

**MKT 521.06W**  
**Marketing Management**  
**Syllabus – Fall, 2012**

---

**Instructor:** Dr. Courtney Kernek, Ph.D.  
**Day/Time/Location:** Online  
**Office:** BA 234  
**Office Hours:** Tuesday / Thursday; *Appointments preferred*  
**Telephone:** 903-468-6039  
**Fax:** 903-886-5702  
**E-Mail:** Courtney.Kernek@tamuc.edu  
(For online courses use MyLeo e-mail located in eCollege)

---

**\*\*VERY IMPORTANT\*\*:** E-mail is my preferred method of contact as I am not always in the office. I regularly check my e-mail throughout the day so you should expect that I will reply to your e-mails within 24-48 hours. If your correspondence falls over the weekend or some unforeseen circumstance it may be longer. **ALL EMAILS MUST BE PREFACED WITH THE COURSE NUMBER FOLLOWED BY THE SUBJECT (EXAMPLE: MKT 521 Case 3).**

---

**Required Textbook:** A customized version of Perreault, Cannon and McCarthy (2011), Basic Marketing (customized version): A Marketing Strategy Planning Approach, 18th edition (ISBN: 978-0-07-757798-8), McGraw-Hill Irwin, Chicago, IL, will be utilized in *all* MKT 521 sections. This customized book is available only at our bookstore and is SIGNIFICANTLY cheaper when compared to buying the 18th edition in its entirety. Please contact the Univ. bookstore for purchase.

*NOTE: Should you desire to buy the textbook (18th edition) in its entirety, the ISBN is 978-0-07-352995-0.*

**Course Description:** A comprehensive study of the effective application of marketing strategies in international and domestic organizations. A case analysis approach and current professional literature are utilized.

**Course Objectives:** Students should develop and demonstrate an understanding of the following:

- The role of micro and macro marketing in an organization and the development/planning of a marketing strategy;
- The elements that influence buyer behavior;
- The essentials of the 4P's: Product, Place, Price, Promotion;
- What defines an effective implementation of the marketing strategy;
- Development of student communication skills and critical thinking.

**Course Grading:** Final grades are based upon the Official University policy. There will be **NO** curve. A 79.9 average equals a "C." Your final course grade will be determined by dividing your total points earned by the course's total points.

- 2 Exams (75 points each for a total of 150 points)
- Participation / 6 Discussions (25 points each for a total of 150 points)
- Participation / 5 Cases (25 points each for a total of 125 points)
- **Total (425 points)**

---

*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, and Room 314, (903)886-5133.*

## Course Requirements:

**Exams:** There are two exams that cover 6 chapters each. Each exam contains 50 multiple-choice questions and 2 essay questions that will be used to test your knowledge of the materials associated with the course. The questions are taken from the textbook. If you miss one of the exams, you must take a comprehensive make-up exam at the end of the semester. Each exam is weighted equally. The exam time limit is approximately 2 hours. (150 points)

*Note: Any student caught cheating on an exam will receive an F on the exam and be required to meet with the professor and associate dean to discuss their continuance in the course.*

**Discussions:** There are 6 discussions. Students discuss topics and cases posted by Dr. Kernek and respond to classmates. If you were attending class, you would be expected to contribute to each week's class session, so you should treat the discussion board as you would treat class participation. The discussion forums are related to the chapter readings, external resources, and activities. Please refer to the discussion board grading rubric as a general guideline. (150 points)

Please note the deadline for Discussion Board Participation is **Sunday OF EACH WEEK.**

**Case Analyses:** Case studies are posted under the Assignment unit for each week. Cases are due Sunday of the week they fall in on the syllabus. There are 5 cases. You are to read the case and answer the questions at the end of each case. Cases should be submitted as text directly to the **DROPBOX** (**DO NOT attach a word file, instead please type or copy cases into the Dropbox textbox. In addition, NO e-mail submissions will be accepted.**) (125 points)

*Note: I expect your answers to abundantly address the questions. Typically, each question should take 2-3 paragraphs to answer completely. However, some may take less. Poor effort will receive a poor grade.*

**“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.”** (See *Student's Guide Handbook, Policies and Procedures, Conduct*)

**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.***

**Marketing 521 Class Schedule:**

<b>Week</b>	<b>Dates Week of:</b>	<b>Chapter(s)</b>	<b>Activities</b>
1	Aug 27		eCollege Tutorial / Syllabus Review
2	Sept 3	1, 21	Discussion, Topic 1
3	Sept 10	3, 4	Online Case 1 (Ben Ohau Lodge, page 653)
4	Sept 17	5	Discussion, Topic 2
5	Sept 24	6	Online Case 2 (McDonald's "Seniors" Restaurant, page 648)
6	Oct 1		<b>Midterm (Chapters 1, 3, 4, 5, 6, 21)</b> <i>Open Wednesday, 10/3 – Thursday, 10/4</i>
7	Oct 8	9	Discussion, Topic 3
8	Oct 15	10	Online Case 3 (Spare Time Equipment, page 668)
9	Oct 22	11	Discussion, Topic 4
10	Oct 29	14	Online Case 4 (Ralston Valley Volunteer Fire Department, page 665)
11	Nov 5	17	Discussion, Topic 5
12	Nov 12	19	Online Case 5 (DrGlen.com, page 658)
13	Nov 19		<b>Happy Thanksgiving!</b>
14	Nov 26		Discussion, Topic 6
15	Dec 3		<b>Final (Chapters 9, 10, 11, 14, 17, 19)</b> <i>Open Wednesday, 12/12 – Thursday, 12/13</i>
16	Dec 10		<b>Final Grades Posted by 12/12</b>

**GRADING:**

*The following rubrics will provide students a detailed look into how materials are graded.*

<b>RUBRIC FOR DISCUSSION BOARDS</b>					
<b>Criteria</b>	<b>Unacceptable 0-2 Points</b>	<b>Acceptable 3 Point</b>	<b>Good 4 Points</b>	<b>Excellent 5 Points</b>	<b>Assigned Grade</b>
<b>Frequency</b>	Participates not at all.	Participates 1-2 times on the same day.	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.	
<b>Initial Assignment Posting</b>	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.	
<b>Follow-Up Postings</b>	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.	
<b>References &amp; Support</b>	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.	
<b>Clarity &amp; Mechanics</b>	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	
<b>Total Points Possible: 25</b>					

**RUBRIC FOR CASE ASSIGNMENTS**

	<b>Unacceptable 0-2 Points</b>	<b>Acceptable 3 Point</b>	<b>Good 4 Points</b>	<b>Excellent 5 Points</b>	<b>Assigned Grade</b>
Effective demonstrated an overall understanding of the assignment					
Clearly demonstrated an understanding of the concepts within the assignment					
Effectively performed all tasks required in the assignment					
Presented information that was realistic, logical, and clearly communicated					
Presented well-organized and grammatically correct information					
<b><i>Total Points Possible: 25</i></b>					

## GRADING RUBRIC FOR ESSAY PORTION OF EXAMS

### “A” essay (90-100):

- Answers the specific central question that was asked
- Incorporates pertinent and detailed information from both class discussion and assigned readings (whenever applicable), providing needed evidence.
- Maintains focus/avoids being sidetracked by tangents
- Presents all information clearly and concisely and in an organized manner
- Does much more than merely restate the question and offer a brief response
- Avoids distracting grammar/spelling/etc. problems

### “B” essay (80-89):

- Answers the specific central question asked, but not as well as an “A” essay
- Incorporates some information from class discussion and assigned readings, providing some necessary evidence, but less thoroughly and/or relevantly than an “A” essay
- Usually maintains focus, but may occasionally digress from the specific topic
- Presents information fairly clearly and concisely, and may have minor organization problems
- Does more than merely restate the question and offer a brief response
- May contain a few distracting grammar/spelling/etc. problems

### “C” essay (70-79):

- Addresses the specific central question asked in part, but does not relate directly to the question or does not address all required elements
- Does not adequately incorporate information from class discussion and assigned readings, and may rely on unsupported statements or generalities
- Sometimes strays from the specific topic (more often than a “B” essay)
- Presents information in a manner that is sometimes unclear, and/or has significant organization problems
- May merely restate the question and offer a brief, undeveloped response
- May contain a few or a significant number of distracting grammar/spelling/etc. problems

### “D” essay (60-69):

- Does not directly answer the specific central question asked
- Does not incorporate information from class discussion and assigned readings, or does so minimally and/or irrelevantly
- Substantially digresses from the specific topic
- Has significant problems with clarity, concision, and organization, making the information presented difficult for the reader to understand
- May merely restate the question and offer an irrelevant or undeveloped response
- May contain substantial distracting grammar/spelling/etc. problems that muddle the information presented

### “F” essay (59 and below):

- Does not answer the specific central question in any way
- Does not incorporate information from *pertinent* class discussion and/or assigned readings
- Provides no information that can be understood or related to the specific topic
- May lack any recognizable organization
- May contain enough distracting grammar/spelling/etc. problems to make it substantially incomprehensible