



## Texas A&M University-Commerce

MKT 501: Marketing Environment

### **CLASSROOM: Web Class**

**NOTE ABOUT TIMES: All times and deadlines for this course are listed as Central Standard Time (CST) Zone (Commerce, TX) times.**

### **Professor / Instructor Contact Information/Bio**

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Chris A. Myers, Ph.D. is a Professor of Marketing at the College of Business of Texas A & M University – Commerce. His undergraduate degree is a B.S. in Electrical Engineering from the United States Air Force Academy (USAFA) and his Masters and Ph.D. are from the University of Texas at Dallas. His marketing research focuses on the antecedents of branding, emotion in advertising, cross-cultural determinates of the effectiveness of brands, and technology mediated learning. He has published in *Journal of Promotion Management*, *Services Marketing Quarterly*, *Journal of Product and Brand Management*, *International Journal of Business Research* and *Baylor University Medical Center Proceedings*. Additionally, Dr. Myers has 28 years in the USAF Reserves flying B-52s as a Master Navigator and 4.5 years as a team leader and project manager for Kimberly Clark making Huggies Pull-Ups.

### **Materials – Text**

#### **Course Text:**

Students will need the below text for this class. Because this course provides a comprehensive and practical introduction to marketing, it necessitates the text. An earlier or next edition of this text is not an acceptable substitute because their organization and coverage of issues, topics, and cases have changed.

**REQUIRED TEXTBOOK:** Marketing Management, 14<sup>th</sup> Edition (2012), by Kotler & Keller, Pearson/Prentice Hall. ISBN 9780132102926

**eCollege live:** Online chat will be scheduled for **EVERY Monday** (UNLESS RESCHEDULED) at 7:00 p.m. (Central). You are EXPECTED but *not* required to attend. I will log on, cover a topic, and be available for live chat. If no one joins after 15 minutes, I will log off. As you know, the purpose of online chat is “active engagement and interaction”, so please bring any question

(e.g., studying question, book materials, exams, career plan, etc.) to talk. If this chat time is not convenient to you, please email me your convenient time. Then we will talk at your convenient time. Thanks.

## **COURSE GOALS AND OBJECTIVES**

**COURSE OVERVIEW AND OBJECTIVES:** A study of the marketing environment of business with emphasis on major aspects of sociocultural, demographic, technological, global, legal, political, and ethical issues. The study of marketing emphasizes the functional areas of marketing including product and service selection and development, marketing channels, promotion, and pricing. Marketing research, consumer behavior, industrial buying and international implications are also considered.

Course Objectives: This course hopes to keep our students on the cutting edge of today's marketing practices. The course has four primary objectives. These include:

1. To understand the basic principles of Marketing.
2. To demonstrate the uses of marketing mix in corporate strategy.
3. To familiarize students with the basics of creating a marketing plan.
4. To provide students with an opportunity to learn about excellent examples of marketing-driven companies throughout the world.

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## **COURSE FORMAT:**

You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the eCollege course management website. Be sure to log onto eCollege and check your university e-mail regularly to see what work you are required to do.

I will always upload new announcements to the home page of this course when I want to announce something to the entire class and would discuss in class. I would try to respond to your e-mails within **24 hours**. If your correspondence falls over the weekend it may be **24-48 hours**.

**ALL EMAILS MUST BE PREFACED WITH THE COURSE NUMBER FOLLOWED BY THE SUBJECT (EXAMPLE: MKT501-01W Assignment 1).**

## **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 REQUIREMENTS**

### **COURSE SCHEDULE:**

A course schedule is included at the end of this syllabus.

### **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.

### **ACADEMIC INTEGRITY:**

All students are expected to act with civility and personal integrity; respect other students' dignity, rights, and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

Academic integrity includes a commitment to **NOT** engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using reference sources (including Internet sources) without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc. All assignments designated as individual assignments and must be completed personally by each student.

Academic dishonesty violates the fundamental ethical principles of the University community and compromises the worth of work completed by others. A student should avoid academic dishonesty when preparing work for any class. If charged with academic dishonesty, students will receive written or oral notice of the charge by the professor. Depending on the severity and circumstances of the academic dishonesty, a student's actions could lead to receiving zero credit for the assignment in question or failing the course.

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## **COURSE POLICIES AND INSTRUCTOR EXPECTATIONS:**

Students are required to meet the expectations listed below.

- **Professional Behavior:** It is important that students maintain a professional demeanor at all times, including during electronic communication. Texas A&M-Commerce expects this from students, as do current and future employers. Since so much communication in the workplace is —electronic nowadays, this course will be a good place to practice interacting in a manner

appropriate to a professional setting. In particular, take special care when posting and responding to discussion board questions.

- **Assignments:**

**1. Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MKT 501 should have at least some skill with software for word processing, excel and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!

**2. Assignments must be turned in on time.** Assignments are due at the **date** and **time** listed. All work and assignments for the entire course will be available on the first day of class. While the syllabus designates specific dates for which work is assigned, students do not have to wait until the assigned date to start working on it. Start working on each assignment as soon as student possibly can and make sure that student have the marketing plan assignments submitted by the specified due dates. The chapter readings and discussion boards can be completed at any pace you wish (all in week one, all at the last minute except discussion board). Discussion forum is an ongoing continuous activity. **Discussion boards** are due on **Saturday** of each week by 11:59 PM. I have outlined a suggested schedule that I think would help student maintain a good pace. However, student **MUST** turn assignments **ON TIME**. **Assignments** column of the course schedule provided at the end of this syllabus.

**3. Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment. Please don't turn in work that is only half-finished.

**4. Please submit assignments in a format that is compatible with Microsoft Office 2007/2010.** I have to reformat docx files before I am able to open them, so please save all documents as doc files.

- **Back-ups are required:** You are required to back up all your assignments on a disk that can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.

- **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 several times a day, so this is the best way to reach me.**

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

**Grading Components: (total 400 points)**

<b>4 Discussions (20pts each)</b>	<b>80</b>
<b>4 Chat Exercise (5pts each)</b>	<b>20</b>
<b>4 Exams</b>	<b>200</b>
<b><u>1 Group Paper</u></b>	<b><u>100</u></b>
<b>Total</b>	<b>400</b>

**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

**PLEASE NOTE: All discussions, exams, and group paper must be completed on the due date. Any late discussion, exam, and paper will be graded to zero. No extensions or make-ups will be allowed unless the absence is cleared by the instructor prior to the day 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 case study ASAP.

**COURSE REQUIREMENTS:****Exams:**

There will be 4 exams for this course. Each exam has 2 hours with 50 multiple choice and T/F questions that will be used to test your knowledge of all materials associated with the course. All exam questions are based on textbook. Please read textbook a couple of times very carefully and digest the materials, then you will be fine. Exams will be open from Monday to Saturday midnight of exam week and are open book and any materials. Instructors also will remind you of the exam dates through university emails. Please check your email frequently.

These will be INDIVIDUAL exams and are not intended for any type of group work. The exam will display one question per page to the student and the student must answer the presented question before moving on to the next. The student will not be able to change their answer once they've moved to the next question.

**Chat Exercise**

A small assignment is given during the chat session. For all students, this exercise is expected to be reviewed and responded to. The assignment will only be given during the chat. The chat is required listening and there are no exceptions, there is 48 hours to complete the assignment, the due date is given during the chat.

**Discussions**

All the discussion topics were posted under the different weeks in eCollege. Please login to read them and also please see the following Discussion Rubric for details about discussion.

## Discussion Rubric

Task ↓	Accomplished	Proficient	Needs Improvement
Posting	Clearly identifies key or important information "mostly" in your own words, on topic, and utilizing the text and the article, appropriate citations. PROPER MINIMUM LENGTH, (10 points)	Identifies some important information in your own words, on topic, and utilizing the text and the article, however, information missing and or appropriate citations missing, not appropriate length. (7 points)	Does not clearly identify key information, not on topic, does not utilize text and or article, and or, not properly cited. Not appropriate length. (3 point)
Reply including asking a question	Clearly responds to another student's posting in your own words, then ask a question you are interested in knowing. YOU MUST POST YOUR QUESTION, PROPER MINIMUM LENGTH, (5 points)	Responds to another student's posting but you didn't clearly ask a question, didn't clearly utilize the text and the article in your response and not the proper length. Did not post a question. (4 points)	Does not clearly respond to another student's posting, did not ask a question, incomplete in utilizing the text, or the article in your response and not the proper length. (0-3 point)
Reply answering a question	Clearly state and responds to another student's question in your own words, on topic, and utilizing the text and the article. YOU MUST POST YOUR QUESTION YOU ARE ANSWERING, PROPER MINIMUM LENGTH, (5 points)	State and responds to another student's posting but you didn't clearly answer a question that is posted, didn't clearly utilize the text and the article in your response and not the proper length. Did not post a question. (4 points)	Does not clearly state or respond to another student's posting, incomplete in utilizing the text, and the article in your response and not the proper length. No answer to posted question. (0-3 points)

### Group Paper

Please do a research from A&M library or google.com to write a paper about “*What are the marketing strategies (i.e., product, promotion, place, price, and competitive environment) of one of the following (Apple, Amazon, Google, Starbucks, Walt Disney)?*” (a famous and such successful big company). The group paper (Word paper) is due on **Thu of Wk 5** per the syllabus.

This is a group project. Paper (as a **Word attachment**) is to be submitted directly to the **DROPBOX**. *Late projects will not be acceptable*. The maximum pages for the paper should be no more than 10 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 12 credible sources (i.e., NON peer review journal articles are preferred, but journal articles may be appropriate as well) in the paper (no more than 5 websites may be used). You will need to include a title page with your name, table of contents, 10 pages of content, a reference list, table, figure, and an appendix (if necessary). You are required to use APA format for the entire paper.

**PLEASE NOTE, PAPER IS DUE ON THE LAST Thursday, 11:59pm the last Thursday at the end of the semester.**

Each group consists of 1-4 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 project draft. However, please double-check your grammar and English writing before you send your project to me and ask my feedback. This is preferred in week 4, any day of week four.

**IMPORTANT: The group project should be submitted to DROPBOX under Week 5. I will use tunitin.com to check. No project will be accepted for grading if the turnitin.com percentage is greater than 25%. For an “A” project, its turnitin must be less than 18%. Paper must be in a good writing (without major grammar errors), good transition, good structure, readable, and convincing.**

**ONLY THE GROUP LEADER WILL SUBMIT THE PAPER. MULTIPLE SUBMISSIONS WILL BE DOWNGRADED.**

**Group Paper Rubric 1 - Please note: grading is on the whole paper, not on the individual sections. (The approx. pages and page limits below are recommendations. The 10 page limit is the official requirement.)**

Group paper

Only the group leader needs to submit the paper. The due date cannot be postponed. If you submitted a paper in error to the dropbox, send me an email. If there are multiple papers from the group, I will only grade one. So, please help me to grade the right one. Grades for the group paper are expected to be returned on Monday.

Insure on the table of contents and for each section that you let me know who completed it. Any feedback on group members should be sent by email as well.

Marketing Strategy Elements	Points Possible Approx pages	Points Earned	Comments
<p>Marketing Strategy Format Guidelines Times New Roman 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.</p>	5 Points		
<p>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.</p>	15 points		
<p><b>Executive Summary</b> Brief Company overview Details from approximately each para/section 10-20% of document</p>	<p>1 ½ pages 15 Points</p>		
<p><b>Situation Analysis</b> (Study internal and external environment of the organization) Industry overview &amp; sector description SWOT Analysis <b>Target Market Analysis</b> Demographic characteristics of market Psychographic characteristics of market Behaviors of target market Strategies appealing to market</p>	<p>1-1 ½ pages (SWOT table) 25 Points 1-1 ½ pages</p>		



<p><b>Marketing Mix</b></p> <ul style="list-style-type: none"> <li>Product strategy (Product Mix)</li> <li>Pricing strategy</li> <li>Distribution strategy</li> <li>Promotional messaging</li> <li>Media plan</li> <li>Promotion &amp; advertising plan</li> <li>Positioning strategy</li> </ul> <p><b>Competitive Analysis</b> (Comparing organization with</p> <ul style="list-style-type: none"> <li>Competitors' Discuss the 4P's of marketing mix with competitors')</li> <li>Competitors' strengths</li> <li>Competitors' weaknesses</li> <li>Organization's competitive advantage</li> </ul>	<p>1-2 pages (Including product/pricing table)</p> <p>20 Points</p> <p>1-1 ½ pages (including table)</p>		
<p><b>Challenges/ Contingency Plan</b> (Analyses of internal environment and external environment)</p> <ul style="list-style-type: none"> <li>Internal risks</li> <li>External risks</li> <li>How risks will be avoided</li> <li>Actions when risks occur</li> </ul>	<p>¾ page</p> <p>10 Points</p>		
<p><b>Recommendations/ Growth Plan</b></p> <ul style="list-style-type: none"> <li>Description of growth plan</li> <li>Strategies for market penetration</li> <li>Strategies for product development</li> <li>Strategies for market development</li> <li>Strategies for diversification</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>Main findings of the competitive analysis, marketing plan</li> </ul>	<p>1- 1 ½ pages</p> <p>10 Points</p> <p>½ page</p>		
<p><b>Total Points</b></p>	<p><b>100 Points</b></p>		

### Group Paper Rubric 2

	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
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 points)	Did not utilize or apply theories or concepts correctly (0-5 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. Document throughout the semester and add these items to your evaluation. 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. **THIS SHOULD BE A TRUE HONEST EVALUATION, JUST AS YOU SHOULD IN THE WORKPLACE. If half of your group members complain about your contribution to group work, then your grade will be deducted at least 30 points.**

### Special Needs/ Reasonable Accommodations:

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—Room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

**Marketing 501 Class Schedule:** The nature of this course requires that much be done in a short period of time. You are advised to plan your personal schedules accordingly. All dates listed are due dates for assignments and readings. You must turn in the required items by the date listed.

**ALL ASSIGNMENTS DUE 11.59 pm ON Saturday except where stipulated.**

**PLEASE NOTE, PAPER IS DUE ON Thursday, 11:59pm at the end of the semester.**

**ALL CHATS WILL BE 7pm Central Time (TAMUC time)**

**REMEMBER JUL 4 IS A HOLIDAY**

**Week 1-8, Mondays**

WEEK/DATES	TOPICS	CHAPTERS	ASSIGNMENTS
Week 1	Introduction to Marketing & Marketing Insights	1, 2, 3, 4, 5, 6	Discussion due week 1 <b>13 Jul – 18 Jul</b>  Exam 1 due week 1 <b>18 Jul</b>
Week 2	Branding & The Marketing Mix: Product	7,8,9,10,11,12	Discussion due week 2 <b>20 Jul – 25 Jul</b> Exam 2 due week 2 <b>25 Jul</b>
Week 3	Price & Place	13,14,15,16,17	Discussion due week 3 <b>27 Jul – 1 Aug</b> Exam 3 due week 3 <b>1 Aug</b>
Week 4	Promotion & Global Marketing	18,19,20,21,22	Discussion due week 4 <b>3 Aug – 8 Aug</b>  Exam 4 due week 4 <b>8 Aug</b>
Week 5			Group paper due Thu Wk 5 <b>13 Aug</b>

❖ **THIS WEEKLY SCHEDULE IS TENTATIVE.**

## Bloom's Taxonomy

### Cognitive[[edit](#)]



Categories in the cognitive domain of the revised Bloom's taxonomy ([Anderson et al. 2000](#)) Skills in the **cognitive domain** revolve around knowledge, comprehension, and [critical thinking](#) on 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[[edit](#)]

Exhibit memory of 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[[edit](#)]

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

- Translation
- Interpretation
- Extrapolation

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

#### Application[[edit](#)]

Using acquired knowledge. Solve problems in 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**[\[edit\]](#)

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.

**Evaluation**[\[edit\]](#)

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?

**Synthesis**[\[edit\]](#)

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.