



## MKT 521: Marketing Management

**CLASSROOM: F2F @ L-3**

**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

Dr. Chris Myers  
Dept Head & Professor of Marketing  
Office BA 315E  
Office phone: 903-886-5700; Fax: 903-886-5693  
Office hours: Wed 10:00am-2pm or by appt  
Email: Chris.Myers@tamuc.edu (preferred communication)  
Response Time: Early mornings and afternoons. Less than 12 hours.

### Bio

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*. Dr. Myers has been associated with the Quality Texas Foundation for over 22 years. He assisted with the development of quality improvement programs and led the operational quality programs for Karlee, Corporation in the late 1990s. He was instrumental in the developing and tracking of performance and quality reviews for Texas Award for Performance Excellence (TAPE) (1998) and the Malcolm Baldrige National Quality Award (1999). He has also been a Quality Examiner as well. Additionally, Dr. Myers has 28 years in the USAF Reserves flying B-52s as a Master Navigator (EWO) and 4.5 years as a team leader and project manager for Kimberly Clark making Huggies Pull-Ups.

## COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

**Students will need the below text for this course.** Because this course provides a comprehensive and practical introduction to marketing, it necessitates the text. An earlier or next edition of this

*The syllabus/schedule are subject to change.*

text is not an acceptable substitute because their organization and coverage of issues, topics, and cases have changed.

**REQUIRED TEXTBOOK:** Perreault, Cannon and McCarthy, Basic Marketing: A Marketing Strategy Planning Approach, 19th edition (ISBN: 978-0-07-802898-4), McGraw-Hill Irwin, Chicago, IL.

**REQUIRED SOFTWARE:** Please submit assignments in a format that is compatible with Microsoft Office 2007/2010. It is required to be in the .doc or .docx format.

**SUPPLEMENTARY READINGS:** Will be provided by the instructor in the course under Doc Sharing.

## COURSE GOALS AND OBJECTIVES

### Course Description

This course is a comprehensive study of the effective application of marketing strategies in international and domestic organizations. MKT 521 has been designated as a Global Course in conjunction with TAMUC's Quality Enhancement Plan (QEP). The course will help prepare students for an interconnected world through a focus on improved global competence.

This is a first-year MBA level course. The objectives of this course are listed as follows:

- 1) Understand the difference between micro-marketing and macro-marketing.
- 2) Demonstrate knowledge of the interconnectedness of global dynamics (issues, process, trends, and systems).
- 3) Know how to make marketing strategy planning based on company, competitor and external environment analysis.
- 4) Learn the 4P's: Product, Place, Price and Promotion
- 5) Know what market segmentation is and how to segment product-markets into submarkets.
- 6) Develop communication skills and critical thinking.

## COURSE REQUIREMENTS

### COURSE FORMAT:

This **IS A WEB SUPPORTED** course so I have left D2L and web information in the syllabus. You will find the majority of the information and materials that you will need to complete the course in this syllabus and on the D2L course management website. Be sure to log onto D2L 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 everyone. 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: MKT521-91E Assignment 1).**

*The syllabus/schedule are subject to change.*

## TECHNOLOGY REQUIREMENTS

This **IS A WEB SUPPORTED** course so I have left D2L and web information in the syllabus. 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 D2L:

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, D2L 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 D2L, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

You will need to run the latest version of Java for D2L (the Learning Management System for TAMUC), 2007/2010 Microsoft Word, Excel, PowerPoint, and using presentation and graphics programs, etc.

### Instructional Methods

This is a F2F course

### COURSE SCHEDULE:

A course schedule is included at the end of this syllabus. Please note, **the week starts on Monday and ends on Saturday (when most items are due).**

### 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 the course. 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.

**This section describes how the learning process will be conducted (delivery modalities, course structure, Getting Started and types of learning activities and assessments).**

### Student Responsibilities or Tips for Success in the Course

**Please use these tips to be successful.**

- 1.** Get the textbook. The textbook will be part of all assignments and you will have to reference specific page numbers.

*The syllabus/schedule are subject to change.*

2. Review all the announcements. Check email daily for any feedback I will provide. However, the email will direct you to further information.
3. Please note due dates are generally Saturdays but the final week it will be Wednesday.

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products. Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

#### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

#### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the

*The syllabus/schedule are subject to change.*

Device	Operating System	Browser	Supported Browser Version(s)
			previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.  
JavaScript is enabled.  
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>

*The syllabus/schedule are subject to change.*

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the Live Chat or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Assessments

Final grades in this course will be based on the following scale:

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

3 Exams	300
Learning Task (LT)	20 (up to 2@10pts ea.) due the week given
Engagement Exercises (EE)	120 (up to 12@10pts ea.) (class attendance)
Reflection Paper	15 due the week given

*The syllabus/schedule are subject to change.*

Case 1	10 Writing center bonus (2pt each)
Case 2	10 Writing center bonus (2pt each)

**Distribution:**

The following scale will be used to grade the student:

90%-100% A      80-89.9% B

70-79.9% C      60-69.9% D      F (60% below) = Failure

**PLEASE NOTE: All assignments must be completed by the due date. Any late item 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.**

Wk	Dates	Content, Reading	Preparation and Items Due
1	Jan 14-19	Introduction to Class, Marketing's Value, Ch 1, Case Introduction	Bio, ADP, EE, Due Jan 20, 1pm
2	Jan 21-26	Planning and Opportunities, Ch 2-3	EE Due Jan 27
3	Jan 28-Feb 2	Segmentation, Positioning, Ch 4, Lab - Case Introduction	EE Due Feb 3
4	Feb 4-9	No Class	
5	Feb 11-16	Final Consumers, Ch 5, Lab - Case	EE Due Feb 17
6	Feb 18-23	Market Information, Ch 7	EE, NOCO United Soccer Academy Case Due Feb 24
7	Feb 25-Mar 2	Product Planning and Management, Ch 8	EE Due Mar 3

*The syllabus/schedule are subject to change.*

8	Mar 4-9	No Class	Exam 1 Due Mar 10
9	Mar 11-16	Product, Place and Distribution, Ch 9-10	EE Due Mar 17
	Mar 18-22	Spring Break	
10	Mar 25-30	Retailing and Wholesaling, Ch 12-13	EE Due Mar 31
11	Apr 1-6	Promotions, Ch 14	EE Due Apr 7
12	Apr 8-13	No Class	Exam 2 Due Apr 14
13	Apr 15-20	Promotion and Pricing Policy, Ch 15-16	EE Due Apr 21
14	Apr 22-27	Pricing, Marketing Execution and Ethics, Ch 17	Peaceful Rest Motor Lodge Due Apr 28
15	Apr 29-May 4	Pricing, Marketing Execution and Ethics, Ch 20	EE, Exam 3 Due May 5
16	May 6-11	No Class	Reflection Paper, May 8

ADP – Academic Dishonesty Policy

LT – Learning Task (assignments from the text)

EE – Engagement Exercise (class attendance)

*The syllabus/schedule are subject to change.*

## COURSE REQUIREMENTS:

### Bio and Academic Dishonesty Policy

Please post your Bio in the bio information area under Getting Started in D2L. Bio and Academic Dishonesty policy are required and there are no grade for these items, but they appear in the gradebook. Not completing these items in the first week will give you unsatisfactory grade.

### Learning Tasks Rubric

Learning tasks are planned at 10pts each. They are to assist you with learning the critical tasks. Learning is not a spectator sport. Fundamentally, the responsibility to learn is yours and yours alone. For learning to happen in any course, you must take an active role in the process. For our course, you are expected to attend 'prepared' and 'ready to learn,' which requires you 'to read' and 'to study' the assigned reading before you come to our meetings. Being prepared for a class enables you to construct a knowledge base on which subsequent learning rests.

During our class, we don't 'cover a lot of content, which means I talk less to get you to talk about what you are experiencing and learning. You will be engaging in Learning Tasks (out of the course or in the course) that require you to (a) use a variety of reasoning strategies to address issues and problems, and (b) write reflectively about what you are learning, how it relates to what you already know about the content, and how it relates to your life. Your performance on these tasks will be evaluated using a Learning Task Rubric, with a minus indicating unsatisfactory performance (50percent), a check indicating work that satisfactorily meets expectations (75%), and a plus indicating strongly engaged, high-quality performance (100%). Learning Tasks cannot be made up and late Learning Tasks are not accepted.

### **Engagement Exercises (EE)**

IF YOU DON'T ATTEND THE CLASS, THIS IS A REQUIREMENT

IF YOU ATTEND, YOU WILL BE GIVEN ENGAGEMENT POINTS IF YOU ARE THERE FOR 45 MIN OR LONGER. Many engagement exercises (EE) are planned at 10pts each. They are to assist you with learning with moving the course the most efficient way possible.

IF YOU DON'T ATTEND THE CLASS, THIS IS A REQUIREMENT.

If you are not able to attend, you are required to review the chapter and slides and write between 400-600 words on the chapter slides in order to receive credit. Your EE is graded on an appropriate rubric. You must include information on the chapters that were covered, key information on the assignments covered with due dates, and exhibit information that was covered.

### **Exams:**

There will be 3 exams for this course. Each exam is 1.5 hours in length has approximately 76 multiple choice, T/F questions, and or short answer 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

*The syllabus/schedule are subject to change.*

fine. Exams will be open from generally 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 WORK 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.**

### **Cases:**

You will be required to finish individual case analyses from the textbook. An in-class example (graded class work) will be done in the first weeks. It will be provided in doc sharing. Detailed instructions will be posted in the course under doc sharing. All case assignments would be put in the corresponding correct location for case submission.

### **Reflection Paper**

Reflective essays are often assigned allow the student to write about their personal experience. In this paper, this reflection is for you to explore your experience with the marketing course and assignments and your understanding marketing, reflect on the positive and negative aspects of it, and to formulate goals to improve the experience or results of the activity the next time it occurs. You will be given 3-5 questions to reflect on for the semester. Writing reflectively allows you to think more deeply and consciously about your actions or behaviors within business. You may want to keep a diary or journal on the questions weekly to get your thoughts on paper early. By analyzing or observing your thoughts, words or actions and assessing the consequences of them, you assess what you want to happen and better equip yourself for a more positive outcome the next time. The paper directions are given in D2L on the assignment.

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### University Specific Procedures

#### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

*The syllabus/schedule are subject to change.*

## TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

### [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### [Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## 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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further,

*The syllabus/schedule are subject to change.*

an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Graduate Course Expectations**

## **Bloom's Taxonomy**

### **Cognitive**



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.

*The syllabus/schedule are subject to change.*

There are six levels in the taxonomy, moving through the lowest order processes to the highest:

### Knowledge

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

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

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

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

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

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

*The syllabus/schedule are subject to change.*

- 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. Explain the benefits you are seeing or using because of analytics compared to as recently as 2 years ago.