

**MORAVIAN COLLEGE**  
**MARKETING MANAGEMENT**  
**MGMT 251**

Spring, 2015

T/R: 1:10 – 2:20 p.m. (A)-Com. 005  
M/W: 2:35–3:35 p.m. (B)-PPHAC 330

Adjunct office: 610-861-1413

Office Hrs: M/W: 2:00 – 2:30 pm  
T/R: 2:30 – 3:00 pm  
Others by appointment

Ms. Amy Enders  
201 Comenius Hall

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Cell Phone: 610-657-2392

**COURSE DESCRIPTION:**

MGMT 251 addresses the management of marketing activities in an organization. The course emphasizes the application of marketing principles to design and implement effective programs for marketing products and services to consumers and business users.

**COURSE OBJECTIVES:**

Upon successful completion of this course, the student should be able to:

1. Discuss marketing in terms of the value creation process.
2. Explain the important role that ethics and morality plays in the marketing discipline.
3. List and describe the major concepts of modern marketing practice.
4. Explain and differentiate between strategic and tactical marketing techniques.
5. Design customer-oriented marketing strategies.
6. Manage technology and information for effective marketing and be able to use the Internet for marketing purposes (both research and implementation).
7. Describe the role of research and analysis in marketing and be able to make marketing decisions based upon data.
8. Explain, develop and defend strategies for the 4 P's of marketing (product, price, place, promotion).
9. Articulate and critically discuss key issues in the marketing discipline.

## **REQUIRED TEXTS AND MATERIALS:**

Lamb, Hair and McDaniel (2014). MKTG 8, 8th Edition. Mason, OH: South-Western, Cengage Learning.

ISBN-10: 1285432622

ISBN-13: 9781285432625

Additional readings in marketing methods provided by the professor via URL links to web pages and databases, handouts in class, or articles from the library or other sources. The textbook publisher provides additional resources available to you in Coursemate. You'll need an access code to use the full suite of materials. Please use the code for the class you are registered for as I will be tracking student engagement with these materials. The code is for each section is listed below:

M/W: **CM-9781285432700-0000339**

T/R: **CM-9781285432700-0000338**

*Blackboard will be used throughout this course as a means of communication and disseminating information to you. Please register as soon as possible. The passcode is "marketing is fun" ( no quotes when entering code)*

## **COURSE REQUIREMENTS:**

The course requirements are as follows:

1. **Exams** – Two exams will be required. These exams will consist of multiple choice and essay questions, which will be based on course content to that point. Students are *strongly encouraged* to review the on-line quiz examples and end-of-chapter review questions for examples of these questions. The essay questions will be mostly integrative in nature with an emphasis placed on the organization, depth, and clarity of responses to these questions. Please see special note on grading outlined below.
2. **Chapter quizzes.** Each student will complete four (4) quizzes corresponding to current reading assignment. Each quiz is worth 10 points or 5% of your grade for each quiz and the sum of your quiz grades will account for 20% of your grade.
3. **Final Examination:** An optional comprehensive final examination will be administered on selected topics from throughout the course. The lowest score of the three exam scores (i.e., the two midterms and the final) will be dropped. If you miss one of the two in-class exams you **MUST** take the final. The date for the final is noted on the schedule.

4. **Personal Positioning Project:** Each student will complete a set of exercises designed to help you elicit your personal value proposition and appropriate audience. This project will consist of several steps that will be discussed throughout the semester, each designed to help you better understand your unique value and how you can position that for personal or career success. To this end, students are expected to maintain a separate notebook for this project that will be turned in and reviewed by the instructor at various checkpoints throughout the semester.
  
5. **Marketing Plan:** Congratulations!! You are now a marketing consultant looking to sell your services. Students will be responsible for choosing from one of six posted organizations and analyzing its marketing environment and marketing implementation. Based on this you will be responsible for developing a feasible marketing plan for a new product or service following the outline discussed in your text. Students will be required to collect and analyze data on the organization and analyze how the organization implements its marketing strategy. In addition, students will offer suggestions for how the organization might improve its marketing. At the end of the semester you will turn in the following:
  - a. Paper: Each team will write a marketing plan based on a rubric provided by the instructor. This paper will provide a thorough analysis and rationale for how the organization can grow through the selected recommendations (e.g., new products, better penetration, etc.)
  - b. Presentation: During the last week, each individual/team will act as a marketing consultant and present their plan to the class via a 12-15 minute presentation. This will take the form of a “marketing pitch” discussing the plan.

**Six teams will be formed for this project (approximately 4 students per team).** Company options will be posted on Blackboard and students will self-select into teams based on the chosen company. You are responsible for ALL team interactions and assignments. **Part of your individual grade will be assessed based on how much you contribute to the team.** *You must select a company by the date noted on the syllabus or the date announced in class.*

6. **Class attendance and participation:** Students are expected to attend class and participate in classroom discussions and exercises. A large portion of this course will consist of interactive exercises and games that you will be expected to participate in. If you know you will be absent from a class, please inform the instructor as soon as possible. In addition, homework assignments and in-class activities will be given throughout the semester. These will be based on the reading assignments and class instruction. Your responses should fully address the issue(s) raised in the questions and should reflect your understanding of the assigned readings. These assignments will serve as discussion for class and may be worked on in groups. While coming to class is a necessary component to success in this course, it is not sufficient. Even more important is the effort that you put forth. *Each student will be eligible to earn up to 25 “effort points” for contribution to the class and our projects and will account for half of your attendance/participation grade.* These points will be distributed by the instructor to students who are actively participating, leading, etc. ***It is the responsibility of***

*the student to turn these completed cards into the instructor for redemption prior to the final exam or they will expire.*

**GRADING:**

The final course grade will be determined as follows:

In-class exams (2 @ 200 pts each)-----	400 pts
Quizzes (4 at 50 pts each)-----	200 pts
Optional Final Examination-----	(200 pts)
Personal Positioning Project-----	150 pts
Marketing Plan-----	200 pts
Class Participation and effort-----	50 pts
<b>TOTAL -----</b>	<b>1000 pts</b>

**SCORING RUBRIC FOR WRITTEN PROJECT & ORAL PRESENTATION**

Category	Exemplary	Proficient	Marginal	
Quality: Demonstrated Critical Thinking  55%	Thoughtful, well-developed analysis and/or personal reflection. Strongly demonstrates critical thinking, reasoning, and connections to course concepts. Discussion and recommendations supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.  Recommendations are comprehensive, thoughtful, insightful, grounded in course content, and based on the organizational situation.	Moderately developed topic analysis and/or personal reflection with some evidence of critical thinking, reasoning, and/or connections to course concepts. Discussion and recommendations generally supported in body of paper by facts, examples, details. No more than one paragraph with inadequate support.  Recommendations contain some interesting ideas and plausible suggestions, but are not fully integrating organizational change principles and/or the organizational situation.	Commentary is underdeveloped (reaffirms existing knowledge); restates facts with little or no demonstrated or supported reasoning. Discussion and recommendations supported in body of paper by few facts, examples, details. More than one paragraph with inadequate support.  Recommendations are not substantive or based on organizational change principles.	

Resources 10%	Provides minimum of two cited resources (excluding text) to support reasoning / stated opinions. Source material is incorporated logically & insightfully. Sources are documented accurately.	Provides one resource to support reasoning / stated opinions. Source material incorporated adequately & usually documented accurately.	Little or no resources provided. Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	
Professional Writing 10%	Well developed paper organization, with solid opening, closing, paragraph, and sentence transition, coherence, and structure. Full variety of sentence structures used correctly. Word choice interesting, accurate and contributes to the writer's ability to communicate the purpose.	Needs some strengthening to paper organization, paragraph and/or sentence transition, coherence, opening, closing, and/or sentence structure. Sentences & word choice predictable. Occasional errors in sentence structure, usage & mechanics do not interfere with writer's ability to communicate the purpose.	Significant need to strengthen overall organization, paragraph and/or sentence transition, coherence, opening, closing, and/or sentence structure. Little sentence structure variety; wording predictable; few synonym alternatives used. Errors in sentence structure, usage & mechanics sometimes interfere with the writer's ability to communicate the purpose.	
Professional Language/Writing/Presentation 20%	Uses professional vocabulary and correct grammar, punctuation, and spelling with no mistakes. Voice & tone are consistent & appropriate to the audience/purpose.  Presentation is clear and has logical flow with effective transitions; uses excellent public speaking skills (very few verbal tics, use of relevant gestures, varied pitch, modulated	Uses professional vocabulary and correct grammar, punctuation, and spelling with no more than four mistakes. Voice & tone adequate to audience/purpose although often generic or predictable.  Presentation is reasonably clear with some transitions, average public speaking skills, (some verbal tics or distracting	More than four spelling, grammar, or punctuation mistakes throughout. Voice noticeably generic or inappropriate (e.g. first person narrative may predominate in an analysis assignment). Tone is often inappropriate.  Presentation is difficult to follow, lacks transitions, may be too fast or too slow, with	

	speed and tone); uses excellent, relevant visuals that add clarity and understanding.	movements); may be a bit too slow or too fast; uses some effective visuals.	verbal tics, ineffective gestures or distracting movements, or poor visuals.	
Formatting 5%	Follows APA formatting guidelines as outlined in assignment requirements	Follows most of the APA formatting guidelines as outlined in the assignment requirements	Follows few or none of the formatting guidelines required	
			Total	

**Extra Credit:** Opportunities for extra credit may be made available throughout the semester. Students will be made aware of these opportunities as they arise.

**GENERAL TEACHING PHILOSOPHY:**

I believe that learning is primarily an internal process, and my job is to help provide stimulation and guide your thinking so that you can discover things for yourself. I believe that thinking and application of knowledge is crucial to learning and success in life. As such, I will not spend a lot of class time repeating the facts and definitions in the text, but instead will be asking you a lot of questions and engaging you in different experiential activities designed to make you think about and apply the text and course content. The questions I ask may seem rather basic at first, but the purpose is to show you how to integrate a new body of knowledge into the world you already know. Please don't be offended if some of the questions seem rather simple. They are meant to encourage you to think about how the course topics apply to you and the world. Therefore, I expect a very interactive class experience, one where we will all be asking and answering lots of questions.

I also expect that you will have read the textbook and any other materials that I provide to you for class discussion. I will not spend a lot of lecture time repeating facts and definitions from the text, but rather will focus the discussions on application and integration of the material into a broader context. While facts are necessary, they aren't necessarily interesting! I believe that you learn much more by understanding examples of success and failure and gleaning the key insights from these that can be applied to a multitude of situations. **What this means to you is that if you have a specific question about a definition or example in the text, ASK!!** If you don't ask me, I will assume that you have an understanding of the basic facts and will use that information as a springboard for learning.

**Special Note on Grading:** Quizzes and exams will be used to help assess your understanding and application of course content. Please do not fall into the trap of thinking that these will not be rigorous. The quizzes and exams in this course **WILL BE**

challenging. Exams will be graded for complete and thorough responses. Merely providing a quick answer will get you an average grade at best. *If you want to excel in this course, you must provide a deeper level of insight and analysis in your work.* You must be able to support your answer, not just give an opinion. This support must draw from the book and lectures. For essay assignments, you must consider multiple options and defend why you chose the answer that you chose. If a topic is discussed in class, it is fair game for assessment. Due to time limits we are not able to cover all angles of the topic during class. This is what the textbook and your questions to me are for. Please be sure to review the text as well as your notes in preparation for quizzes and exams.

In general, you can expect that I will grade essays and other non-quiz work according to the following schedule:

- A Superior (wow! I wish I had said that)
- A- Outstanding (I would probably hire you)
- B+ Very good (you really know your stuff)
- B Good (way to go, better than most)
- B- Better than average (pretty good, could use some work, but pretty good)
- C+ Above average (better than your typical answer)
- C Average (okay, a typical student answer,...but is that all you really have to say?)
- C- Below average (really now, you could put some more thought into it)
- D Poor (It doesn't appear that you're really trying or you totally missed the point)
- F Failure (To be truthful, you should probably not consider Marketing as a career)

If you want a high grade in this class you must show consistent, thoughtful and well-explained work. Just doing the minimal assignment or providing a minimal answer will get you a C at best.

### **WRITING STANDARDS:**

Effective managers, leaders, and teachers are also effective communicators. Written communication is an important element of the total communication process. Moravian College recognizes and expects exemplary writing to be the norm for course work. Please use the rubric above to guide you in getting the best possible grade. Please note that all papers, individual and group, must demonstrate high-quality level writing and comply with the format requirements of the Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition or other generally accepted academic format. Careful attention should be given to spelling, punctuation, source citations, references, and the presentation of tables and figures. It is expected that all course work will be presented on time and error free. Work submitted online should follow standard procedures for formatting and citations.

### **POLICY ON ACADEMIC HONESTY AND PLAGIARISM:**

Academic integrity is central to the learning and teaching process. Students are expected to conduct themselves in a manner that will contribute to the maintenance of academic integrity by making all reasonable efforts to prevent the occurrence of academic dishonesty. Academic dishonesty includes, but is not limited to, obtaining or giving aid on an examination, having unauthorized prior knowledge of an examination, doing work for another student, and plagiarism of all types.

Plagiarism is the intentional or unintentional presentation of another person's idea or product as one's own. Plagiarism includes, but is not limited to, the following: copying verbatim all or part of another's written work; using phrases, charts, figures, illustrations, or mathematical or scientific solutions without citing the source; paraphrasing ideas, conclusions, or research without citing the source; and using all or part of a literary plot, poem, film, musical score, or other artistic product without attributing the work to its creator. Students can avoid unintentional plagiarism by following carefully accepted scholarly practices. Notes taken for papers and research projects should accurately record sources to material to be cited, quoted, paraphrased, or summarized, and papers should acknowledge these sources. The penalties for plagiarism include a grade of "F" on the work in question, a grade of "F" in the course. All acts of suspected plagiarism will also be reported to the College. Students are encouraged to review the student handbook (pgs. 51 – 56) for further clarification on academic honesty.

### **Students with Disabilities:**

Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401).

Accommodations cannot be provided until authorization is received from the Academic Support Center.

### **NOTE ON TIME COMMITMENT:**

**The student work in this course is in full compliance with the federal definition of a four credit hour course.** It is expected that you will work an average of 10 hours per week on this course outside of the regularly scheduled class meetings.



**COURSE ASSIGNMENTS AND SCHEDULE\*:**

	Dates: Week of:	Chapter	Activity/Assignments
1	January 19-24	Course Intro Chapter 1: An Overview of Marketing; Chapter 2: Strategic Planning	
2	January 26-30	Chapter 3: Ethics and Social Responsibility	
3	February 2-6	Chapter 4 Marketing Environment	First Quiz (Chap 1-3) due Feb 8 11:59 pm
4	February 9-13	Chapter 5: Developing a Global Vision; Chapter 6: Consumer Decision Making	Team Sign ups completed
5	February 16-20	Chapter 7: Business Marketing Chapter 8: Segmenting and Targeting	Second Quiz (Chap 4-7) due Feb 22 11:59 pm
6	February 23-27	Chapter 9: Marketing Research; Chapter 10 Product Concepts	
7	March 2-6	Exam (Chapters 1-9);	Exam 1 (Chapters 1-9)
	March 9-13	SPRING BREAK	
8	March 16-20	Chapter 11: Developing and Managing Products; Chapter 12: Services and Nonprofit Org.	Third Quiz (Chap 10-12) due March 22 11:59 pm
9	March 23-27	Chapter 13: Supply Chain; Chapter 14: Marketing Channels and Retailing	
10	March 30-April 3	Chapter 15: Marketing Communications; Chapter 16: Advertising, PR, and Sales Promo	Fourth Quiz (Chap 13-16) due March 29 11:59 pm
11	April 6- April 10	Chapter 17: Personal Selling and Sales Mgt; Chapter 18: Social Media and Marketing	Personal Position Papers Due
12	April 13-17	Chapter 19: Pricing Concepts	Exam 2 (Chapters 10-19)
13	April 20-24	Chapter 20: Setting the Right Price	
14	April 27-May 1	Student Presentations	Marketing Plans Due
	May 4-8	FINALS : 251A: May 5: 8:30 a.m.; 251 B: May 6: 8:30 a.m.	Final
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13	April 20-24	Chapter 20: Setting the Right Price		
14	April 27-May 1	Student Presentations	Marketing Plans Due	
	May 4-8	FINALS : 251A: May 5: 8:30 a.m.; 251 B: May 6: 8:30 a.m.	Final	

**\*Note: The schedule, topics and assignments outlined above are subject to change throughout the semester.**