

Dr. Mathew S. Isaac

E-mail: [isaacm@seattleu.edu](mailto:isaacm@seattleu.edu)

Office Hours: By appt.

Website: <http://www.mathewisaac.com/>

Sec. 03: T, Th, 10:15 am-12:20 pm (Zoom)

Sec. 04: T, Th, 1:30-3:35 pm (Zoom)

CANVAS: <https://seattleu.instructure.com/login>

### COURSE DESCRIPTION

The purpose of this course is to help you gain a broad understanding of marketing principles and practices. By correctly using the tools and frameworks discussed in this course, you will be better able to evaluate the marketing decisions that organizations make. In addition to enhancing your general business acumen, this course also provides the foundational knowledge of marketing necessary for more advanced marketing and non-marketing business courses. Because consumer behavior is fundamental to marketing, the psychology of consumer decision-making will be emphasized in course materials, case discussions, and lectures. JUNIOR STANDING IS REQUIRED.

### LEARNING OUTCOMES

It is expected that upon completion of this course (i.e., by *passing* this course), you will be able to:

- Articulate how the marketing concept (customer orientation) informs business strategy
- Utilize frameworks to identify, analyze, and solve marketing problems
- Analyze a company, its customers (existing and prospective), its competitors, and the marketing environment in order to recommend a marketing strategy
- Identify and target attractive customer segments with a clear value proposition and positioning
- Make and defend product, pricing, communication, and distribution decisions
- Enhance your teamwork, analytical, and communication skills

### COURSE MATERIALS

You will need the required text. All other course-related material will be available on CANVAS, unless otherwise specified.

- Charles W. Lamb, Joseph F. Hair, Jr., Carl McDaniel, *MKTG13* (2020), Cengage Learning (available for purchase at the SU Bookstore; also available for purchase online)
  - Access to online resources for this text is not necessary, as we will not be using any of these supplementary materials.
  - Older editions of this text (e.g., MKTG12 or MKTG11) contain roughly the same content, but specific chapters or page number references may not apply. Therefore, I would recommend that you buy or rent MKTG13 if possible.
- Other materials (e.g., links to videos, handouts, cases, etc.) for this course can be found under “Modules” in the corresponding week of CANVAS and will be updated throughout the quarter.

## INSTRUCTIONAL METHODS

Given the public health challenges presented by the ongoing COVID-19 pandemic, my course will involve “synchronous” learning this quarter rather than face-to-face instruction. Synchronous means we’ll all be together at the same time, and we’ll be doing that using Zoom. It can work really well if we have the bandwidth and quiet space. This is my preferred approach as it helps me get to know you, as well as allowing for an easy switch between whole-group and small-group discussions. We’ll also take breaks: we get tired more quickly using the Zoom format compared to a face-to-face class. Students and faculty have reported a more engaging class experience when using video on Zoom. We know not everyone has the ability to have their camera on all the time, for a variety of reasons. If you aren’t able to do so, be sure to stay connected in other ways (in chat or vocally).

I will regularly ask for your feedback on how the class format is working for you. Expect there to be a few changes as the quarter progresses; in any changes, I will be putting your learning first.

## LEARNING ASSESSMENT

Your performance will be evaluated based on individual assignments, team assignments, and class participation. Your grade in this course will be determined based on your performance on the following components, both in absolute terms and relative to your peers (i.e., other MKTG 3500 students):

- Individual Components (70%)
  - Final Exam (20%)
  - Midterm Exam (20%)
  - Quizzes (15%)
  - Personal Positioning Exercise (5%)
  - Attendance, Professionalism, and Participation (10%)
- Team Components (30%)
  - Marketing Plan Project and Presentation (20%)
  - Table Topic Presentation (10%)

### **INDIVIDUAL COMPONENTS (70% OF COURSE GRADE)**

#### **Final Exam (20% of course grade)**

The final exam is an open-book, online exam. The final will be a multiple choice/short-answer exam based on lectures, readings, cases, videos, and in-class discussion. Please anticipate conflicts and let me know if you need to take the final exam early (no late exams will be administered).

#### **Midterm Exam (20% of course grade)**

The midterm exam is an open-book, online exam. The midterm will be a multiple-choice/short-answer exam based on lectures, readings, cases, videos, and in-class discussion. Please anticipate conflicts and let me know if you need to take the midterm exam early (no late exams will be administered).

#### **Quizzes (15% of course grade)**

There are a total of four online quizzes that you may submit in CANVAS throughout the quarter, of which I will keep your three highest quiz grades. You may use any resources that you wish for these quizzes (e.g., book, notes, etc.), but you must complete the quizzes completely on your own. The quizzes may include content from lectures, readings, cases, videos, and in-class discussion, but will primarily cover material from the readings and videos that we do not have time to fully cover in class. Quizzes will

become available on CANVAS at the end of the class session prior to their due date. No make-up quizzes will be provided.

**Personal Positioning Exercise (5% of course grade)**

The purpose of this exercise is to help you prepare for finding a job. As part of an integrated effort with the Albers Placement Center, you will reflect on how to position your brand for potential employers and you will also create a personal positioning statement. You will then create a LinkedIn profile (or modify your existing profile) to ensure that is consistent with your personal positioning statement. Finally, you will identify specific actions that you can take to strengthen your desired positioning. Additional details about this assignment will be provided in class throughout the quarter.

**Attendance, Professionalism, and Participation (10% of course grade)**

*Attendance.* Class attendance is mandatory. It is strongly recommended that you attend all sessions and remain in the classroom for the duration of class. If you must miss all or part of a class due to unavoidable circumstances, please inform me beforehand by clicking on the “Notifications” link in CANVAS (sending me an email to inform me about your absence is not necessary).

*Professionalism.* I expect students to complete the assigned readings, watch the assigned videos, to be on time for class, and to be respectful to me and to each other. To provide an optimal learning experience, please refrain from activities that may distract others. Such activities include arriving late, participating in side conversations, etc.

*Participation.* All students are asked to participate in class discussions by providing substantive, well-formulated comments. You obviously cannot participate in a class when you are not present, even if the absence is excused. While the participation grade is subjective, it will not be arbitrary and will primarily reflect the quality (not quantity) of your in-class comments. Additionally, I would like you to complete a brief “Student Information Form” prior to our second class meeting. Before our third class meeting, I will ask you to upload an introductory video on CANVAS, which I call the “Video Six-Word Story.” More details about this video assignment will be provided in class. Halfway through the quarter, I will ask you to complete a “Mid-Quarter Feedback Form.” Failing to complete the video assignment or these two forms will negatively impact your participation grade. Impromptu quizzes and extra assignments may be given during the quarter to ensure that students are “keeping up” with class readings and lectures.

*Optional Contributions.* In this course, we will spend time discussing marketing decisions and challenges currently facing companies around the globe. To fuel this discussion, you are welcome to post recent business articles or video clips about marketing to the designated discussion board in CANVAS. These submissions, which are completely optional, should be relevant to a topic being covered in class. Your sources of information may include print and online newspapers and periodicals such as *Seattle Times*, *New York Times*, *Newsweek*, *The Wall Street Journal*, and *BusinessWeek*, or marketing-specific resources such as Ad Age or CMO.com. In addition to posting the content or link, you should briefly describe why the submission is relevant to this class. Please post no more than one relevant article/video per week. However, you are encouraged to comment on any/all posts that other students provide. If you post or comment on an article or video clip, you may be asked to present it during class and explain its relevance, which can potentially impact your participation grade.

**TEAM COMPONENTS (30% OF COURSE GRADE)**

Students will be grouped into small teams by the second week of class. You should expect to spend time outside of class working on team assignments. Individual contributions to team assignments are

considered an integral aspect of the course. To ensure equal participation, each team must submit a single hard-copy Statement of Work (approved by all team members) on CANVAS along with each team assignment describing the specific contributions made by each member and quantifying relative performance of each member. Scores of individual team members may be adjusted to reflect uneven contributions.

**Marketing Plan Project and Presentation (20% of course grade)**

In teams of ~5-6 members, students will work on an actual marketing project for The Drop Block, LLC (<https://thedropblock.com/>), a small business that provides under-counter kitchen knife storage to home owners. Your team will be responsible for providing input to The Drop Block's owner, Susan Lukjan, on the optimal marketing strategy and tactics required to attain its specific objectives. As part of the project, teams will develop and deliver a project presentation (in PowerPoint) that outlines a proposed marketing plan and provides recommendations. More details about the project deliverables will be provided in class throughout the quarter.

**Table Topic Presentation (10% of course grade)**

In sub-teams of 2 or 3, students will be assigned to make a brief in-class presentation (~10 minutes total) on an assigned topic related to marketing. Each sub-team is expected to submit a copy of their presentation (in PowerPoint). A list of topics and assignments will be provided on CANVAS.

**ACADEMIC RESOURCES**

My goal is to create a learning environment in which you can be successful and feel supported. I will work hard to create and improve the learning environment throughout the quarter based on my own observations of the course and your feedback on what would help you learn more. In return, I ask and encourage you to make the most of this learning opportunity. As we are using a remote learning format, you may find that some of your previously successful strategies in face-to-face and on-campus settings are less suited to this environment. I encourage you to explore the services below and to work on the assumption that in this quarter, you'll be developing some new strategies that will help you become a more flexible learner.

- Support for Remote Learning: Remember to review the online tutorial that our Center for Digital Learning and Innovation has created to support your remote learning experience: (<https://seattleu.instructure.com/courses/1563070>)
- Borrow a Chromebook or an Internet Hotspot from the library: If you are having difficulty with remote learning because your laptop is older or your internet access is patchy, the Library is currently loaning out Chromebooks and internet hotspots. You can submit a request at the following link: [https://seattleu.qualtrics.com/jfe/form/SV\\_9Bjo8RxYefZVeJv](https://seattleu.qualtrics.com/jfe/form/SV_9Bjo8RxYefZVeJv)
- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>): Includes Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab
- Academic Integrity Tutorial (<https://www.seattleu.edu/academic-integrity/resources-for-students/>)

## ACADEMIC POLICIES

Be sure that you understand the following university academic policies, posted on the Registrar's website: <https://www.seattleu.edu/redhawk-axis/academic-policies/>

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

## SUPPORT FOR STUDENTS WITH DISABILITIES

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. For disability and other learning-related needs and accommodations that you have already arranged via Disability Services, please communicate with me during the first week of class through email or Zoom. Should concerns arise at any point in the quarter, please let me know as soon as possible.

If you have, or think you may have, a disability (including an "invisible disability" such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, but have not yet arranged support services and/or accommodations, I encourage you to do so through Disability Services staff at DS@seattleu.edu or (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process. I am committed to working with you, so please do not hesitate to contact me.

## NOTICE ON RELIGIOUS ACCOMMODATIONS

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).

## OFFICE OF INSTITUTIONAL EQUITY

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: oie@seattleu.edu; phone: 206.296.2824) University Resources and Policies.