Principles of Marketing (MKT 3300, section 27690)
Spring 2005
UTEP
MW 3:00 – 4:20 PM
BUSN 318

Professor: Andy W. Stratemeyer, Ph.D.
Office: BUSN 222
Phone: 747-5379
Email: astratemeyer@utep.edu
Office Hours: MW 11:30 – 1:30 PM, 4:45 – 6:00 PM (or by appointment)

REQUIRED TEXT

COURSE DESCRIPTION
This course is designed as an introduction to marketing as an interfunctional activity within business. Emphasis will be given to the decision-making processes within marketing management and other departments needed to implement marketing plans. Specifically, this course will focus on the marketing activities within the firm necessary to develop and execute marketing strategies for each of the marketing mix variables (product, price, place, promotion).

LEARNING OBJECTIVES
Student learning and the ability for life-long learning are two critical educational issues. What students learn and creating the ability for life-long learning are much more important than the teaching process. The learning objectives are the knowledge and skills a student must possess and be able to demonstrate when the course is complete. Learning is the ability to know, understand and apply concepts to facts. Learning and life-long learning is done through decision-making and problem-solving models using analytical tools. Therefore, in this course, learning means:

1. **Knowing** is the first step in learning and requires students to know or have knowledge regarding certain concepts or facts deemed important by marketing professionals in the field, such as the marketing concept, market orientation, consumer satisfaction, relationship marketing, segmenting and targeting, the marketing mix, the product life cycle, integrated marketing communications, etc.

2. **Understanding** is the second part of learning and requires students to understand analytical frameworks, theories, models and processes where relationships between concepts are specified and integrated. Such frameworks are the marketing management process, the marketing plan, etc.
3. **Application** is the third part of learning and involves students applying what they know using integrated or analytical frameworks they understand. This application of integrated frameworks requires analysis using the problem-solving process in different settings and situations.

4. **Skills and analytical abilities** are essential to accomplish learning as defined in the three steps above. In order to learn, students need basic skills in reading, writing, and math. Learning is accomplished by knowing the conceptual foundations of a discipline, understanding the relationships among these conceptual foundations, and applying them through the problem-solving process using basic skills and analytical abilities. Learning is having the mindset to know, understand and apply concepts using the problem-solving method on your own.

5. **Evaluation and assessment** of the stated objectives centers on students’ ability to demonstrate these basic and fundamental foundations on which life-long learning is based, and will be accomplished by the following methods: written examinations, in-class exercises, case analyses, and oral communication during class.

**CLASSROOM ETIQUETTE**

The College of Business Administration is a professional school providing education and training for careers in the business world and the proper classroom climate will assist students in developing the habits that will contribute to their career success. Furthermore, students learn more when there is an appropriate learning atmosphere. Therefore, these classroom policies intended to promote and maintain a professional atmosphere and an appropriate learning environment should be followed. It is expected that students will:

- arrive for class on time,
- stay for the full class,
- refrain from engaging in non-class related conversations or having side discussions with those seated near them during class time,
- refrain from reading non-class related material during class time,
- turn off/mute all items that emit sounds and noises that may interrupt the class (e.g., cellular phones, pagers), unless there is a specific emergency for needing notification during a particular class and approval has been granted before that class,
- refrain from sleeping in class,
- conduct themselves in a courteous and professional manner at all times.

It is expected that students who cannot abide by these expectations will refrain from attending the course. If necessary, a student may be asked to leave the classroom; in such cases, they may be assessed a grade penalty at my discretion. Additional inappropriate behavior may subject the student to University disciplinary action. In order to support my ability to teach and other students’ ability to learn, students will participate actively in the overall academic experience by:

- preparing for each class appropriately and completely,
- participating in class discussions and activities,
- listening and interacting with the instructor/other students in a thoughtful and respectful manner.
METHOD OF EVALUATION

Exam 1  100 points
Exam 2  100 points
Exam 3  100 points
Exam 4  100 points
Assignments  100 points
Group Presentation  100 points
Total  600 points

Grading Distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>540 – 600 points</td>
</tr>
<tr>
<td>B</td>
<td>480 – 539 points</td>
</tr>
<tr>
<td>C</td>
<td>420 – 479 points</td>
</tr>
<tr>
<td>D</td>
<td>360 – 419 points</td>
</tr>
<tr>
<td>F</td>
<td>0 – 359 points</td>
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</tbody>
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Exam Policies:

There will be four non-cumulative multiple-choice exams during the course of the semester. **If a student misses an exam, he/she cannot make-up the exam.** Instead, there will be an opportunity to take an optional cumulative final exam at the end of semester, which will replace only one missing exam. The optional cumulative final exam will be a take-home essay exam. Any student may elect to take this optional final exam in order to attempt to replace a lower grade on a previous exam. If needed, students can request for an early exam. An early exam can be administered only if a student will present a legitimate excuse (i.e., medical excuse, university-sanctioned excuse). The early exam can be administered no earlier than two days before the scheduled exam date. Scantrons and a number two pencil will be needed for these exams.

Assignments:

Throughout the semester, several in-class assignments and homework assignments will be given on an individual or group basis. These assignments will primarily come from questions and/or short cases not presented in the textbook. Some cases are supplemented with videos that will be shown in class. Students will be expected to discuss their assignments/cases and should be adequately prepared by reading the assigned material before each class period.

If you miss an in-class assignment or homework assignment, you may not make it up unless you present a legitimate excuse (i.e., university-sanctioned excuse, medical excuse). All assignments will be turned in during class. Any assignments received after class (i.e., under my office door, in my departmental mailbox, etc.) will not be accepted unless adequate arrangements had been previously made as stated above.

Group Presentation:

Groups consisting of a maximum of five students will be formed either by the instructor or the students at the beginning of the semester. Each group will find and present a movie that pertains to the marketing material presented throughout the textbook. Groups will be randomly assigned to present their movies each week. These groups must give a 30-minute presentation of their movie and the reasons why this movie pertains to marketing. You are to find marketing principles as they are presented in the storylines, and prepare a presentation and a critique of what
you think you have seen. Whoever is chosen to present for their groups should anticipate answering questions posed by the instructor or the class and to take this into consideration when preparing the presentation. A list of example movies is provided below; however, you may choose any movie that relates to the marketing material presented throughout the textbook.

- **You’ve Got Mail** – Illustrates marketing strategy meetings held by competitors in the New York retail book market.
- **Jerry MacGuire** – Illustrates sales and sales promotion throughout the movie.
- **Glen Gary, Glen Ross** – Illustrates how sales force training is done both formally and informally.
- **Pretty Woman** – Illustrates several concepts such as the marketing environment and marketing ethics.
- **Wall Street** or **The Boiler Room** – Illustrates personal selling tactics along with marketing ethical issues.
- **Crazy People** – Illustrates the advertising industry and the development of advertising campaigns.
- **Big** – Illustrates segmentation and targeting of markets.

You should have the general idea…the assignment is not difficult, but requires creative thinking. You will be choosing a short clip or a series of short clips (approximately 15 minutes worth) to show to the class and then will deliver the presentation either before, during, or after the clip(s). More guidelines will follow upon selection of your movie. **You must get your movie approved by the instructor before using it in your presentation.** After the groups are formed, I will randomly assign you to present your movie during the semester and provide all groups with a handout showing every group’s presentation date.

**GENERAL CLASS POLICIES AND NOTICES**

In order to facilitate your learning experience, the following important policies and notices relating to this course are provided for your information. In addition, certain expectations are proposed which are intended to encourage self-assessment and strengthen students’ academic performance.

**Drop/Withdraw Policies:**
Students who do not take an exam(s), or who do not attend class will not be automatically withdrawn from the course. These students, if they wish to be withdrawn, must initiate the drop on their own. After the student drop deadline (March 18, 2005), students must be dropped from a course with a grade of “F”. After this date, a grade of “W” can only be assigned for exceptional circumstances and only with the approval of the instructor and academic dean. The student must petition for the “W” in writing and provide the necessary supporting documentation.

**Attendance Policies:**
While I do not take role, attendance is strongly encouraged since some of the material I cover in class and assign as homework or in-class assignments is not in the required textbook. If you miss class, you are responsible for obtaining notes, assignments, etc. from other students. For example, some in-class assignments and cases require that you be present in order to view a
video and subsequently answer questions pertaining to that video.

**Grammar/English:**

Unless otherwise noted, all homework assignments should be typed or word-processed and be free of spelling and grammatical errors. Students are expected to have sufficient critical ability to recognize for themselves fundamental errors in the use of English. So that students may be made more aware of their errors in writing English, the following directions will serve to dispel students’ beliefs that correct English is necessary in English classes only. Specifically, the rejection of any written work is justified in any one of the following instances:

- a notable lack of clearness of thought,
- sentence errors such as period fault, comma fault, fused sentence, fragmentary sentence, etc.,
- instances of bad grammar,
- an unseemly number of misspelled words.

Combinations of these errors afford all the more reason for rejection and the denial of a passing grade.

**Academic Dishonesty**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person’s as one’s own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Please remember these violations, especially if you plan on taking the optional comprehensive take-home final essay exam.

**Statement on Disability**

If you feel you may have a disability that requires accommodations, contact the Disabled Student Services office at 747-5148, go to the Union Building East, Room 106, or email dss@utep.edu.
**APPROXIMATE CLASS SCHEDULE**

*Note: The instructor reserves the right to change the proposed schedule based on the progress of the class (i.e. given that groups will also be presenting their movies every week, it is possible that we may not get to all the assignments stated below).*

<table>
<thead>
<tr>
<th>Week (Days)</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1 (Jan. 10, 12)</td>
<td>Intro to Course/Group Assignments</td>
<td>An Overview of Marketing</td>
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<tr>
<td>2 (Jan. 19)</td>
<td>The Marketing Environment &amp; Marketing Ethics</td>
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<tr>
<td>3 (Jan. 24, 26)</td>
<td>Video Exercise: Greed</td>
<td>Video Case: Ben &amp; Jerry’s</td>
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<tr>
<td>4 (Jan. 31, Feb. 2)</td>
<td>Consumer Decision Making</td>
<td>In-class assignment: Exhibit 4.1 (p. 115)</td>
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<tr>
<td>5 (Feb. 7, 9)</td>
<td>In class assignment: Super Bowl</td>
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<tr>
<td>6 (Feb. 14, 16)</td>
<td>Segmenting &amp; Targeting Markets</td>
<td>In-class assignment: Exhibit 6.5 (p. 199) &amp; Exhibit 6.9 (p. 205)</td>
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<tr>
<td>7 (Feb. 21, 23)</td>
<td>Video Case: Labelle Management</td>
<td>Decision Support Systems &amp; Marketing Research</td>
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<tr>
<td>8 (Feb. 28, Mar. 2)</td>
<td>Product &amp; Services Concepts</td>
<td>Video Case: Ben &amp; Jerry’s</td>
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<tr>
<td>9 (Mar. 7, 9)</td>
<td>EXAM 2 (Ch. 6-8) – Mar. 7</td>
<td>Developing &amp; Managing Products</td>
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<tr>
<td>10 (Mar. 14, 16)</td>
<td>Video Case: AutoCite</td>
<td>Marketing Channels &amp; Supply Chain Management</td>
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<tr>
<td>11 (Mar. 21, 23)</td>
<td>SPRING BREAK</td>
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<td>12 (Mar. 28, 30)</td>
<td>Retailing</td>
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<tr>
<td>13 (Apr. 4, 6)</td>
<td>Marketing Communications &amp; Personal Selling</td>
<td>Video Case: GFI Entertainment</td>
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<td>14 (Apr. 11, 13)</td>
<td>Advertising, Public Relations, &amp; Sales Promotion</td>
<td>Homework: Exhibit 13.3 (p. 456)</td>
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<td>15 (Apr. 18, 20)</td>
<td>Video Exercise: Clio Awards</td>
<td>Video Case: Red Roof Inns</td>
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<td>16 (Apr. 25, 27)</td>
<td>Pricing Concepts</td>
<td>Video Case: World Gym</td>
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<td>17 (May 2)</td>
<td>OPTIONAL COMPREHENSIVE TAKE-HOME FINAL</td>
<td>EXAM 4 (Ch. 12-13, 15) – Apr. 27</td>
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