Texas A&M University-Commerce
MKT 521: Marketing Management

Classroom: Web Class; Class time: 6/8/2014 through 7/9/2014

Professor / Instructor Contact Information

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- **E-mail:** Students must routinely check e-mail sent to his or her **Texas A&M-Commerce account**. This is my primary mechanism for communicating to the class. I check my e-mail every day and response quickly, so this is the best way to reach me.

eCollege live: If you would like to talk through eCollege live, please email me your convenient time. Then we can talk through eCollege live. Thanks.

Scholarly Expectations

All works submitted for credit *must be original works created by the scholar uniquely for the class.* It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Materials – Text

Textbook: Perreault, William D., Jr., Joseph P. Cannon, and E. Jerome McCarthy, *Basic Marketing: A Marketing Strategy Planning Approach* (19th Edition), McGraw-Hill/Irwin, 2013. [978-0078028984]. 18th Edition also is acceptable for this class.

Course Description and Objectives

This course is a comprehensive study of the effective application of marketing strategies in international and domestic organizations. This course is designed to provide MBA students with the KNOWLEDGE, UNDERSTANDING and/or APPRECIATION of:

1) The role marketing in an organization and how it contributes to the success of an organization;
2) The differences between micro and macro-marketing;
3) The process involved in the development and planning of a marketing strategy;
4) The importance and impact of the external marketing environment on the marketing strategy;

5) The elements that influence buyer behavior;
6) The elements that define a "good" product;
7) The strategic importance of pricing;
8) How marketers make channel systems effective;
9) The role of integrated marketing communication and the elements that comprise a promotional mix;
10) Why effective implementation of the marketing strategy is critical to customer satisfaction and profits,
11) Develop skills in expressing oneself orally (FACE TO FACE CLASSES ONLY) and in writing,
12) Learn to analyze and critically evaluate ideas, arguments, and points of view,
13) Learn how to find and use resources for answering questions or solving problems,
14) Acquire an interest in learning more by asking questions and seeking answers,
15) Acquire skills in working with others as a member of a team.

*YOU ARE HIGHLY RECOMMENDED TO VIEW THE STUDENT ORIENTATION TUTORIAL FOR eCOLLEGE.

*OUR SCHEDULE WILL RUN ON CENTRAL STANDARD TIME.
Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, please contact the Office of Advisement Services, Business Administration Building, Room 314, (903)886-5133.

TECHNOLOGY REQUIREMENTS
This is a web-enhanced course. The following technology is recommended to be successful: Internet connection – high speed recommended (not dial-up) and Word Processor. Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0). Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

COURSE GRADING: Final grades are based upon the Official University policy.

Grade Distribution:

The following scale will be used to grade the student:

90% =< A   80-89.9% B
70-79.9% C   60-69.9% D
F (60% below) = Failure

3 Individual Exams (exam1 -100 pts, exam2 -100 pts, exam3 -100 pts)
Group Paper - Marketing Plan (100 pts)
Total (400 points)

PLEASE NOTE: All discussions, exams, and paper must be completed <u>on the due date.</u> <u>Any late discussion, exam, and paper will be graded to zero</u>. No extensions or make-ups will be allowed unless the absence is cleared by the instructor <u>prior to the day</u> the assignment is due. All work is to be neat and typed with proper attention to grammar, punctuation, and spelling.

Bio

Please post your Bio in student lounge in eCollege to find your best-match group members. Then you can start your group paper immediately. You do need to start your group project ASAP in order to have a nice grade.

Course Requirements:

EXAMS: There are 3 exams that cover approximately 7-8 chapters each. Each exam has approximately 50 multiple choice questions (MC) that will be used to test your knowledge of all materials associated with the course, such as the text, lectures, videos, and possible discussions. Each exam is weighted equally. The exam time limit is 1 hour and 40 minutes. **You will not be able to print exams. Exams are not reset-able. Access to the exams will be restricted after the due date.** Be advised there is a PRACTICE EXAM that is not graded that you may review to assist you with each exam in the course. **We have exam 1 (Chapters 1-8) on week 2, exam 2 (Chapters 8-14) on week 3, and exam 3 (Chapters 14-21) on week 5, respectively.**

Exams will be open from Monday to Sunday midnight of exam week and are open book and any materials. Instructors also will remind you of the exam dates through emails. Please check your email frequently.

These will be INDIVIDUAL exams and are not intended for any type of group work.

Group Paper

Please do a research from A&M library or www.google.com to write a paper about "*What are the marketing strategies of Apple Inc.?*" (100 points). This group paper is due on July 9, 2014. Please submit your paper to **Dropbox under week 5.** Please see the detailed group paper rubric 1&2 about how to write a nice paper about marketing strategy in the next page.

These papers are group projects. Papers (as a **Word attachment)** are to be submitted directly to the **DROPBOX.** *Late projects will not be acceptable.* The maximum pages for the paper should be no more than 16 content pages, using Times New Roman, 12 point font, and APA. However, I prefer single space, but it is your option on which to use. (Please note quantity **NEVER** equals quality). In addition, you should cite at least 10 credible sources (i.e., Journal articles) in the

paper and no more than 3 websites may be used). You will need to include a title page with your name, table of contents, 12 pages of content, a reference list, table, figure, and an appendix (if necessary). You are required to use APA format for the entire paper.

Each group consists of 1-6 members. Please select and form your own group members at your earliest convenience. If you cannot find a group to work together, you need to work on the project by yourself.

Each group has **ONE** opportunity to ask my feedback on your paper draft. However, please double-check your grammar and English writing before you send your project to me and ask my feedback.

IMPORTANT: I will use tunitin.com to check. **No project will be accepted for grading if the turnitin.com percentage is greater than 30%.** For an "A" project, its turnitin must be less than 20%. **Paper must be in a good writing (without major grammar errors), good transition, good structure, readable, and convincing.**

Group Paper Rubric 1 - Please note: grading is on the whole paper, not on the individual sections

Marketing Strategy Elements	Points Possible	Points Earned	Comments
Marketing Strategy Format Guidelines 　　Arial Font 12, Single Spaced, 1" margins all over the paper. Follow APA throughout the paper which includes citations and references. Properly validate the information discussed in the paper. 　　Table of contents: organized, pages numbered accurate.		5 Points	
Language Arts Skills 　　Spelling, grammar, punctuation, sentence Structure. Follow proper transitions. Please note: Major errors in structure, sentences, spelling, grammar, paragraph transactions or APA formatting will receive 0-5 points.		15 points	
Executive Summary 　　Introduction 　　Company overview 　　Market opportunity overview	15 Points		
Situation Analysis (Study internal and external			

environment of the organization)
 Industry sector description
 SWOT Analysis
 Target Market Analysis
    Demographic characteristics of market
    Psychographic characteristics of market
    Behaviors of target market
    Strategies appealing to market
	25 Points		

Marketing Mix
    Product Strategy (Product Mix)
    Pricing strategy
    Distribution plan
    Promotional message
    Media plan
    Promotion & advertising plan
    Positioning strategy
 Competitive Analysis (Comparing organization with
    Competitors' Discuss the 4P's of marketing mix with competitors')
    Competitors' strengths
    Competitors' weaknesses
    Organization's competitive advantage
	20 Points		

Challenges/ Contingency Plan (Analyses of internal environment and external environment)
    Internal risks
    External risks
    How risks will be avoided
    Actions when risks occur
	10 Points		

Recommendations/ Growth Plan
    Description of growth plan
    Strategies for market penetration
    Strategies for product development
    Strategies for market development
    Strategies for diversification
 Conclusion
    Main findings of the marketing plan
	10 Points		

Total Points	**100 Points**		

Group Paper Rubric 2

	Proficient	Needs Improvement	Unacceptable
30	Utilized appropriate theories and concepts and applied correctly (25-30 points)	Minor errors in utilization of theories and concepts with limited application. (15-24	Did not utilize or apply theories or concepts correctly (0-5 points)

	points)		
30	Appropriately addressed ALL key requirements and/or questions of the assignment (25-30 points)	Addressed some of the key requirements and/or questions of the assignment (15-24 points)	Did not address the key requirements and/or questions of the assignment (0-5 points)
20	All members work together on ALL sections of the assignment (not divided among members). Members utilize the appropriate tools for distance group work and overcome communication and other group challenges. (15-20 points)	Most members worked together on most sections of the assignment (some division among members). Members had limited success in using the appropriate tools for distance group work with limited success in overcoming communication and other group challenges. (10-14 points)	Members divided the sections of the assignment up between themselves (complete division among members). Members failed to use appropriate tools for distance group work and failed to overcome communication and other group challenges. (0-5 points)
20	No errors in structure, sentences, spelling, grammar, or APA formatting (20 points)	Minor errors in structure, sentences, spelling, grammar, or APA formatting (6-10 points)	Major errors in structure, sentences, spelling, grammar, or APA formatting (0-5 points)
100	100 - 90	89 - 70	69 - 50

Peer Evaluation of Group Paper

Each group member is expected to contribute equally to your group work.

If you are satisfied with each of your group members, do not send me anything. Save your time ☺ If you are NOT satisfied, please rank each of your group members and give the reason. Then type your evaluations in a Word document and submit it to Dropbox of eCollege. The instructor reserves the right to adjust grades based on input from the peer evaluations. If half of your group members complain about your contribution to group work, then your grade will be deducted at least 30 points.

All works must be completed on time. Late works will not be acceptable.

ACCESS AND NAVIGATION

Access and Log in Information

This course was developed and will be facilitated utilizing eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

For personal concerns or questions, email is the best way to contact us. We generally check email several times each day and you can expect a response within 48 hours. Most questions will be answered within 24 hours. Replies will be sent to your myLeo email address.

If you have a question that affects the entire class, the Virtual Office is a better way to clarify the answer. That way we can explain once instead of answering the same question multiple times. Always check your home page for Announcements when you login. I expect students will check their email daily and login at least 4 times per week during a summer session.

Student Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)
- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

COURSE AND UNIVERSITY POLICIES

Drop a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page. Monday, May 15 is the last day to drop with no refund and a grade of Q.

Incompletes

Incompletes are only given when a student has completed all work up to the last 2 weeks of the term, and has an extenuating circumstance. Students only have access to the eCollege course for two weeks following the final day of the term. Therefore, incompletes are rarely given.

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Comment on Academic Honesty: There seems to be a belief among many that anything found on the Internet is free to use as one wishes. The "cut and paste" option also makes it quite tempting. However, information on the web must be properly cited just as you would any "hard copy" periodicals. Keep the following in mind:
1. It is generally not advisable to quote anything verbatim in a paper unless there is an overriding reason to do so, such as the use of a particular phrase or sentence that illustrates a point well and should not be changed. When you

do so, you must provide place the statement in quotes in addition to a footnote at the end of the quote. Not placing the statement in quotes implies that the wording is your own.

2. Changing a few words in a sentence (for example, "large" to "big") may alleviate the need for quotes (depending on how much you change), but it is not the best way to go. If you are not going to provide a direct quote, then the material should be stated in your own terms. Changing a couple of words implies laziness.

3. Every idea you get from another source must be cited. Placing 100 citations in a paper does not imply that the work is not original, but that you did a proper job of giving credit where it was due.

4. The real danger in a "cut and paste" approach to report writing is that you end up including a lot of information that is related to the topic about which you are writing, but does not really address what you are trying to say. Putting things in your own words allows you to focus your comments more effectively.

Any deviation from the guidelines concerning quotes and citations constitutes plagiarism, as it suggests that you are trying to submit someone else's work and creativity as your own. If you have any questions, please let me know. All students are required to read, sign (electronically- meaning that you type out your name) and date TAMU-C Academic Honesty Policy. Be sure to upload the signed copy to your "dropbox." An Academic Honesty Policy has been posted under the „doc sharing." Make sure to upload the signed copy to your "Dropbox."

Syllabus subject to Change Statement: I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.
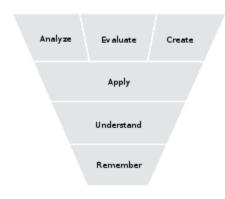
Course Schedule: A course schedule is included at the end of this syllabus.

FAQs

What is your policy on accepting late assignments, giving incompletes, etc? Unless otherwise specified, late assignments are NOT ACCEPTED. If an exception is made it will be accompanied by a substantial penalty (30% of YOUR GRADE). Please note that I do not give incompletes except in extenuating circumstances. You are advised not to plan on finishing and submitting papers at the last minute to avoid costly, unforeseen problems. If you plan to juggle an impossible schedule (work, class, etc.), be prepared to accept the consequences. If you plan ahead, stay organized, and COMMUNICATE WELL in advance if and when problems arise, you will do well.

How do I submit assignment files? *All assignment files must be submitted in MICROSOFT WORD format. If you use another word processor, it is YOUR RESPONSIBLITY to translate the file into Word and make sure that all fonts, graphics, etc. are as they should be.* When it is time to submit the assignment, the assignment should be LOADED IN THE DROPBOX. Please double check to ensure that the file you are uploading is the correct one. You may not get a second chance to submit your true final version.

Cognitive

Categories in the cognitive domain of Bloom's Taxonomy (Anderson & Krathwohl, 2001)

Skills in the **cognitive domain** revolve around knowledge, comprehension, and critical thinking of a particular topic. Traditional education tends to emphasize the skills in this domain, particularly the lower-order objectives.

There are six levels in the taxonomy, moving through the lowest order processes to the highest:

Knowledge

Exhibit memory of previously-learned materials by recalling facts, terms, basic concepts and answers

- Knowledge of specifics - terminology, specific facts
- Knowledge of ways and means of dealing with specifics - conventions, trends and sequences, classifications and categories, criteria, methodology
- Knowledge of the universals and abstractions in a field - principles and generalizations, theories and structures

Questions like: What are the health benefits of eating apples?

Comprehension

Demonstrative understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas

- Translation
- Interpretation
- Extrapolation

Questions like: Compare the health benefits of eating apples vs. oranges.

Application

Using new knowledge. Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way

Questions like: Which kinds of apples are best for baking a pie, and why?

Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations

- Analysis of elements
- Analysis of relationships
- Analysis of organizational principles

Questions like: List four ways of serving foods made with apples and explain which ones have the highest health benefits. Provide references to support your statements.

Synthesis

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions

- Production of a unique communication
- Production of a plan, or proposed set of operations
- Derivation of a set of abstract relations

Questions like: Convert an "unhealthy" recipe for apple pie to a "healthy" recipe by replacing your choice of ingredients. Explain the health benefits of using the ingredients you chose vs. the original ones.

Evaluation

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria

- Judgments in terms of internal evidence
- Judgments in terms of external criteria

Questions like: Do you feel that serving apple pie for an after school snack for children is healthy? Why or why not?

Some critiques of Bloom's Taxonomy's (cognitive domain) admit the existence of these six categories, but question the existence of a sequential, hierarchical link.[3] Also the revised edition of Bloom's taxonomy has moved Synthesis in higher order than Evaluation. Some consider the three lowest levels as hierarchically ordered, but the three higher levels as parallel.[4] Others say that it is sometimes better to move to Application before introducing concepts[*citation needed*]. This thinking would seem to relate to the method of problem-based learning.

CITING SOURCES

Citing Sources in APA Style
http://www.indiana.edu/~wts/pamphlets/apa_style.shtml

When writing a research paper you often need to refer to the work of other people—to describe their research or ideas, or to quote them, for example. Whenever you refer to, paraphrase, or quote the theories or research of other people, you need to indicate in your paper the source of your information. Thoroughly documenting your sources has a number of advantages; for example, you help your reader to check the accuracy of your description of the source, and the credibility of the source itself. In addition, you demonstrate your knowledge of the literature in your area. Finally, you enable your reader to learn more about particular theories or findings mentioned in your paper.

Which documentation style should you use?

You have several different styles of documentation to choose from when citing sources. In most disciplines a specific set of guidelines is accepted as the standard. For any paper that requires documentation, however, you should first ask your instructor or professor which citation style you should use. The following guidelines and examples are from the *Publication Manual of the American Psychological Association*, 5th edition, published by the American Psychological Association or APA. This manual is commonly used in courses in the social and natural sciences here at IU.

How should you document sources following the APA guidelines?

The APA guidelines specify two types of citations—one goes in the text of your paper, and the other at the end. The following example illustrates a reference citation in the text of a paper:

```
Some researchers have suggested that infants and young children store
memories less efficiently than adults because specific neural structures
required for memory storage have not yet matured in children at these ages
(Nadel & Zola-Morgan, 1984).
```

In this example the writer informs us that the theory she describes was proposed in a paper by Nadel and Zola-Morgan, published in 1984. Note that the entire citation in this example—both the authors' names and the year of publication of the article cited—is in parentheses. Depending on how a sentence is constructed, all or part of the citation may be placed in parentheses. For example, the sentence above could also be phrased this way:

```
Nadel & Zola-Morgan (1984) have suggested that infants and young children ...
```

In this example only the article's year of publication is inside the parentheses; the authors' names are included as part of the main sentence.

For articles with one or two authors, use either of these methods of citing the source. For articles with three or more authors, you should list all the authors in the first citation; in subsequent citations, however, you usually need to cite only the first author, followed by the abbreviation "et al." The following examples illustrate this point:

```
In a famous case study of amnesia, Milner, Corkin, & Teuber (1968) describe
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... (first citation of this article)

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The results of this study agree with those of Milner et al. (1968) ...
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(subsequent citation of the article)

At the end of your paper, you should give your reader the full citation for every source you have referred to in the body of your paper. These citations, which should include everything a reader would need to look up your source, go on a "References" page that immediately follows the text of your paper.

Below are examples of citations of the most commonly used types of sources. If you need to cite a source that isn't illustrated here, consult the complete *APA Manual*. **Note that these entries should be double-spaced; we have single-spaced them here to save space.**

BOOKS AND BOOK CHAPTERS

1. An entire book:

Springer, S. P. & Deutsch, G. (1985). *Left brain, right brain* (Rev. ed.). New York: W. H. Freeman.

Brand, M. & Harnish, R. M. (Eds.). (1986). *The representation of knowledge and belief.* Tucson, AZ: University of Arizona Press.

The first example shows how to cite a revised edition; the second, an edited volume. Note that: (1) all lines except the first are indented; (2) each section of the entry ends with a period followed by a single space; (3) in a list of authors, an ampersand (the symbol "&"), rather than the word "and," is used before the last author's name; (4) in an article with several authors, all authors' names are inverted; and (5) only the first word of the book or chapter is capitalized.

2. An anonymous book:

The American heritage dictionary (2nd college ed.). (1991). Boston: Houghton Mifflin.

3. A chapter in an edited volume:

Nadel, L., & Zola-Morgan, S. (1984). Infantile amnesia: A neurobiological perspective. In M. Moscovitch (Ed.), *Infant memory* (pp. 145-172). New York: Plenum.

Levine, S. C. (1993). Effects of early unilateral lesions: Changes over the course of development. In G. Turkewitz & D. A. Devenny (Eds.), *Developmental time and timing* (pp. 143-165). Hillsdale, NJ: Erlbaum.

Note that while the names of the author(s) of the chapters are inverted, the names of the editors of the volumes are not inverted.

ARTICLES IN JOURNALS, MAGAZINES, AND NEWSPAPERS

Citations for journal and magazine articles follow the same general form as citations of books, with the same sections:

1. author name(s), last names first;
2. year of publication, in parentheses;

3. full title of article: capitalize only the first word of the title, and don't underline it or put quotation marks around it;
4. publication information, including the title of the periodical or journal (spelled out—not abbreviated—and italicized) and the volume (also italicized) and page numbers.

1. A journal with continuous pagination (i.e., the page numbers in one issue begin where those in the previous issue left off):

Loftus, E. F. (1993). The reality of repressed memories. *American Psychologist, 48,* 518-537.

Milner, B., Corkin, S., & Teuber, H.-L. (1968) Further analysis of the hippocampal syndrome: 14-year follow-up study of H. M. *Neuropsychologia, 6,* 215-234.

2. A journal that paginates each issue separately:

Hubel, D. H. & Wiesel, T. N. (1979). Brain mechanisms of vision. *Scientific American, 241*(3), 150-164.

Note that in this example the volume number (241) is followed (with no space) by the issue number in parentheses (3), then a comma.

3. An article in a magazine:

Steinberg, J. A. (1991, March). Putting your business on the map. *MacUser, 7*, 158-163, 166-167.

Note in this example that the article is not published on continuous pages; instead, it appears on pages 158 through 163, and then again on pages 166 and 167.

4. An article in a newspaper:

Clark County schools teaching sign, integrating deaf and hearing students. (1996, January 29). *Indiana Daily Student,* p. 4.

Because no author is listed for this article, the citation begins with the title and would be alphabetized under the first significant word. If an author had been listed, the year and date in parentheses would be listed after the author's name, as in other periodical citations. In the text, this source would be referred to by a shortened version of the title (e.g., "Clark County Schools, 1996").

CITATION FORMS FOR ELECTRONIC MEDIA

1. Internet article based on a print source:

Swanson, H.L. (1999). What develops in working memory? A life span perspective [Electronic version]. *Developmental Pyschology*, *35*, 986-1000.

In this example, the online version and the print version are identical; if you think the online version differs from the print version, include the URL and the date you accessed the article.

2. Multiple-page document created by a private organization:

National Parent Information Network. (n.d.) *Character education: The role of parents, teachers, and the community*. Retrieved October 18, 2001, from http:/npin.org/library/2001/n00584/n00534.html

For an up-to-date guide on citing electronic resources (Web pages, email communications, listservs) in APA style, please consult: Electronic Reference Formats Recommended by the American Psychological Association.

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