

*Sul Ross State University*  
*Department of Business Administration*

**Seminar in Marketing - Online**

MKT 5305  
Spring 2020  
Section(s): W01; W02

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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 3<sup>rd</sup> ed.; 2019; McGraw-Hill; ISBN: CONNECT

**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 plan development or other 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:

Engagement/Responsiveness/Peer	10%	(100)
Marketing Plan/Other	20%	(200)
Presentation Plan/Other (above)	10%	(100)
Discussion Forum(s)	15%	(150)
Chapter Questions	25%	(250)
CONNECT (various)	<u>20%</u>	<u>(200)</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.,

**Engagement/Responsiveness/Peer:**

The purpose of this graded course component is solely a function of the fact that this is an online course. As such, it is important that you are “engaged!” That is – that you are active in the course; responsive in submitting work; timely in responding to various requests I may have and so forth. This is intentionally a small percentage but an important component nonetheless. In short, I want to ensure that each of you is “on top” of course components and that the course takes on a high priority in your life for the next few weeks. Remember that it is easy for an online course to get away from you and I want to try and not let that happen!

**Marketing Plan (Group):**

A primary objective of this course is to enhance your ability to develop an appreciation for a complete conceptual framework of marketing. A marketing plan relative to an existing business or idea for a business of your own is an appropriate instrument to achieve this objective. More detailed and specific discussion of this component will be considered in class but a few details of this element are as follows: No paper required - just a short (20-25 minute) presentation toward the end of class. Please submit your power-point presentation(s) to me for grading purposes. Additional materials on format and so forth for a marketing plan will be forthcoming.

**Other Investigation (Group):**

The purpose of a different project is to get you involved in a specific area related to Marketing.

The choice of topics will be very strict and no more than one or two groups will be allowed to pursue this option (not part of a marketing plan group) and this must be approved by me. There is an area of marketing that is growing by “leaps and bounds.” Social media is that area but I do not plan to allow many to use this option. **In short, in this course, a marketing plan is a better tool for you to fully appreciate the breadth and scope of marketing.** Once again, I must approve the topic in a form which is specific enough to let me know what it is really all about. A paper is required (no more than ten (10) single spaced pages (excluding exhibits). And, of course a short (20 minute) power-point presentation toward the end of class (see next).

**Note:** My preference is for you to complete a marketing plan. The “other” option is only for those not able to do such a project (for various reasons) or who have completed a marketing plan prior to this course and or for those who have a keen interest in this area.

### **Professional Presentation:**

A professional presentation of your Marketing plan and or the other component is a required component of the course. Please note that part of your grade will be awarded during the group presentation and will be a function of the comprehensiveness and depth of analysis exhibited in your work. Also, as a class participant, the insight you exhibit as a member of the audience in terms of questions and/or comments you may have of whatever is being presented may add or subtract from your overall Engagement (etc.) grade. Thus, it is important that you consider these roles and take this project as seriously as possible. Professionalism of both presentation and audience participation is vitally important to the objectives of this requirement. Please exhibit this skill (professionalism) in both situations (presenter and audience).

Finally, keep in mind that the purpose of an investigation of a marketing related technology topic is not to force you through the "proverbial hoop" but rather to provide you a unique opportunity to learn considerably more about a specific topic of interest and share your knowledge with class. Thus, you should ***choose your topic carefully*** and keep in mind what your career objectives are when making this choice. As noted, all topics must be cleared through me. ***Under no circumstances should you choose a topic which you have previously investigated and/or are currently investigating for a different course.*** This strategy will prove dysfunctional in achieving course objectives. A professional presentation of your topic will be expected. The objective is to provide the class an in-depth professional look. More on this portion of the course will be considered as the course progresses. Team size for both options will be provided shortly. ***Go-To-Meeting or Collaborate*** sessions will be scheduled for the presentations.

### **Discussion Forums:**

This class is conducted on an online basis which changes several things but leaves many things intact as if it were offered on an in-class basis. One element that does not change is that proper preparation and class involvement are important. Online classes require much higher levels of discipline and self-motivation than do in-class offerings. 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 thoughtfulness revealed in your responses. Your responses to these questions should not need to be supplemented with outside inquiries except in a very few instances. In short, most of your responses should flow from what you have learned from reading the chapter and the other elements of the 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 may be answered by groups of no more than three nor less than two individuals. And, must be answered in your own words (do not just copy from the book)!!***

### **Connect - Learn-Smart & Various Tools:**

There are actually two Learning Management Systems in this course – CONNECT – C - & Black-Board – BB. There are some assets with C that 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 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. One element of this category is the *Learn-Smart* tool in CONNECT. And, there are various other elements offered through CONNECT that will be used to some degree. One learning aid, for example, is the *quiz component* based on individual chapter content. Note that CONNECT will not be used to the same extent as some other courses as there are other major components of the course that take precedence.

**There will be a master schedule posted that will detail dates and times and penalties and point totals for each and every element of the course. That will appear within the next week and should be your guide if you have questions as to what is due and when that might be due. Similar but not exactly the same information may be found on the CONNECT page for the course. In other words, the syllabus is a general guide as far as due dates while the master schedule is close to being “etched in stone.”**

**Marketable Skills (MS):** I will explain this later.

**MS 1:** Students will understand the functions of the business enterprise in the general economy.

**MS 2:** Students will have the skills needed to effectively lead a business.

**MS 3:** Students will be able to craft effective business strategies for both existing businesses and new businesses.

**MS 4:** Students will be able to make effective oral presentations to both professional and general audiences.

### **Final Points:**

*This syllabus represents the plan of action for the course. It is, in many respects, a contract between us. Should you lose this document or not understand any part of it, please let me know immediately and I will help you fix the problem. Make sure to modify the schedule contained in this syllabus as necessary.*

**Distance Education Statement:** *Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. If the course requires students to take proctored exams or to purchase additional software or equipment, these requirements will be communicated to the student. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.*

### **ACADEMIC HONESTY**

*The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.*

*“Cheating” includes:*

- 1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.*
- 2. Using, during a test, materials not authorized by the person giving the test.*
- 3. Collaborating, without authorization, with another person during an examination or in preparing academic work.*
- 4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.*
- 5. Substituting for another student; permitting any other person, or otherwise assisting any*

*other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.*

*6. Bribing another person to obtain a non-administered test or information about a non-administered test.*

*7. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.*

*8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.*

*9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.*

*10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.*

*11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.*

*12. "Falsification of Data" means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.*

*All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final.*

*In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process...*

*On a personal note – if I find anyone in violation of the above, I will take it very seriously.....!!!!!!*

### Important (Tentative) Dates

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>
Jan. 13	Getting CONNECTED! –	
20	Holiday Monday – Syllabus	Ch. 1 - 5*
27	TBA	
Feb. 02	Tentative Teams - <b>DF</b> –	Ch. 1 - 5
09	(cont.)	Ch. 1 - 5
16	Plan or Other decision	Ch. 6 - 9
23	Cont. – <b>DF</b>	Ch. 6 - 9
Mar. 02	Final Plan or Technology Topics	Ch. 10 - 13
09	Strategic Marketing Programs	Ch. 10 - 13
16	<b>Spring Break</b>	
23	<b>DF</b>	Ch. 14 - 16
30**	Other - <b>CDQ</b> Assigned	Ch. 14 - 16
Apr. 06	Cont.	<b>TBA</b>
13	Presentations (Go-To-Meeting)	<b>TBA</b>
20	Presentations (Go-To-Meeting) <b>CDQ Due</b>	<b>TBA</b>
27 – 5-1	Presentations (Go-To-Meeting) 4-30 = DEAD DAY – Final Exams begin 5-1	
May 04	<b>Final Exams continue thru 5-6</b>	

\* Skip Chapter 2 until further notice

\*\* April 3<sup>rd</sup> - Last day to withdraw or drop with a "W"

**CDQ** = Chapter Discussion Questions; **DF** = Discussion Forum;

**TBA** = To Be Assigned; **TBD** = To Be Determined