COURSE OBJECTIVES

1. To learn how to apply marketing tools in a business setting.
2. The enhancement of writing, speaking, and debate skills.
3. A better understanding and application of marketing as both art and science.
4. A better understanding of what the global market expects from their employees.

INTRODUCTION

The class revolves around the application of marketing concepts that were taught in prior marketing courses. If you have forgotten these basic concepts, reacquaint yourself with them. Marketing directly relates to revenues, sales, and profitability. The tools used can directly or indirectly affect these outcomes. Within marketing there are very few singularly “best” solutions. Far too many students feel marketing is just advertising; it is not.

This course will help fine tune already existing skill sets. It is vital that you realize companies expect stellar writing and presentation skills as well as statistical and marketing related tools. Firms also want people who know what is happening in the marketplace today. To help in this expectation you will read many articles. The majority are helpful while others are not. In today’s data overload environment you are expected to filter material that is significant, reliable, and valid from those that are dross and be able to apply it to marketing problems.

All stated readings can be accessed via EBSCO within Morris Library. If you don’t know what EBSCO is, talk to someone who does. The databases that SIU offers you are worth millions of dollars and will cut search times by 75%. I do not provide the readings on D2L because of copyright laws.

BASIC MARKETING EXAM (10%)

To assure basic marketing knowledge homogeneity, all students must take a basic marketing exam. Four lectures are designed to help you get up to speed as well as a reader. You will have three attempts at the exam with the best being counted. Basic Marketing Exam dates are from 05:00 till 23:30 on that day. The exam is timed and will be multiple choice over all basic marketing knowledge within the lectures and Basic Marketing Notes. The grading portion is different in that any score above 80% is counted in the usual way. Anything between 70-80% = 70% and anything below 70% = 0%. (See D2L for materials suggestions).
ESSAY EXAMS (2 @ 15% = 30%)

Two essay exams covering the readings will be given during the semester. Questions will stress the application of the readings to marketing problems and solutions. A good answer cites the correct supportive readings (Author & Year) gives examples to defend his/her best answer and is very detailed. Prior to each exam, you will be given a list of 8 questions, two of which will be on your exam.

CASE WRITE-UPS (2 @ 15% = 30%)

Six cases are assigned and you will email three that I grade. The best two cases will be counted. During the first two weeks I will assign your written cases. Those assigned a case write-up must email their case at least one hour before class begins. Failure to do so is -1 letter grade. Depending upon what the presenter states and how well he/she makes the argument, your written case’s grade may increase or decrease.

Everyone wants to know what a good case write-up is and use it as their template, yet each is different. To guide you, go to D2L and open the sample case write-ups. Remember that references both internal and external to the case are very important. Always justify your arguments and always put your assumptions first. Be as specific and detailed as you can. Try to be as detailed with the implementation of your suggestions and justify why these are better than the others. I read your case as if I had to decide whether or not to adopt your plan. Do not give me the traditional SWOT analysis, explain two to three options, and then choose the obvious BEST. I want the following:

THE PROBLEM(S)
YOUR ASSUMPTIONS
YOUR SOLUTION
YOUR IMPLEMENTATION

Do not assume anything, even the potential problems the case writer suggests. You must justify every significant point within your write-up via the literature.

Your case analysis is to be single spaced, twelve (12) type, with one (1) inch margins all around. All cases must be emailed to me one hour before class. Each write-up is to be of professional quality in terms of grammar, punctuation, spelling, style, etc. For guidance in these matters see: Strunk, William and E.B. White (1979 or later), The Elements of Style, Third or later Edition, New York: Macmillan Publishing Company or Hodges, John C. and Mary E. Whitten (1972 or later), Harbrace College Handbook, Seventh or later Edition, New York: Harcourt Brace Jovanovich, Inc. Its content and appearance should reflect a highly professional effort. Therefore, it must be typed accurately and neatly, etc.

For grading purposes I take one letter grade for each of the following: grammar, spelling, sentence structure, poor writing style, plagiarized material, unlabeled charts, tables, or graphs; not explaining your tables and charts within your narrative, not properly sourcing, confusing a bibliography with a reference sheet, and poor supportive research. There is no page limit.
CASE PRESENTATION AND POWER POINT EMAIL (PART OF CLASS PARTICIPATION GRADE)

Those not assigned to write up the case must be prepared to lead the class in a discussion. You must email your power points to me at least one hour before the start of class. Several power point slides showing your assumptions, the issues/problems, solution, and implementation must be included in the slides. Your presentation should be no more than 15 minutes. Do not give the class an overview of the case: it is redundant and I will take off 1 letter grade. If called upon, e-mail or give your power points to the class. If you can persuade the majority of the class that your problem, solution, and implementation is best, no points are taken off. If you convince me that your problem, solution, and implementation is good, no points are taken off. Ten percentage points will be deducted if you do not send me your power points. For those who I do not call on, your power points are reviewed and graded relative to what was presented in class and graded accordingly. This “mock court” discussion affects your class participation scores.

CLASS PARTICIPATION (30%)

It is important to share your business or cultural experiences. The second class period you will fill out a seating chart and that spot will be yours. If I don’t know who you are I cannot call on you in class. Class time will be spent lecturing on some important marketing constructs, case discussion, and participating in assigned article discussions. I randomly choose students to start the discussion and function as a moderator. Class participation is graded somewhat subjectively. You start with full credit and work your way down by not being prepared. The focus is on application and meaningful dialogue. The following affects class participation (-3% each): Absences or being late (>5 minutes), failing to engage in discussions, not being prepared when called upon, trivial banter that does not help the class.

GRADING

The grading percentages are as follows: 90-100 = A; 80-89 = B; 70-79 = C. In order to have a good class it is imperative you come prepared.

SCHEDULE*

Date

8/18   Discussion of course
8/20   Basic Marketing Lecture 1 and Seat Assignment
8/25   Basic Marketing Lecture 2 and Written Case Assignment
8/27   Basic Marketing Lecture 3
9/1    LABOR DAY
9/3    Basic Marketing Lecture 4
9/8  Discussion and application of Readings 1: Marketing Trends
9/10 Discussion and application of Readings 2: Social Networking, Media, and Marketing
9/15  **CASE 1: Synthroid (A)**
9/17 Discussion and application of Readings 3: Strategy and **BASIC MARKETING EXAM 1 (D2L)**
9/22 Discussion and applications of Readings 4: Technology, Information, & Market Analysis
9/24  **CASE 2: UnME Jeans: Branding in Web 2.0**
9/29 Discussion and application of Readings 5: Data Mining
10/1  Discussion and application of Readings 6: Ethics and CSR
10/6  **CASE 3: Building Watson**
10/8  Discussion and application of Readings 7: Buyer/Market Behavior
10/13 **FALL BREAK**
10/15 Discussion and application of Readings 8: Promotion
10/20  **ESSAY EXAM 1 (READINGS 1-7)**
10/22  **CASE 4: Giant Consumer Products**
10/27 Discussion and application of Readings 9: Sales Promotion
10/29 Discussion and application of Readings 10: Public Relations and **BASIC MARKETING EXAM 2 (D2L)**
11/3  **CASE 5: Launching Krispy Natural**
11/5  Discussion and application of Readings 11: Product and Branding
11/10 Discussion and application of Readings 12: Branding
11/12 Discussion and application of Readings 13: Pricing
11/17  **CASE 6: J.C. Penny**
11/19 Discussion and application of Readings 13: Pricing
11/24  Discussion and application of Readings 14: Supply Chains and Channels

11/26  THANKSGIVING

12/1  Discussion and application of Readings 15: Supply Chain and **BASIC MARKETING**

12/3  ESSAY EXAM 2 (READINGS 8-15)

12/8  FINAL EXAM AS DISCUSSED IN CLASS**

* This syllabus is subject to change at the discretion of the instructor.
** A discussion of this time period will be discussed in detail.

CASE INSTRUCTIONS

I have created case course materials on the Harvard Business Education web site, and this message explains how to get the materials you need for class. Course link: [https://cb.hbsp.harvard.edu/cbmp/access/27759307](https://cb.hbsp.harvard.edu/cbmp/access/27759307). You need to register on the site to create a user name if you do not already have one. Once you have registered, you can log in to see the course materials. Some course materials are in PDF documents, and you can open them with Adobe Reader. eLearning materials include a link you can use to gain access to them. You will have access to these materials for 5 months.

After you register, you can get to the course again by doing the following:
1. Visit hbsp.harvard.edu and log in.
2. Click My Courses, and then click this course name: Fall 2014 Marketing Management

**BA 550 FALL 2014 READINGS**

**READINGS 1: MARKETING TRENDS**


**READINGS 2: SOCIAL NETWORKING, MEDIA, AND MARKETING**


**READINGS 3: STRATEGY**


READINGS 4: TECHNOLOGY, INFORMATION & MARKET ANALYSIS


Read New Market Research Methods and Techniques
http://www.mymarketresearchmethods.com/new-market-research-methods-techniques/

Read The New Market Research:


READINGS 5: DATA MINING


READINGS 6: ETHICS AND CSR


**READINGS 7: BUYER/MARKET BEHAVIOR**


**READINGS 8: PROMOTION**


**READINGS 9: SALES PROMOTION**


8 Big Sweepstakes Mistakes. West, Jed. Promotional Marketing. 7/24/2013, p1-1.

**READINGS 10: PUBLIC RELATIONS**


**READINGS 11: PRODUCTS & BRANDING**


**READINGS 12: BRANDING**


**READINGS 13: PRICING**


READINGS 14: SUPPLY CHAINS & CHANNELS


READINGS 15: SUPPLY CHAIN


EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on
posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

FOR MORE INFORMATION SEE LINK:
http://pvcaa.siu.edu/_common/documents/Syllabus_Attachment.pdf

ADVICE
BILL GATES gave a speech at a High School about eleven (11) things the students did NOT and will NOT learn in school. He talked about how feel-good, politically correct teachings created a generation of kids with no concept of reality and how this concept set them up for failure in the "real world". I know these also apply to you as well.

Rule 1: Life is not fair -- get used to it!
Rule 2: The world doesn't care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.
Rule 3: You will NOT make $60,000 a year right out of high school. You won't be a vice-president with a car phone until you earn both.
Rule 4: If you think your teacher is tough -- wait until you get a boss!
Rule 5: Flipping burgers is not beneath your dignity. Your Grandparents had a different word for burger flipping -- THEY called it opportunity.
Rule 6: If you mess up, it's NOT your parents' fault -- so, don't whine about your mistakes --- LEARN FROM THEM.
Rule 7: Before you were born, your parents weren't as boring as they are now. They got that way from paying your bills, cleaning your clothes and listening to you talk about how cool you thought you were. So, before you save the rain forest from the parasites of your parent's generation, try delousing the closet in your own room!
Rule 8: Your school may have done away with winners and losers but life HAS NOT. In some schools, they have abolished failing grades and they'll give you as MANY TIMES as you want to get the right answer. *This doesn't bear the slightest resemblance to ANYTHING in real life!!
Rule 9: Life is not divided into semesters. You don't get summers off and very few employers are interested in helping you FIND YOURSELF! *Do that on your own time!
Rule 10: Television is NOT REAL LIFE. In real life people actually have to leave the coffee shop and go to jobs!
Rule 11: Be nice to "NERDS". Chances are you'll end up working for one!!