.

TENTATIVE SCHEDULE OF THE COURSE:

The following schedule is tentative and subject to change as required or appropriate. The actual pace the class goes through the sections might vary with the amount of student discussion, questions raised and visits by possible guest speakers. Schedule changes will be announced in class or by e-mail, e.g., page assignments for reading, cases for discussion, etc.

TENTATIVE SCHEDULE:

Week	Date	Topic	Reading
1	F 2/6	Overview of Semester; Introduction to Marketing	Syllabus; Ch 1
2	M 2/9	Introduction to Marketing; Marketing Ethics and Sustainable Marketing	Ch 1, Ch 16
	W 2/11	NO CLASS – AMA Chapter Meeting	
3	M 2/16	President’s Day – NO CLASS	
	W 2/18	Marketing Ethics and Sustainable Marketing (cont.)	Ch 16
4	M 2/23	Strategic Marketing; Video case: Specialized	Ch 2; WSJ article 1
	W 2/25	Strategic Marketing (cont.)	Ch 2
	F 2/27	Analyzing the Marketing Environment	Ch 3
5	M 3/2	Analyzing the Marketing Environment; Consumer and Business Buyer Behavior	Ch 3, 5
	W 3/3	Buyer Behavior (cont.)	Ch 5
6	M 3/9	Out-of-class work: Mkt Research	Ch 4; Assignment 1 due: The Family Man
	W 3/11	Out-of-class work: Mkt Research	Ch 4
	F 3/13	Group Presentations: Mkt Research project	Ch 4
7	M 3/16	Segmentation, Targeting and Positioning	Ch 6; WSJ article 2
	W 3/18	Segmentation, Targeting and Positioning	Ch 6
8	M 3/23	Spring Break – NO CLASS	
	W 3/25	Spring Break – NO CLASS	
9	M 3/30	Exam 1	Ch 2, 3, 4, 5, 6
	W 4/1	International Marketing	Ch 15; WSJ article 3
	F 4/3	International Marketing	Ch 15
10	M 4/6	International Marketing (cont.)	Ch 15
	W 4/8	Product and Branding Decisions	Ch 7
	F 4/10	Easter Friday – NO CLASS	
11	M 4/13	Services Marketing	Ch 7; WSJ article 4
	W 4/15	Exam 2	
12	M 4/20	New Product Development and PLC	Ch 8
	W 4/22	Marketing Channels	Ch 10; WSJ article 5
13	M 4/27	Pricing	Ch 9
	W 4/29	Pricing (cont.)	Ch 12
14	M 5/4	Integrated Marketing Communications, Advertising and PR	Ch 12
	W 5/6	Integrated Marketing Communications, Advertising and PR (cont.)	Ch 12
	F 5/8	Personal Selling and Sales Promotion	Ch 13
15	M 5/11	Group Presentations: Retailing field study	Ch 11
	W 5/13	Direct and Online Marketing (cont.); Review	Ch 14, Assignment 2 due Fri May 15th
16	W 5/20	FINAL EXAM, 10:00-11:50 am	

Appendix:

SCHOOL OF BUSINESS MISSION STATEMENT, CORE VALUES, COMPETENCIES AND STUDENT OUTCOMES:

A. School of Business Mission Statement:

A BRIDGE CONNECTING STUDENTS TO THE FUTURE

- Integrating competency based business education
- Engaging a diverse, globalized society
- Utilizing technologies that improve learning
- Exemplifying lives of service
- Fostering faculty development and intellectual contributions

B. The School of Business core values are:

- (1) to behave in a way that conforms to moral standards of conduct (**Ethical conduct**)
- (2) to use one's talents and expertise to improve the way in which a community or business functions (**Ethical conduct**).
- (3) to work according to the highest standards, education and training of one's profession (**Professionalism**).

C. Core Competencies:

The School of Business has adopted core competencies by which the student at graduation demonstrates the ability to think critically, communicate effectively, work effectively in teams, and use technology for business and professional purposes.

- (1) **Critical thinking:** Analysis, synthesis, judgment, problem-solving, decision-making.
- (2) **Communication:** Ability to listen, understand and verbalize in order to inform, persuade, and/or move to action.
- (3) **Teamwork:** Interpersonal skills in working with others to achieve common objective.

D. School of Business Student Outcomes:

The School of Business curriculum should:

- (1) give students an integrated perspective of the interconnections among functional areas of business and contextual environment.
- (2) identify and challenge students to adopt high standards of ethical practice and professional conduct
- (3) prepare students for lives of service to the community
- (4) prepare students to use contemporary technologies and to embrace changes caused by technological innovation
- (5) develop a global perspective