



Texas A&M University-Commerce
MKT 306-02W: Marketing

ONLINE COURSE SYLLABUS

COURSE INFORMATION

MKT 306-02W: Marketing
Spring 2013, 3 Credit Hours



Professor / Instructor Contact Information/Bio

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Mary Anne Doty has been a faculty member in the Department of Marketing and Management, College of Business and Technology, at Texas A&M University-Commerce since 2003. Over the past 28 years she has taught undergraduate business courses at the Universities of Arizona, Kentucky and Maryland, as well as at Eastern Kentucky University and Southern Methodist University. A generalist, Professor Doty has taught courses in Business Policy, Marketing, Retail Management, Advertising and Promotions, Sales, Product Management, Entrepreneurship, Channels of Distribution, and Global Consumer Behavior. Mrs. Doty received her MBA and was all but dissertation (ABD) for a Doctorate in Business Administration from the University of Kentucky.

In addition to her teaching experience, she has been a marketing consultant and has worked in event planning and political marketing. Professor Doty performs market research, develops strategic plans for new product launches, and does competitive analysis in her consulting work. Previous clients included Texas Instruments, Raytheon Corporation, Analog Devices, Inc, and Nortel Networks. Mrs. Doty continues to work with industry as a consultant and a provider of executive education programs.

Materials – Text

MKTG 6, 2012 Edition, by Lamb, Hair and McDaniel, South-Western Publishing 2011. ISBN-13: 978-1-333-19011-0. The 5th edition is acceptable, but not earlier versions. The text is absolutely essential to succeeding in this course. The list price is around \$65, but you can also find used copies at a reduced price online, as well as ebook versions.



Course Description

This course is an introduction to the concepts, principles, problems and applications of marketing. We will emphasize all functional areas and institutions of marketing including target marketing and positioning of products and organizations, consumer and organizational markets, product management, pricing, channels of distribution, marketing ethics, promotions, services and international marketing.

Goals / Rationale of the course:

- Students will be able to use this course to understand the marketing function within organizations and apply marketing tools at the brand/product level.
- The course will require you to learn the vocabulary and concepts that are used to analyze and develop appropriate marketing plans, and then to apply these concepts to a real brand or company in the team project.
- The course is organized with weekly assignments. Exams and discussion will be grouped in three modules: CH 1-7 (Jan 14-Feb 12); CH 8-14 (Feb 13-Mar 28); and CH 15-22 (Mar 29-May 7).

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 demonstrate how to use the campus library (either online or in person) by completing a library research assignment.
5. Students will work cooperatively on a team project.

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.

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

Activities / Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course and module learning objectives/outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you by each Monday and close on the date given in your course schedule.

Exams: (45% of total course grade)

Closed book exams will cover the required textbook reading and the content of the online lectures. Complete the exams online by accessing the eCollege exam tool. The exams will be timed and grades made available to students following the submission of the exam. If you lose Internet connectivity during the exam, log back in immediately and continue on with the exam. Save your answers often (every 5-10 minutes). If you experience any issues while taking the exam, you must contact the eCollege Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation.

Exams consist of 75 multiple-choice questions (worth 150 points each), with 60 minutes allowed to complete each exam. I will open the exam at 7 am on the assigned day, and close it at 11:30 pm. That means you must begin by 10:30 pm if you want the entire 60 minutes. Exams are closed book and individual. That means using your book or notes, or working with another student is considered cheating and is grounds for an F in the course. Exam I (CH 1-7) is on Thursday, Feb 28; Exam II (CH 8-14) is on Thursday, March 28. The final exam (CH 15-22) is on Tuesday, May 7. Grading is objective, based on terms, concepts and examples in the textbook.

Discussions and Key Terms (15% of total course grade)

Each chapter will have at least **2 discussion questions** for you to answer. Discussion topics will be available until the night before the exam over that material. I expect you to respond to each question as well as your classmates’ postings. This is your opportunity to apply the concepts in the chapter to your own experiences or observations. **ONCE THE DISCUSSION BOARDS HAVE CLOSED IT WILL BE TOO LATE TO PARTICIPATE IN THE MODULE OF CHAPTERS.**

The **Key Term assignment** is ongoing throughout the semester. You will look up definitions and examples of **key terms** and submit them to the dropbox. The due date is the night before each exam, but you will receive more benefit from the task if you finish it early enough to prepare for the exam.

Assessment Method: Discussion forums will be graded for **quality** over quantity, **timeliness** of your contributions, and **application** of the concepts to current news stories and examples. I will give more points to a thorough, detailed paragraph answer rather than many, short comments. There is also a penalty for waiting until the last 48 hours before the discussion closes. I understand that students may

fall behind on a chapter but if most or all postings occur the last two days, you have not contributed adequately to the discussion. Grading will be done at the conclusion of each module (CH 1-7, CH 8-14, and CH 15-22), not at the end of each week.

Key terms will also be graded at the end of each module. The three submissions count for 75 points (25 points for each unit on the exam). Students who submit accurate definitions with appropriate examples will receive full credit. Papers that contain numerous incorrect examples or definitions will receive a 25% deduction, while those that don't include any examples will receive a 50% deduction.

Assignments (35% of total course grade)

An important part of this course is applying what you have learned to real examples. You will apply marketing concepts to yourselves to create a marketing plan that describes your target market for future employment, likely competition, major selling points, and a marketing mix to market your personal brand (including a resume). The **Personal Branding assignment** (due Thursday, Feb 28) is **worth 100 points /10% of your grade**. The campus Career Development Office is a resource.

The **Library assignment** will help you prepare for the team marketing plan. It is worth **5% of your grade** and is due on Friday, March 22.

The **Team Project, worth 20%**, will begin in late March. Teams of 4 or 5 students will choose a brand from the assignment list and research the current competitive situation and marketing efforts of your brand. Based on what you have learned, the team will then expand the product or service to a new market segment, or create a new variation of the product or service to develop objectives and a new marketing mix. The plan must be written sequentially so that the marketing mix fits the objectives and situation. One member will submit the group paper (in its entirety) to the Dropbox. Be sure all names are on the first page, in alphabetical order.

Assessment Method: Papers will be graded on the comprehensiveness of the assignment (i.e. covering every element in the assignment), quality of research (using appropriate sources, objective sources), thoroughness of research (quantity of sources), quality of writing, incorporation of marketing terms and concepts in the paper, and originality of your recommendation. See the rubric at the end of the syllabus for specific grading criteria.

Core Concept Quiz: (5% of total class grade)

The Core Concept Quiz consists of multiple choice questions over key terms that will be covered in the textbook. I will give you a list of specific terms to study about 2 weeks before the quiz on **Tuesday, April 16 or Wednesday, April 17**.

There will also be practice true/false quizzes which do not affect your grade. These quizzes are a study tool to give you quick feedback about what you understand from the readings. Once you have read the chapters, reviewed the Power Point presentations, and participated in discussion, the quiz will help you identify areas that need further review.

Grading

Total Points Possible for Semester = 1000

900-1000 = A
800-899 = B
700-799 = C
600-699 = D
0-599 = F

Weights for Assessment	
Core Concept Quiz @ 50 pts	5%
3 Exams@ 150 pts each	45%
Discussion and Key Terms	15%
Individual Branding Assignment and Library Assignment	15%
Group Marketing Plan Assignment	20%

ACCESS AND NAVIGATION

Access and Log in Information

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

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

Being a Successful Online Student

- [What Makes a Successful Online Student?](#)
- [Self-Evaluation for Potential Online Students](#)
- [Readiness for Education at a Distance Indicator \(READI\)](#)
 - o *Login Information: Login = **tamuc**; password = **online***

How to Fail This Class

Taking an online class is like joining a health club. If you stop working out, you won't see any improvement in your physical condition, even though you are still paying dues. It takes consistent effort to run faster, jump higher, build muscle, or lose weight. "Cramming" the day before the exams will have the same result as one really intense session at the gym (which is NOT MUCH). No pain, no gain. So here are some common behaviors that lead to failing the class.

1. Don't buy the book, or if you buy it, don't bother reading it until the night before the exam. *The text doesn't come with any magical qualities – holding it or carrying it in your backpack won't transfer the information into your brain unless you read and study it.*
2. Don't log in frequently. *I can see which days you login to the course, and for how long.*

3. Wait until the last day to participate in online discussion. Shows how much you care about the class. *This is like coming to class the day before the exam and asking a lot of questions that have already been answered.*
4. Forget about deadlines – if you miss an exam, quiz or assignment, maybe it will disappear. *I don't change dates once the syllabus has been distributed, so you can use ink when you put them on your calendar and planner.*
5. Be dead weight for group projects. Even though your team members can fire you, or complain about your lack of performance, there is always the chance they will give you a free ride on the assignment. *If you need help understanding the assignment, ask for clarification.*
6. Ignore emails from the instructor advising you to drop the class if you are failing. She probably doesn't mean it. *Want to know how many Fs I gave last year because people don't want to deal with bad grades? And I hate doing it.*
7. Don't get familiar with the grade book and syllabus. Prioritizing the assignments that count the most, or understanding what your grade means will only make you worry more. *There is a big difference between 75/150 (50%) and 75/100. Know how much things are weighted so you can put your effort where it will do the most good.*
8. Put off the easy things to improve your grade, like discussion, frequent logins, practice quizzes. *Emergencies can happen, but if you aren't prepared, you won't have a chance of catching up.*

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

For personal concerns or questions, email is the best way to contact me. I generally check my email several times each day and you can expect a response within 48 hours (except for weekends). Most questions will be answered within 24 hours. My replies will be sent to your myLeo email address.

If you have a question that affects the entire class, the Virtual Office is a better way to clarify the answer. That way I can explain myself once instead of answering the same question multiple times. Always check your home page for Announcements when you login. I expect students will check their email daily and login at least 3 times per week. If you don't respond to emails or login over a prolonged period (10 days) then I will assume you intend to drop the course.

Student Support

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

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

COURSE AND UNIVERSITY POLICIES

Academic Honesty Policy

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

There are two problems that seem to come up in online classes. The first is students who attempt to cheat on exams. Exam questions are randomized in order, and a time limit is set. If you try to extend the time by claiming your computer was timed out before you can submit the exam, be aware that I can see how many questions you have answered and how long you were online.

The second problem is plagiarism. Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All projects will be turned in through "Turnitin.com" to screen for plagiarism. **THE PENALTY FOR CHEATING AND PLAGIARISM IS AN F IN THE COURSE.**

All students must download the College's Statement on Academic Honesty, sign it, and return it. I will post instructions on this in Week 1.

Drop a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page. January 30 is the last day to drop a class with 100% refund; March 29 is the last day to drop with no refund, and April 26 is the last day to withdraw from all classes this semester.

Incompletes

Incompletes are only given when a student has completed all work up to the last 3 weeks of the term, and has an extenuating circumstance. Students only have access to the eCollege course for two weeks following the final day of the term. Therefore, incompletes are rarely given.

Administrative Withdrawal

Students who do not login during the first 12 days of the semester may be administratively dropped from the class. Students who stop participating for over 10 days, and do not answer emails from the instructor may also be administratively dropped.

ADA Statement

Students with Disabilities:

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

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132**

Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
[Student Disability Resources & Services](#)

COURSE OUTLINE

Week 1 (January 14-20) Read CH 1, 2 and review the Power Point presentations. Comment on discussion questions for CH 1 and 2.

Week 2 (January 21-27) Read CH 3 and review Power Point presentation. Discussion CH 3. Submit initial resumes for Personal Branding Assignment in the dropbox by Wednesday, January 23.

Week 3 (January 28-February 3). Read CH 4, 5 and review Power Point presentations. Discuss CH 4, 5.

Week 4 (February 4-10). Read CH 6 and CH 7, view Power Point presentation. Discuss CH 6 and 7. Discussion for CH 1-7 ends on Wednesday, February 13, with first exam (CH 1-7) on Thursday, Feb 14.

Week 5 (February 11-17). Discussion for CH 1-7 closes at 11 pm on Wed, Feb 13. Key terms for CH 1-7 are due in the dropbox by Wednesday night. **Exam 1 (CH 1-7) is on Thursday, February 14, from 7 am until 11:30 pm.** Begin Personal Branding Assignment, due Thursday, February 28.

Week 6 (February 18-24). Read CH 8, 9 and review Power Point presentations. Discussion CH 8, 9.

Week 7 (February 25-March 3). Read CH 10, 11 and review Power Point presentations. Discuss CH 10 & 11. **Personal Branding Assignment is due on Thursday, February 28.** Begin Library Assignment, due March 22.

Week 8 (March 4-10). Read CH 12, and review Power Point presentations. Discussion CH 12.

Spring Break March 11-17, 2013

Week 9 (March 18-24). Read CH 13 and review Power Point presentation. Discussion CH 13. **Library Assignment (worth 5%) is due on Friday, March 22.**

Week 10 (March 25-31). Read CH 14, and review Power Point presentation. Discussion for CH 8-14 closes at 11 pm on Wednesday, March 27. Key terms are due in dropbox by midnight, March 27. **Exam 2 (CH 8-14) is on Thursday, March 28, from 7 am until 11 pm.**

Week 11 (April 1-7). Read CH 15 and CH 16 and review Power Point presentations. Discuss CH 15, 16.

Week 12 (April 8-14). Read CH 17 and CH 18, and review Power Point presentations. Discussion CH 17, 18. Review Core Concepts Quiz.

Week 13 (April 15-21). Read CH 19 and review the Power Point presentation and complete the Discussion for CH 19. Study for **Core Concepts Quiz on Tuesday, April 16 or Wednesday, April 17.**

Week 14 (April 22-28). Read CH 20 and 21 and review Power Point presentations, and complete the Discussion for CH 20 and 21. Finish work on Group Project.

Week 15 (April 29-May 5). Projects are due on Tuesday, April 30 at 10:00 pm. Read CH 22 and review the Power Point presentation, and complete the Discussion for CH 22.

Week 16 (May 6-10). Discussion for CH 15-22 closes at 10 pm on Monday, May 6. Key terms are due in the dropbox by midnight on May 6. **Final Exam (CH 15-22) is on Tuesday, May 7 from 7 am – 11 pm.**

Rubric for MKT 306 Projects

Criteria	1	2	3
Comprehensiveness	All elements are covered thoroughly and are well elaborated	Most elements are covered thoroughly; some are mentioned briefly	Significant portions of the paper are ignored or simply mentioned; Paper is more of an outline than a fully developed strategy.
Research	Exceeds expectations for quantity and quality of sources.	Better than minimum number of sources; Most sources are recently published; a variety of viewpoints are represented (not merely taken from a corporate website or blog).	Meets the minimum requirements for number of sources; Source quality is insufficient (outdated, biased, lacking in expertise, or inappropriate for a college paper, such as Wikipedia).
Incorporates marketing terms and concepts	Applies marketing concepts with a balance of description and analysis; Examples are original and correctly applied.	Applies course concepts and terminology correctly, where appropriate.	Rarely or never enlightens with demonstrations of course concepts; Just “answers the question” without tying the answer back to marketing theory.
Writing style	Extremely well-written and edited. Team projects are written in one voice. Uses APA or MLA style correctly. Grammar and spelling are correct. All research sources are cited correctly.	Generally well-written and edited so that the document “speaks with one voice”; few errors in spelling or grammar. Most research sources are cited correctly.	Many grammatical or spelling errors in the paper. Distinct differences exist between sections written by different students. Research sources are not cited or are incorrectly cited.