

Sul Ross State University
Department of Business Administration

Seminar in Marketing

MKT 5305
Summer I 2019 – S01
BAB 318 – 11:40 – 1:15

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Course Description:

Graduate seminar on Marketing decision making. Marketing programs and strategies based on Marketing mix decisions. Application of Marketing tools and techniques to respond to market needs. Recognition of both internal and external variables in formulating Marketing strategies.

Prerequisite: Graduate standing and/or instructor permission.

Course Material(s):

Marshall & Johnston; Marketing Management 3rd ed.; 2019; McGraw-Hill; ISBN: TBA

Student Learning Outcomes:

- SLO1 Analyze & solve complex business problems across major business functions, using advanced business principles and strategies
- SLO 2 Communicate in-depth business information through written, oral and other delivery processes
- SLO 3 Identify and discuss the impact of ethical and social responsibility issues in business

Course Objectives:

An enhanced understanding of pertinent areas of marketing and their interrelationships

Ability to apply this understanding to marketing technology enhancement

An appreciation of the complex and dynamic nature of the business environment and in making decisions under uncertainty

Further development of your marketing and business vocabularies

Appreciation of your dual role as a consumer and a member of society

Exposure to and Appreciation of Marketing Technologies

Enhanced ability to argue logically and in a professional manner (orally and written)

In sum, a fundamental and practical working knowledge of marketing strategy to aid in further graduate study and career pursuits

Course Grades:

Grades in this course will be determined on a percentage/points basis. Percentages and (points) for course requirements follow:

Participation/Engagement I	05%	(050)
CONNECT Learn-Smart - I	20%	(200)
CONNECT Quiz/Other - I	20%	(200)
Cases 4 @ 50	20%	(200)
Discussion Forum(s) - I	10%	(100)
Chapter Questions - T	20%	(200)
Other	<u>05%</u>	<u>(050)</u>
TOTAL	100%	(1000)

Grades in the course will be assigned as follows:

A =	90 - 100%
B =	80 - 89%
C =	70 - 79%
D =	60 - 69%
F =	Below 60

Note: It is my expectation that satisfactory work in this course is at the B level or above. Thus, unless otherwise notified, you can assume that you are performing satisfactorily for what I expect to be at least the minimal performance level for an M.B.A.

Participation/Engagement:

This course is conducted as a hybrid with loads of reading supplemented with discussion and LMS assignments as deemed appropriate. We are also combining online work with in-class sessions so the class is somewhat of a self-paced format. However, reading of materials and preliminary preparation of analyses are necessary to achieve objectives. Therefore, active involvement is absolutely at a premium. Deviations from this can only reflect negatively on your class performance not enabling you to achieve the course objectives. Thus, it will be especially important for you to show up on class days and/or read and study the material and complete assignments on time.

Finally, if you are having difficulty with any aspect of the course, please let me know as early as possible. I will work with you on fixing whatever may be broken but I have no way of knowing this unless you tell me.

Note: cheating, plagiarism, inappropriate use of other's work, etc. is strictly prohibited! If I find this is occurring, you will receive an F for the assignment in question and potentially an F for the entire course. Further disciplinary action (which I am entitled to take) will depend on the situation.

Connect Learn-Smart - Assignments:

There are actually two Learning Management Systems in this course – CONNECT – C - & Black-Board – BB. There are some assets with C which are valuable learning aids. Some are simply chapter learning aids and others are more involved. BB does NOT offer anything close to these learning assets. Plus, as there is considerable material to cover, C is an effective way to assist. There are also things associated with BB that will help with the abbreviated format of the course. Most of the C assignments will be individually based which is another reason it (C) is useful. Assignments will be announced in advance but will not be linked to BB as to grading and so forth. Some chapters will be graded and some will only be assigned for continuity.

Connect Quiz; Video Cases; Drag & Drop; etc.

As noted in the previous course component, there are actually two Learning Management Systems in this course – CONNECT – C - & Black-Board – BB. There are some assets with C which are valuable learning aids. One learning aid which is easily administered and applied is the quiz component based on individual chapter content. Variations on this are some homework modules which are also important. As there are some textbook chapters that are more important and require more emphasis than others, some chapters will necessitate more emphasis while others will not. Once again, assignments will be announced in advance but, unlike **C Assignments** (per above), you will be expected to complete some assignments within a relatively short window (time span) and for some, you will have considerable time for completion. You will be given extra time but with a percentage deduction for each day late. The quizzes and/or homework assigned are intended to be completed on an individual basis and should be completed entirely as such. As there is considerable material to cover, C is an effective way to assist. In fact, as a grade category, this represents a considerable portion of the course.

Cases/Other Analysis:

You will be asked to complete four (4) case assignments. The purpose of these is to provide a practical vehicle for tying things together and thinking like a marketing manager! Also, this helps ensure that you appreciate the various linkages and nuances among all business functions. Finally, these are a primary component in helping us achieve the course objectives. "Cases" should be typed and single spaced. Length will be dependent on the number of questions to address the issues of the case. However, typical length usually falls somewhere between 1 and 2 pages. Try to avoid mechanical errors (misspellings, typos, etc.). Cases will be evaluated on thoroughness of analysis of area(s), creativity and practicality revealed in your responses and the quality of organization, writing and clarity.

Remember that a case is written to inform in a professional, succinct and efficient way. Thus, verbosity should be avoided. I would urge you to work in groups of two when working on the case assignments to maximize synergy. **However, the case analysis you submit must be an individual submission via the BB assignment tool.** As noted, you must prepare adequately for the case. I would think at a minimum, this would require an initial reading of the case for general content and then at least one/two more readings for fine tuning the detail and formulating your assessment of the case. Avoid any attempt to “Google” for case information. This is, in effect, tantamount to cheating and/or plagiarism and should be avoided! Once again, these will be submitted via the BB assignment tool in a word document format.

Discussion Forums:

This class is conducted as a hybrid with elements of both online and in-class requirements. This changes several things but leaves many things intact. One element that does not change is that proper preparation and class involvement are important. Graduate classes require much higher levels of discipline and self-motivation than do undergraduate courses and expectations are much higher as well. Therefore, active participation and class contribution are mandatory and deviations from this can only reflect negatively on your performance. If you are not prepared, catch up and don't let it become habitual. Discussion forum topics will be announced on the announcement page but you may not know the topic until the forum begins.

Discussion forums are a valuable and integral part of the course. You are urged to contribute at your own initiative and online discussion grades, for example, will be based upon quality of comments more than on quantity. Thus, your **thoughtful contributions** are more compelling than your frequency of input! Also, it should be noted that the reading assignment is heavy at times and again, this is largely dependent on your own initiative and time management capabilities. It is easy to stay up with course progress but much more difficult to catch up.

Chapter Discussion Questions:

I will assign a number of discussion questions which will provide an opportunity to link chapter content to specific situations much as a manager might do. Thus, these, along with other questions I may provide, are appropriate for a graduate course in marketing management. When responding to these, make sure you answer the question as you think a working manager would answer rather than what you think I might be after or how I might lean. And, I do like to see practicality and logical thought revealed in your responses. Your responses to questions should not need to be supplemented (Googled) except in a very few instances. In short, responses should flow from having learned from reading the chapter and the other elements of class.

Question group(s) should be single spaced. Length will be dependent on the number of questions assigned and the depth of your answer. Needless verbosity will not be rewarded - so in-depth and accurate substance wins out over length! In fact, I will not put a minimum page limit on these but may place a maximum limit! Any question group with excessive mechanical errors (misspellings, typos, etc.) will be penalized. These will be evaluated on the thoroughness of your response. ***Finally, these will be answered in teams to be assigned after class gets underway. And questions must be answered in your own words (that is, do not just copy from the book)!***

Other:

This may be a short written assignment or an additional forum or something else. In fact, it may be necessary for you to read and then provide an opinion piece on a marketing article that will be made available. In short, this portion of the course will depend on pace and time available and progress.

Final Points

PLEASE READ THE FOLLOWING STATEMENTS CAREFULLY:

This syllabus represents the plan of action for the course. It is, in many ways, a contract between us. Should you lose this document, not understand any part of it, or not agree with some component contained in it, please let me know. Finally, modify the schedule as needed. Students with Disabilities - Qualified students with disabilities needing academic or other accommodations to ensure full participation in the programs, services and activities at Sul Ross State University should contact the Office of Student Support Services, Ferguson Hall Room 112, Box C-117, Alpine, Texas 79832 (915) 837-8203.

I also included the following as some of the course will be distance education based.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. As noted below, we will be using both CONNECT (which includes an E-Book) and Black-Board. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook.

Note: Many assignments will be (in part) a function of class progress – The assignments will be assigned on BB and/or CONNECT - you will need to do several assignments directly through CONNECT as they will not all be linked via BB.

Other: My personal position on dishonesty is as follows: if I suspect that there is even a hint or any probability (greater than 0.0), that anyone is violating the policy on academic honesty (plagiarism, copying without appropriate credit, using the work of other students, cheating) I will take the following steps. I will use every means possible to ensure that such individual does not pass the class; I will apprise the Head of Student Affairs; College Dean; Provost and others in an attempt to have the individual dropped from the MBA program. If this is not clear, let me know and I will be happy to clarify it. Very simply, this is graduate school and your conduct should be consistent with all that entails. That is, you get out of graduate school in large part based on what you put into it (sort of like life). That is what I think is the graduate school "mindset." Finally, do not take this personally – this is only to make certain that my position is clear and there is no confusion as to what it is!

Tentative Course Outline – For Purposes of Pace Only

Do not look to this outline for firm dates! Only provided as to pace – SUMMER is much different than a long term (just not the same)! There will be a MASTER schedule posted on BB which will be more firm and is the “go to” spot for knowing what, when and where an assignment is due!

<u>Week</u>	<u>Topic</u>	<u>Assignment*</u>
July 08	Overview -	Ch. 1 (skip 2 & 3)
July 15	Buyer Behavior & Research Segmentation - C	Ch. 4 - 7
22	Marketing Programs - C <i>DF</i> - <u>Reading & Assignment</u>	Ch. 8 - 14
29	Marketing Programs (cont.) - C <i>DF</i> - <u>Reading & Assignment</u>	Ch. 8 - 14
Aug. 05	Marketing Programs & Unique Situations <i>CDQ Due</i> - <u>Reading & Assignment</u>	TBA
12	<i>Chapter Set Due</i>	

C = Connect; ***BB*** = Black-Board; ***I*** = Individual; ***T*** = Team; ***CDQ*** = Chapter Discussion Questions; ***DF*** = Discussion Forum; ***TBA*** = To Be Assigned; ***TBD*** = To Be Determined