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Course Outcomes/Objectives

This course aims to improve student understanding of concepts, principles, problems and applications of marketing. After completing this course, students should be able to:

1. Students will demonstrate an understanding of essential marketing terminology and concepts, including the marketing concept, market analysis and planning and the marketing mix.
2. Students will apply essential marketing terminology and concepts to an individual branding assignment.
3. Students will apply the market planning process to write a strategic marketing plan.
4. Students will work cooperatively on a team project.

The best way to approach the class is to (1) read the assigned chapters, (2) view the chapter overviews found in the Course Materials part of the website (3) complete all individual and group assignments, and then (4) review material for the exams.

TECHNOLOGY REQUIREMENTS

The following technology is recommended to be successful in this online course: 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.

**Grading Policy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

If you fall behind, it is your responsibility to drop the class before the deadline. Do NOT ask me for extra credit work or an incomplete.

**Unit Format:**

The course will consist of 5 units with each unit covering 3 to 5 chapters. Each unit will include several types of activities to be completed and will vary depending on the chapters covered. Examples of assignments will be reading of assigned chapters from text, defining key terms, written journal assignments, individual and group writing and analysis and a unit quiz. A unit will be approximately one week with a unit quiz at the end of each unit.

**Unit Quiz:** (30% of total grade)

There will be a multiple choice or true/false exam at the end of each unit covering the materials from the chapters covered during that unit.

**Unit Assignments:** (15% total)

Unit assignments may include defining key terms (in your own words), answering discussion questions over the course material, and individual and group written assignments. Knowing and understanding the key terms in this course is critical both for success on the unit exams and future business
success. The journal assignments allow you to demonstrate understanding of the concepts and to apply what you are learning to real world situations. All of these assignments are chosen to allow you to learn and apply the knowledge that you are learning for future use in the business world.

Journal Assignment: (15% total)

One of my favorite components of this course is the Journal. I think it can be one of the best tools of this course if the proper effort is made. It can also be a great resource for future writing topics. Journal assignments provide an opportunity to reflect on what you are learning and demonstrate your ability to apply it in a practical manner. Some assignments will require you to rent and watch a "classic" (some older and some newer) movie and answer specific questions about certain marketing issues in the movie. This allows you to "see" the concepts in action rather than just read about them. It will be one continuous document that you will add to throughout the semester and then you will turn in the complete journal at the end of the semester for one grade.

Semester Project: (30% of total Grade)

Small Group Marketing Plan. Student teams (6 to 7 members) have been assigned and each team will develop a marketing plan for a business enterprise. Throughout the course of the semester, your group will work through the process of writing the different sections of the marketing plan for this business. At the end of the semester you will combine your sections into one document (with any changes as needed) and create a power point presentation of the high points of your plan. You will research the current marketing plan for the enterprise and based upon your research, you will report on the current strategic marketing plan for that product/service. Next you will expand the product or service to a new target segment, or create a new variation of the product or service, and develop objectives and a new marketing mix that will achieve these objectives. The plan must be written sequentially, or the marketing mix elements will not make sense.

Be sure all names of participating team members are on the first page of EACH group assignment submission...anyone NOT participating on a section should be noted on the title page.

All marketing plans must represent a realistic business situation that could be implemented by the enterprise. The Semester Project grade will be based on the Complete Written Marketing Plan (40%) and its individual unit marketing plan parts (40%) with 20% based on the power point.
Team Member Evaluation: (10% of your FINAL grade in the course)

Your Team Member Evaluation grade will be based upon your team member’s evaluation of the quality of your work on the Group Marketing Plan, timeliness of communication and overall effort on the group project.

Academic Policy

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Any students who require additional time on the exams or other accommodations due to a learning disability must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources & Services, Halladay Student Services Bldg., Room 303D, (903) 886-5835.

Some students don’t see that copying answers in assignments or group projects is a form of plagiarism. The "cut and paste" option also makes it quite tempting. However, information must be properly cited just as you would any "hard copy" periodicals. All projects will be turned in through "Turnitin.com" to screen for cheating and plagiarism. THE PENALTY FOR CHEATING AND PLAGIARISM IS AN F IN THE COURSE.

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
Halladay Student Services Building
Room 303 A/D
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Students often believe that Internet courses are independent study courses and that they can work at their own pace throughout the course. Although the schedule does provide for some flexibility and does not require class attendance (or commuting to and from class), student discipline to meet due dates for the assignments, projects, and exams is required. If a student gets behind and decides that they should drop the course, they will be evaluated on the work completed up to the point of the request to drop. Generally, students will receive a DP (drop passing) if they are reasonably current with their assignments and a DP will be provided until the “Last day to drop a course or withdraw from school.”

Please note: I reserve the right to administratively drop any student who does not log into the class web site for three consecutive days after the course officially starts. Any student who will not be able to log into the class web site for more than seven days (i.e., extended business travel, etc.) should contact me in advance to avoid an inadvertent drop from the course.

Incomplete grades are usually reserved for students who have a family or medical emergency during the last couple of weeks of classes. For students who are allowed to receive an Incomplete for this course, the policy in this course will be that students must complete the course by the mid-term of following semester or their course grade will receive a one-letter reduction. The University policy states that Incompletes that are not removed by the end of the next long semester will turn into an “F.” Please maintain regular “attendance” (that is, stay up with your work and participation) in this class to avoid these problems.

### Written & Journal Assignment Rubric

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied text and personal experiences and utilized and applied appropriate theories and concepts correctly. (25-30 points)</td>
<td>Minimal application of text and personal experiences with minor errors in utilization and application of appropriate theories and concepts. (20-25 points)</td>
<td>No text or personal application and did not utilize or apply theories and concepts correctly. (10-20 points)</td>
</tr>
<tr>
<td>Appropriately addressed key requirements and/or questions of the assignment (55-60 points)</td>
<td>Addressed some of the key requirements and/or questions of the assignment (45-55 points)</td>
<td>Did not address the key requirements and/or questions of the assignment (40-45 points)</td>
</tr>
</tbody>
</table>
### Group Project Rubric
*(Individual sections and final project)*

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilized appropriate theories and concepts and applied correctly (25-30 points)</td>
<td>Minor errors in utilization of theories and concepts with limited application. (20-25 points)</td>
<td>Did not utilize or apply theories or concepts correctly (10-20 points)</td>
</tr>
<tr>
<td>Appropriately addressed ALL key requirements and/or questions of the assignment (25-30 points)</td>
<td>Addressed some of the key requirements and/or questions of the assignment (20-25 points)</td>
<td>Did not address the key requirements and/or questions of the assignment (40-45 points)</td>
</tr>
<tr>
<td>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. (25-30 points)</td>
<td>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. (25-30 points)</td>
<td>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. (25-30 points)</td>
</tr>
<tr>
<td>No errors in spelling, grammar, or APA formatting (10 points)</td>
<td>Minor errors in spelling, grammar, or APA formatting (5-9 points)</td>
<td>Major errors in spelling, grammar, or APA formatting (0-4 points)</td>
</tr>
</tbody>
</table>

| 100 - 90 | 89 - 70 | 69 - 50 |

**NOTICE:** this syllabus is a *guideline* of what I have planned for this course this semester…. it is always in a state of change. In the “real world” managers must react to change as situations dictate…this is how I teach this class. If I see an opportunity to improve the learning experience by adding or deleting an assignment (and making the necessary points adjustments), I will not hesitate to make any changes that I feel are necessary.