

BUS 371

Introduction to Marketing

Prof. Suzanne Mueller

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Contact Information

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*I have an open-door policy for meeting with students – I am in my office most days and you may stop by anytime. The times listed above are those specifically reserved for students.

I. Course Overview

BUS 371 introduces students to the core concept of marketing: building and sustaining customer value and relationships. The course then builds on that concept by examining the dozens of interwoven strategic and tactical decisions facing today's marketing managers. We pay particular attention to the interplay of marketing and technology – both the marketing of technology products and the use of technology in marketing.

The primary goal of BUS 371 is to enable and encourage students to think like marketers. Key topics include: consumer and organizational buying behavior, marketing research, market segmentation, product positioning, pricing, channels, distribution, promotion, adoption behavior and marketing strategy.

BUS 371 is a survey course covering a great deal of material. The class assumes no prior knowledge of marketing, but familiarity with basic principles of economics and/or business is helpful. Students generally report that they find the course “intense” – both in the amount of material covered and the work required. In addition, many students have told me that they experience the level of interaction and the level of group activity in BUS 371 as “very different” from other IIT classes.

The IIT Course Bulletin lists BUS 371 as a “C” course. This means that: 1) BUS 371 is part of IIT's “Communication Across the Curriculum” program; 2) BUS 371 contains a substantial written/oral communication component and 3) it is an expectation that you develop your written/oral communication skills during your time in the course. In support of that expectation, IIT's Writing Center provides writing tutors who, through individual coaching sessions and group workshops, is available to students (information on this resource follows below).

A personal note: I have focused my career on marketing because it's a discipline that is stimulating, challenging and fun. It's important to me that your introduction to marketing be similarly enjoyable and I work hard to make it so.

As a teacher, my goal is to impart knowledge and create understanding. If you leave my class looking at the world in new ways, then I have succeeded at my job.

I ask that you bring a commensurate level of commitment and intent to your participation in my class. I can virtually guarantee that if you keep up with readings, come to class prepared, ask questions, and stop by my office every once in a while, you will have fun this semester, you will do reasonably well in the class, and you will be glad you took the course.

II. Learning Objectives

Upon completion of BUS 371, successful students will be able to:

- Describe the role of marketing both within the corporation and in the marketplace as a whole.
- Understand the marketing planning process, including the roles of macro- and micro-forces and the execution of SWOT analyses.
- Identify and describe the elements of the marketing mix.
- Explain the roles of segmentation, targeting, positioning and differentiation in marketing.
- Describe the product life cycle and its implications for marketing practice.
- Explain the factors affecting adoption of innovative products.
- Describe the various types of strategic opportunities available to marketers.

- Understand the ethical issues inherent in marketing decision-making.
- Conduct business research.
- Communicate effectively and professionally through business reports and presentations.

III. Teaching Methodology:

The course combines lecture, discussion, case analysis and case research. Lectures and discussions will focus on concepts and methods, while case discussions will offer the opportunity to build critical thinking skills by applying those concepts to real-world situations.

Class sessions are highly interactive and may include discussions, small-group activities or group presentations. *Students are expected to contribute to the learning environment by participating actively in class discussions and by keeping current with reading assignments.*

A digression on class participation: Like the environment, learning is a “public” good – we all benefit from the positive behaviors of others and we all lose when others are neglectful. The overall success of the class depends on full and frequent participation by all class members. Further, success in the business world depends on your ability to participate and think on your feet. Why not learn those skills now? If you are exceedingly shy and break into a cold sweat at the prospect of speaking up in class, see me so that we can develop strategies for ensuring success in the course.

A key component of the course will be a small-group case research/marketing planning project conducted over the course of the semester. Students will research a technology product/firm, analyze its marketing strategies and activities and develop recommendations for future marketing of the product.

As previously noted, another key component of the course is development of students’ written and oral communication skills. Students are expected to play an active role in this process and a substantial portion of each student’s course grade will be determined by communications-related criteria. In the “real world” of business, the credibility and quality of a work product is often judged by the quality of the written document (or oral presentation) that contains it. It is an expectation that students will begin to develop their skills now by submitting assignments that *are professional in both content and appearance*.

As noted in the Course Schedule below, students should read assigned materials prior to coming to class. Oftentimes I will use class sessions not to lecture on the assigned material, but to conduct experiential exercises that reinforce that material. The success of these exercises – as well as their value to you – depends on your preparation. To assist you in staying current with the assigned readings, I will start many class sessions with a brief quiz covering the assigned readings for the day. Further, material covered in class (and, by extension, in exams!) will go beyond the prescribed textbook. You are responsible for all assigned readings, even if they are not covered in class.

The course syllabus, many of the supplementary readings and all written assignments are posted on Blackboard. In addition, I post most of the slides I use in class so that you can print them out ahead of time to make your note-taking easier and more efficient. I also use Blackboard to send e-mails and post important announcements (e.g., location of exams, which are generally not held in our usual classroom). You are responsible for checking Blackboard regularly to ensure that you are up to date on course requirements and information. If you are not familiar with Blackboard or lack a sign-in, see me as soon as possible.

Students are strongly encouraged to form study groups to review and reinforce course material and study for exams. Generally, students who belong to study groups demonstrate greater mastery of course material and, as a result, earn higher grades. **Note:** *although study groups are both permitted and encouraged, all homework assignments must be the student’s own original work. If needed, see me for clarification.*

IV. Required Course Materials:

Textbook: *Marketing*
Kerin, Berkowitz, Hartley and Rudelius
McGraw-Hill Irwin (Ninth Edition)*
ISBN #0-07-240472-1

*I encourage you to make use of the companion web site for the text, which contains sample quizzes, chapter notes, and other study tools. You can access the site at: http://highered.mcgraw-hill.com/sites/0073404721/student_view0/index.html

An online (and less expensive) version of the textbook is available through CourseSmart. See www.coursesmart.com for details.

In addition, a copy of the textbook is always available, on reserve, at Galvin Library.

Supplementary: *Selected Readings* posted to Blackboard (detailed later in this handout)
Selected Readings from Harvard Business School Publishing*

*You may access these materials via the Harvard Business School Publishing web site. You must register on the site and then you may purchase any or all of the materials using a credit card. Full details, including links, can be found on Blackboard in the Course Document section.

Suggested Materials: *The Elements of Style*, William Strunk and E.B. White (this short, inexpensive, easy-to-read, easy-to-understand book is considered the bible of clear writing – buy one!)

Woe is I, Patricia O’Conner (if you are looking for another easy-to-deal-with book on writing, this one is accessible and, at times, even funny)

Grammar Girl’s Quick and Dirty Tips for Better Writing, <http://grammar.qdnnow.com> (short, sweet, enjoyable podcasts on a variety of common writing problems – ranging from grammar and usage to more general writing issues)

In addition, I strongly suggest that you read *The Wall Street Journal* (print or on-line), *Business Week*, and other business publications. If you would like student subscriptions (i.e., inexpensive!!) to any of these publications, see me.

As noted above, the required material for this course goes well beyond the textbook. You are responsible for all material covered during the semester – whether in-class lecture material, assigned articles, cases, etc. If you are having difficulty with any of the course material, ask for clarification during class or come see me during my office hours.

V. Evaluations:

My goal is that you will exit this course “thinking like a marketer.” What does this mean? It means that 1) you will have an intuitive sense of marketing principles and dynamics and 2) you will be able to apply that knowledge to real-world business situations.

Thus, your grade for BUS 371 will be based on your mastery of the course content. If, by the end of the semester, you have achieved the course learning objectives you will receive a good grade – it’s that simple. If, on the other hand, your understanding of the course material is sub-par or rote only, your grade will be less spectacular.

For most students, marketing is a new way of thinking, but as the semester goes on, the material starts to come together and the bigger picture starts to emerge. For that reason, your final grade in the course will be based on your marketing “IQ” at the end of the course rather than the average of your grades throughout the term. To that end, I am happy to work with you to help you achieve mastery of the course material. For example, if you want to resubmit a paper for a higher grade, let me know. If you want to take on an extra-credit project that extends or enhances your understanding of key topics, let’s talk.

The overall grade for BUS 371 will be determined as follows:

Examinations:

Quizzes (15 @ 8 points each)	120 points
Midterm	140 points
Final (cumulative)	180 points

Class Participation:

Class Discussions	135 points
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Assignments:

“OTM” Assignments (3 @ 35 points each)	105 points
Consumer Behavior/Segmentation Projects (2 @ 55 points each)	110 points*
Tech Marketing Plan	210 points*

	1000 points

*These assignments will be done in teams. For the Tech Marketing Plan project, 3/4 of the grade will be based on the work itself and 1/4 of the grade will be determined by the team evaluation submitted by each of your peers. For the Consumer Behavior assignments, the peer evaluation forms will be used to adjust – upward or downward – the grades of those making noticeable above-average or below-average contributions. These evaluations are mandatory.

Generally, I grade so that >93% is an A, >83% is a B and so on. Thus, 94% earns an A for the course, 89% earns a B and the range from 90% to 93% is at my discretion.

Grading rubrics for most major assignments are contained in a folder called “Grading Rubrics” located in the Course Documents section of Blackboard. The rubrics can provide you with valuable information on the grading criteria I use for many of the course assignments.

Extra Credit

From time to time I offer voluntary assignments or workshops that students may complete for extra credit. In addition, students may earn up to 75 points of extra credit (three-quarters of a grade) for preparing a short (4-6 page) paper on a marketing-related topic. This could be a report on: 1) a marketing-related book; 2) a set of articles on a particular company or marketing trend; or 3) an issue of marketing ethics. Any such extra-credit topic must be approved (by me) ahead of time and must be declared no later than two weeks after the midterm. Note that not all papers will receive the full 75 points: as with all course assessments, grading is based on performance, not effort.

Quizzes

The majority of class sessions will begin with a short quiz. The quizzes are administered simply as a method of impelling students to keep up with course readings and be prepared for class. A total of 17 quizzes will be given; only the top 15 of those will count toward your class grade. Quiz grades may, at my discretion, be curved.

Quiz questions are drawn from the assigned readings for the day – both the textbook and any supplementary articles. Each quiz contains five to eight questions. Most of the questions are multiple choice but a short essay question will pop up from time to time. I will provide guidance before each quiz so that you know where to focus your efforts.

Absence from class on the day of a quiz will result in a zero grade for that quiz. Tardiness will reduce your available time for completion of the quiz. There are absolutely no quiz make-ups, regardless of emergency or excuse.

Quizzes are not handed back, but grades are posted promptly to Blackboard and, once grades are posted, answers to the quiz questions can be found in the “Quiz” folder contained in the “Course Documents” section of Blackboard.

Examinations

The purpose of the exams is to evaluate students' learning and assess the marketing skills developed during the course. As such, each exam will include two sections: 1) multiple-choice questions (closed-book) and 2) analysis of brief cases (open-book, open-note). The exams will draw on all class lectures, case assignments, class discussions and assigned reading materials.

Students who show an outstanding level of performance in the course may, at the discretion of the professor, be exempted from taking the final exam.

Note: I offer no make-up exams, regardless of emergency or excuse.

Class Participation

As noted above, class participation is vital to the learning environment for this course and is part of the course grade. Students are expected to contribute to class discussions with insights from the course readings, personal experiences and observations and questions.

Just as there are "4 Ps" in marketing, there are 4 Ps in class participation; your grade for class participation will depend on the following factors:

- Preparation (have you done the reading and/or assignments?)
- Presence (are you in class?)
- Promptness (are you on time for class?)
- Participation (quantity and quality)
 - Do you volunteer to answer questions?
 - Are you able to answer questions when called on?
 - Do you show mastery of course material?
 - Do you ask questions that demonstrate your understand of and/or involvement in the material?
 - Do you ask questions that extend the course material into new areas?

"OTM" Assignments

During the semester students will complete four "Observing and Thinking about Marketing" assignments. These assignments will be done individually and will provide the opportunity for you to apply your marketing knowledge to a real-world situation; think critically; and hone your writing skills.

Details of the OTM assignments will be provided in class.

See Policies #2 and #4 below for information on proper submission of OTM assignments.

Consumer Behavior/Segmentation Projects

During the semester, students will deepen their understanding of Consumer Behavior and Segmentation through two projects designed to underscore 1) the richness and subtlety of consumer behavior and 2) the interplay of consumer behavior and segmentation. Working in randomly chosen teams, students will prepare two brief presentations – to be given in class – about a particular segment of consumers. I will provide information on this set of assignments later in the semester.

With submission of each of these assignments, you are required to complete and submit a peer evaluation form rating your fellow team members (and yourself) on your work you have completed as a group. The ratings will be used to adjust the grades of team members to reflect their respective contributions to the group's work. The evaluation form must be submitted on the day that the each assignment is due. If you neglect to turn in the case group rating form you will receive a deduction on your project grade.

Marketing Plan Project (a.k.a. "Technology Marketing Plan")

The Technology Marketing Plan project is designed to integrate course material, provide real-world perspective and add to students' understanding of technology marketing. Working in self-selected groups of four or five, students will select a technology product for which they'll analyze the market and recommend possible marketing actions. Details of the project will be discussed in class.

See Policies #2 and #4 below for information on proper submission of your project.

As above, you are required to complete and submit a peer evaluation form rating your fellow team members (and yourself) on your work on this project. You will submit a mid-semester evaluation on the day of the midterm and another on the day that the project is due (forms are available on Blackboard). The ratings will determine one-quarter of your grade for the assignment. If you neglect to turn in a rating form for an assignment you will receive a one-grade deduction on the assignment.

Late in the semester each project team will present its findings and analysis to the rest of the class. The goal of each presentation is straightforward: to share what you've learned about your product and about marketing with the rest of the class.

Written/Oral Communication

In the "real world" of business, the credibility and quality of a work product is often judged by the quality of the written document (or presentation) that contains it. As a result, assignments *should be professional in both content and appearance*. This is as important a part of career development as learning how to write a suitable resume or cover letter. Any written or oral submissions that show a lack of care in content and/or appearance will be marked down.

Project Support

The Stuart School and Galvin Library offer a variety of resources to help students with research and writing. IIT's Writing Center has writing tutors who are available for one-on-one coaching. The Writing Center also offers writing workshops throughout the semester. Students who take advantage of these resources generally perform better on projects and papers and, overall, find their work more interesting, enjoyable and manageable. To encourage students to take advantage of these resources, each project team is required to meet with a Writing Center tutor and a Galvin Library reference librarian by the fourth week of the semester.

I am also available to consult with you on your projects. I am happy to help you strategize or problem solve and I can provide work-in-progress feedback if you desire. If you'd like my help, simply set up a time to meet with me or stop by during my office hours. Please note, though, that I am not willing to do your group's "heavy lifting." For example, if you come to me to ask for help identifying secondary sources, I will first ask: 1) what brainstorming has your group done?; 2) what other assistance have you sought?; 3) have you worked with a Galvin reference librarian? You will find me most receptive to helping you when I see that your group is applying itself and taking full advantage of the many resources the university has to offer.

Many of the assignments in BUS 371 require that you work in teams. As in the real-world, teams sometimes experience conflict or some level of dysfunction. Teams experiencing unproductive dynamics should see me before too much time has elapsed so that I can provide coaching/guidance.

VI. Class Policies:

I. I take the issue of academic honesty very seriously and ask that you do the same. Plagiarism and other forms of cheating will result in serious repercussions. Specifically, there are two areas of concern:

- **Cheating:** IIT's Honor Code states that "no student may seek to gain an unfair advantage over another." This means that any work submitted as your own must be your original work. I expect that you will read, understand and comply with the university's code of academic honesty, which can be found at: <http://www.iit.edu/~osa/Handbook/FinePrint.html>

All individual-level assignments must include, on the cover page, a signed statement that says, "I have complied with the university honor code in completion of this assignment and I attest that this work is mine and mine alone." Unsigned honor pledges will result in a deduction in points on the assignment.

If you have any questions about academic honesty, or need clarification on the boundaries of same (for example, "Am I allowed to ask for help with a homework assignment?"), see me.

- **Plagiarism:** In this class you will invariably use outside sources as you research your projects and papers. It is vital that you appropriately acknowledge original sources so that it's clear where your work ends and someone else's begins.

Students are sometimes unaware of the boundaries around what is considered plagiarism. It is your responsibility to learn and comply with accepted standards in this area. I have a variety of handouts and materials on plagiarism avoidance. If you have not yet cultivated a plagiarism-avoidance meter, see me to learn how to stay out of trouble.

Any violations of the IIT Honor Code in either of the above areas will result in an automatic zero on the assignment and will also be dealt with in the manner prescribed in IIT's academic regulations.

2. **“SafeAssign”:** SafeAssign is a Blackboard-based tool that students and professors can use to check assignments for possible plagiarism. I use it to ensure that the work you submit to me is yours and yours alone. You may use it to check drafts of papers to 1) help you learn what is considered plagiarism and 2) avoid inadvertent copying of another's work. All homework assignments, case write-ups and term papers must be submitted to SafeAssign by 5:00 pm on the date the assignment is due. Failure to do so (without prior arrangements) could result in reduction in your grade for the assignment.

For complete instructions on submitting both final papers and drafts to SafeAssign, see the instruction sheet in the “Course Documents” section of Blackboard. *As noted on the instruction sheet, submission of your paper to SafeAssign does not obviate the need for you to turn in a hard copy before the beginning of class.*

3. **Blackboard:** I make extensive use of Blackboard (BB). You will find nearly all the course materials – syllabus, assignment sheets, peer review forms, readings and printable copies of many of the slides I use in class – posted to the Web site for this class. I also post important announcements to the site and use it to send e-mail alerts. I expect that you will check BB regularly for course-related information and announcements and that you will check your “official” IIT e-mail account regularly regarding same. As noted below, “I didn't know...” is not an acceptable excuse for non-performance.
4. **Written Assignments:** All written assignments (homeworks, cases, papers) must be submitted according to the following policies:

- Assignments must be turned in on time, according to the deadlines on the syllabus. *With permission from the professor*, students may submit their assignments up to a week beyond the deadline. Such late submissions will be assigned a penalty of one letter grade. Submissions more than a week late will receive an “F” but will earn 50% of the point credit allotted to the assignment.

NOTE: All written assignments must be turned in – even if late. Failure to complete any of the class assignments will result in an “Incomplete.”

- Assignments are due *at the start of class* – not after class or during class. *Unless you have made prior arrangements*, papers turned in after class will be considered late (see preceding bullet point) and will be subject to a one-letter-grade penalty. Assignments turned in during class, but after the start of the day's activities will receive a half-letter-grade deduction in points. Be sure to plan your work to allow time for printer problems, paper shortages, defective alarm clocks, etc.
- Assignments should be handed in to the instructor personally. *Only hard copies of assignments will be accepted.* No mailed, faxed or e-mailed papers will be permitted – unless you have made prior arrangements.
- All individual-level assignments must include, on the cover page, a signed statement that says, “I have complied with the university honor code in completion of this assignment and I attest that this work is mine and mine alone.”

Similarly, your group papers/projects must include, on the cover page, a signed statement that says, "Our group has complied with the university honor code in completion of this assignment and we attest that this work is ours and ours alone." Each member of the group must sign the honor pledge.

All written assignments must be submitted to Blackboard's SafeAssign plagiarism checker (see policy #2 above) by 5:00 pm on the day the assignment is due.

- With my permission, assignments may be resubmitted for a higher grade. Resubmissions are due no later than four weeks after the original due date for the assignment.
5. Regular class attendance is required and is necessary to succeed in this course. Students are permitted a maximum of four absences from class during the semester. Students with more than four absences will receive at most a "D" in the course. Students with perfect or near perfect attendance will earn 20 points of extra credit. If you have special circumstances related to attendance, please see me as soon as possible.
 6. Students are expected to be on time for class; lateness is disruptive and disrespectful. Late arrivals are considered absences and count toward the class maximum of four absences (described above). If you are late by 15 minutes or more, you will be considered absent. If you are less than 15 minutes late you will be considered tardy; after three tardies, each tardy will be considered an absence. As above, if you have special circumstances that impede your ability to get to class on time, see me to discuss.

Leaving class early is similarly disruptive and disrespectful. Once you arrive to class, plan on staying for the entire class period. Early departures without prior approval are considered absences.

7. Students are responsible for all assignments, deadlines, policies and requirements contained in this syllabus, posted on Blackboard and/or conveyed during class. If you are unable to attend a class, it is your responsibility to contact a classmate (or the professor) to obtain an update. "I didn't know," "I wasn't in class," "I didn't check Blackboard" and "I didn't notice that in the syllabus" are not acceptable excuses.
8. All electronic devices (other than pacemakers, insulin pumps and other medical equipment) must be turned off before coming to class. This includes cell phones, pagers, **and computers**.
9. Reasonable accommodations will be made for students with documented disabilities. In order to receive accommodations, students must obtain a letter of accommodation from the Center for Disability Resources and make an appointment to speak with me as soon as possible. My office hours are shown at the top of this syllabus and are also posted on the door to my office. The Center for Disability Resources is located in the Life Sciences Building, room 218, 312-567-5744 or disabilities@iit.edu.

VII. Course Schedule

<u>Week/ Class #</u>	<u>Date</u>	<u>Topic(s)</u>	<u>Assigned Reading</u> (read prior to class)	<u>Assignments Due</u>
1/1	Jan. 20	Introduction to Marketing <ul style="list-style-type: none"> ▪ In-class Exercise: "Designing a Candy Bar" Course Overview <ul style="list-style-type: none"> ▪ Review Course Requirements Assignment: "Observing/Thinking About Marketing" (OTM) #1		
1/2	Jan. 22	Introduction to Marketing cont'd <ul style="list-style-type: none"> ▪ Video: Rollerblade ▪ Video: General Mills Discussion: Unilever and Starbucks articles Introduction to Writing Center	Chapter 1 Reading #1 Reading #2 (stop at paragraph that begins "It adds to the emotional connection with the customer...")	BUS 371 contract (signed) due Student Survey due
	Jan. 24 (Friday)	"How to Avoid a Dead Canary" (get the inside scoop on how to succeed at the OTM assignments, thereby saving yourself the pain and suffering of multiple re-writes)		

2/3	Jan. 27	Value Creation Customer Relationship Management <ul style="list-style-type: none"> ▪ Eras of Marketing ▪ Managing for Customer Equity Project Assignment: Tech Marketing Plan	Reading #3 Reading #4 Reading #5 – pages 1-4	OTM #1 due
2/4	Jan. 29	“Value” Marketing Strategy and Planning <ul style="list-style-type: none"> ▪ Strategy vs. Tactics ▪ Planning Process ▪ Growth Strategies 	Chapter 2 Reading #6 Reading #7 + www.swashitout.com	
Extra-credit!	Friday Jan. 30 9:30 am OR Monday Feb. 2 1:00 pm	“There’s More to Research than Google” (<i>learn how to improve the odds that your Tech Tracking project will seriously kick butt, impress your instructor and make you the star of future IPRO teams</i>) Note: Held at Galvin Library – times to be announced in class and on Blackboard		
3/5	Feb. 3	Marketing Planning <ul style="list-style-type: none"> ▪ SWOT Discussion: Daktronics Case Marketing Reconnaissance <ul style="list-style-type: none"> ▪ STEEP+C Assignment: “Observing/Thinking About Marketing” (OTM) #2	BP Case at end of Chapter 2 Chapter 3 Daktronics Case – App. D, #2 Article #8	
3/6	Feb. 5	Ethics and Social Responsibility in Marketing <ul style="list-style-type: none"> ▪ Ethical Lapses vs. Ethical Dilemmas ▪ Ethical Issues in Marketing ▪ Underlying Philosophical Approaches ▪ Discussion: Kellogg 	Chapter 4 Reading #9 Reading #10 Reading #11 (<i>optional, but of great interest to college students</i>)	Tech Mktg Plan Project: Writing Center and librarian sign-offs due
4/7	Feb. 10	Consumer Behavior <ul style="list-style-type: none"> ▪ Involvement ▪ Buying/Decision Process ▪ Discussion: “Toyota Scion” article Assignment: Consumer Behavior Project (#1)	Chapter 5 Reading #12 Reading #13 Reading #14	OTM #2 due
4/8	Feb. 12	Consumer Behavior cont’d <ul style="list-style-type: none"> ▪ Discussion: Buying Influences 	Reading #15 (<i>optional, but fun</i>)	
5/9	Feb. 17	Organizational Buying Behavior <ul style="list-style-type: none"> ▪ Lands End Video Discussion: Motetronix Case	Chapter 6 (<i>including Lands’ End case</i>) Motetronix Case – App. D, #6	
5/10	Feb. 19	CB Project presentations Marketing Research		Consumer Behavior Project #1 due
6/11	Feb. 24	Marketing Research <ul style="list-style-type: none"> ▪ Marketing Research & Decision Making ▪ Focus Group Research 	Chapter 8 Reading #16 Reading #17 (<i>stop at section titled “Foundation for Boosting IQ”</i>)	
6/12	Feb. 26	Segmentation <ul style="list-style-type: none"> ▪ Identifying and Selecting Market Segments ▪ Discussion: Wal-Mart article ▪ Nokia Video ▪ Bases for Segmentation 	Chapter 9, pages 225-242 Reading #18	
Extra-credit!	Friday, Feb. 27 11:00 to 12:30	Writing Workshop (<i>learn how to keep the Writing Nazi off your back and reduce the amount of (red ink) comments on your papers</i>)		
7/13	Mar. 3	Segmentation – cont’d Targeting Position and Positioning Assignment: “Observing/Thinking About Marketing” (OTM) #3	Chapter 9, pages 243-247 Reading #19 (<i>read this <u>after</u> you’ve read the chapter material</i>) Reading #20 Reading #21	

7/14	Mar. 5	Positioning <ul style="list-style-type: none"> ▪ Perceptual Maps ▪ Differentiation ▪ Value Positions 	Reading #22 Reading #23 Reading #24 Reading #25	
8/15	Mar. 10	Positioning Statements Adoption and Innovation <ul style="list-style-type: none"> ▪ Product Lifecycle ▪ Adopter Types Adoption Process Assignment: Consumer Behavior Project (#2)	Chapter 11, pages 280-287 Chapter 18, p. 476 (hierarchy of effects model)	Tech Marketing Plan Project: team conferences must be held before break
8/16	Mar. 12	MIDTERM		Tech Project peer review due
	Mar. 16 Mar. 18	Spring Break – NO CLASS		
10/17	Mar. 24	Adoption and Innovation <ul style="list-style-type: none"> ▪ Really New Products ▪ Rogers' Adoption Factors ▪ In-class Exercise: Adoption Factors 	Reading #26 Reading #27	OTM #3 due
10/18	Mar. 26 (class to be rescheduled)	Review midterm Wildcard/Catch up		
11/19	Mar. 31	CB Project Presentations 4 Ps: Product <ul style="list-style-type: none"> ▪ Product Definition 	Reading #28 Reading #29	Consumer Behavior Project #2 due
11/20	Apr. 2	4 Ps: Product <ul style="list-style-type: none"> ▪ Product Definition ▪ Branding ▪ Product Lifecycle 	Chapter 10, pages 253-266 Chapter 11	
12/21	Apr. 7	4 Ps: Product <ul style="list-style-type: none"> ▪ Services CDI, BDI & Indexing	Chapter 12	
12/22	Apr. 9	4 Ps: Pricing <ul style="list-style-type: none"> ▪ Pricing Theory ▪ Pricing Math ▪ Value-based Pricing 	Chapter 13 Chapter 14 Reading #30	
13/23	Apr. 14	4Ps: Distribution Channels <ul style="list-style-type: none"> ▪ Channel Theory ▪ Channel Conflict Supply Chain and Logistics Assignment: "Observing/Thinking About Marketing" (OTM) #4	Chapter 15 Chapter 16 (<i>stop at section titled "Key Logistics Functions in a Supply Chain"</i>) Chapter 17	
13/24	Apr. 16	4 Ps: Promotion <ul style="list-style-type: none"> ▪ Integrated Marketing Communications ▪ Elements of Communications Mix ▪ Discussion: Las Vegas IMC Case 	Chapter 18, including Las Vegas case Reading (video) #31 (<i>watch only first 7 minutes</i>)	
14/25	Apr. 21	4 Ps: Promotion <ul style="list-style-type: none"> ▪ Alt Media ▪ Advertising ▪ In-class Exercise: Evaluating TV Ads 	Chapter 19 Reading #32	
14/26	Apr. 23	4 Ps: Promotion <ul style="list-style-type: none"> ▪ Public Relations ▪ Sales Management In-Class Exercise: Lay's STAX	Chapter 20 Reading #33 Reading #34	
15/27	Apr. 28	Tech Tracking Project Presentations		Tech Marketing Plan due + peer evaluation form
15/28	Apr. 30	Tech Tracking Project Presentations Global Marketing	Chapter 7 Reading #35	

16/29	May 5	Internet and Marketing	Chapter 21 Reading #36 Reading #37 Reading #38	
16/30	May 5	Technology and Marketing Marketing Analytics Course Wrap-up	Reading #39	

VIII. Reading List

1. "As Its Brands Lag at Home, Unilever Makes a Risky Bet," *Wall St. Journal* (available on Blackboard)
2. "The Starbucks Aesthetic," Susan Dominus, *New York Times*, Oct. 22, 2006 (use link available on Blackboard)
3. "Beyond Satisfaction," *Wall St. Journal* (available on Blackboard)
4. "Customer Service Champs", Jena McGregor, *Business Week*, March 5, 2007 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)
5. "Understanding Customer Experience," Christopher Meyer and Andre Schwager, *Harvard Business Review*, Feb., 2007 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)
6. "Best Buy's Giant Gamble," Matthew Boyle et. al, *Fortune*, April 3, 2006 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)
7. "Tide's 'Washday Miracle': Not Doing Laundry," Jack Neff, *Advertising Age*, Nov. 12, 2007 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)
8. "Philip Morris Readies Global Tobacco Blitz," Vanessa O'Connell, *Wall St. Journal* (available on Blackboard)
9. "Warning: Habits May Be Good for You," Charles Duhigg, *New York Times*, July 13, 2008 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)
10. "Does Being Ethical Pay?," Remi Trudel & June Cotte, *Wall St. Journal* (available on Blackboard)
11. "The College Credit-Card Hustle," Jessica Silver-Greenberg & Ben Elgin, *Business Week*, July 28, 2008 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)
12. "What Lies Beneath," Chris Penttila, *Entrepreneur Magazine*, May 2005 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)
13. "A Way Cool Strategy: Toyota's Scion Plans to Sell Fewer Cars," *Wall St. Journal* (available on Blackboard)
14. "The Changing Face of the U.S. Consumer," Peter Francese, *Advertising Age*, July 7, 2008 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)
15. "Cracking the Dress Code in L.A., New York," *Wall St. Journal* (available on Blackboard)
16. "P&G Keeps Focus Groupies of Cincinnati Busy as Guinea Pigs in Product Studies," *Wall St. Journal* (available on Blackboard)
17. "Raising Your Market IQ," *Wall St. Journal* (available on Blackboard)
18. "Thinking Local: To Boost Sales, Wal-Mart Drops One-Size-Fits-All Approach," *Wall St. Journal* (available on Blackboard)
19. "Marketing Malpractice: The Cause and the Cure," Christensen, Cook & Hall, *Harvard Business Review*, Dec. 2005 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)

20. "Market Customization: Segmentation, Targeting, and Positioning," excerpted from Harvard Marketer's Toolkit (reading must be purchased online at www.hbsp.com; see instruction sheet located in the Course Documents section of Blackboard)
21. "Chaos, Confusion and Perks Bedevil Wireless Customers," *Wall St. Journal* (available on Blackboard)
22. "In Praise of the Purple Cow," Seth Godin, *Fast Company*, Feb. 2003 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)
23. "At Best Buy, Marketing Goes Micro," Jena McGregor, *Business Week*, May 26, 2008 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)
24. "Not Your Father's...Whatever," David Welch, *Business Week*, March 15, 2004 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)
25. "Power Play," Elisabeth Sullivan, *Marketing News*, Oct. 1, 2008 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)
26. "Note on Innovation Diffusion: Rogers' Five Factors," John Gourville, Harvard Business School note (reading must be purchased online at www.hbsp.com; see instruction sheet located in the Course Documents section of Blackboard)
27. "Suitable Attire?" *Wall St. Journal* (available on Blackboard)
28. "When iPods Die," *Wall St. Journal* (available on Blackboard)
29. "Hyundai Still Gets No Respect," David Kiley, *Business Week*, May 21, 2007 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)
30. "Changing the Formula: Seeking Perfect Prices, CEO Tears Up the Rules," *Wall St. Journal* (available on Blackboard)
31. "Sliced Bread and Other Delights," Seth Godin, www.ted.com, Feb. 2003 (use this link: http://www.ted.com/index.php/talks/seth_godin_on_sliced_bread.html , which is also available on Blackboard)
32. "It Seemed Like a Good Idea at the Time" *Wall St. Journal* (available on Blackboard)
33. "Behind the Scenes, PR Firm Remakes Wal-mart's Image," *Wall St. Journal* (available on Blackboard)
34. "Critical Mass," Ken Auletta, *The New Yorker*, May 14, 2007 (on electronic reserve; use link available on Blackboard)
35. "Eyeing a Billion Tea Drinkers, Starbucks Pours It On in China," *Wall St. Journal* (available on Blackboard)
36. "Online Retailers are Watching You," *Wall St. Journal* (available on Blackboard)
37. "Web Sites Want You to Stick Around," *Wall St. Journal* (available on Blackboard)
38. "Online Retailers Get Chatty to Drum Up Sales," *Wall St. Journal* (available on Blackboard)
39. "Made to Measure: Invisible Supplier Has Penney's Shirts All Buttoned Up," *Wall St. Journal* (available on Blackboard)
40. "So Much Information," *Wall St. Journal* (available on Blackboard)
41. "Listen Up," John Frank, *Marketing News*, Oct. 1, 2008 (use link available on Blackboard (if you are on campus); or, access through Galvin Library using Business Source Premier database)
42. "Marketers Scan Blogs for Brand Insights," *Wall St. Journal* (available on Blackboard)

BUS 371 Introduction to Marketing

Prof. Suzanne Mueller

Spring 2009

NAME: _____

Student ID#: _____

In making the decision to take BUS 371 you are agreeing to the following contract. Please initial the following items and then sign below:

_____ I agree to uphold the highest standards of academic honesty (as detailed in class policy #1)

_____ I understand that I am expected to read all assigned materials in advance of the class section on each topic and I further understand that in-class quizzes will focus on these advance readings.

_____ I agree to attend all class sessions unless illness or family emergency prevents me from doing so. I further agree that I will notify Prof. Mueller in advance if I am not able to attend class.

_____ I agree to arrive on time for class and remain in class during the entire class session.

_____ I agree to turn in assignments on time unless I have made prior arrangements with Prof. Mueller. I further agree that I will turn in my assignments at the start of class.

_____ I agree that it is my job (not Prof. Mueller's) to print out and staple my assignments. Hence, I will turn in only hard copies of my homework and papers.

_____ I agree to submit my assignments to SafeAssign as detailed in class policy #2.

_____ I agree that I am responsible for any and all course information contained in this syllabus, posted on Blackboard and/or conveyed during class (as detailed in class policy #7).

_____ I understand that no electronic devices – including computers – are to be used in class.

I have read the syllabus for BUS 371 and understand the course requirements and class policies. I am committed to abiding by these policies and if I fail to comply will accept the penalties stated.

Signature: _____

Date: _____