

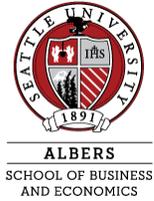
WINTER QUARTER 2020

MKTG 3500: INTRODUCTION TO MARKETING

Section 01: MW 03:40PM-05:45PM (Pigott 203)

Section 02: TTH 08:00AM-10:05AM (Pigott 304)

Section 03: TTH 01:30PM-3:35PM (Pigott 203)



Dr. Jennifer S. Hong

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Office: Pigott 500

Office Hours: T TH 10:15 AM - 11:30 AM or by appointment

Note that e-mail is the best way to contact me outside of class.

COURSE DESCRIPTION

Marketing as a business discipline is highly misunderstood. People often think of marketing in terms of highly visible, specialized, tactical activities, such as advertising, promotions and sales. However, marketing is much more than specialized tactics. Marketing is the science of managing value, a process that entails analytical, strategic and tactical activities.

This course will provide you with sound frameworks to understand marketing as a value management process. The course involves a mix of lectures and case-based discussions that will teach you an analytical approach to understanding, identifying, and creating value. To this end, you will learn how to (1) analyze the environment in which a company operates, (2) develop a marketing strategy, and (3) design actionable marketing tactics.

Note that **junior standing is required**.

COURSE OBJECTIVES

- Acquire an understanding of the basic marketing concepts
- Understand the strategic role of marketing
- Identify and address the key decisions facing marketing practitioners
- Practice the process of analyzing a marketing situation or opportunity, formulating a market strategy, and developing and implementing a marketing plan
- Enhance your leadership, teamwork, analytical and communication skills
- Build a solid foundation for courses in other disciplines and advanced electives in marketing

COURSE MATERIALS

You will need the following required text. All other course-related readings will available on CANVAS or distributed in class, unless otherwise specified.

“Marketing: An Introduction” by Gary Armstrong and Philip Kotler (12th Edition), Pearson

- **Regular version** (ISBN-13 978-0-13-345127-6): New/used copies are available for purchase/rent at the SU Bookstore and/or Amazon.com.

- **Student value edition/Loose leaf version** (ISBN-13 978-0-13-345128-3): New/used copies are available for purchase at Amazon.com.
- **eTextbook version:** If available.
- **Other editions/versions** are available such as the International/Global edition, the 11th Edition, or the 13th Edition. However, if you use any of these editions/versions, it is your responsibility to be aware of the differences in content (especially the cases, which vary by edition), page numbers, etc. as **course information will be based only on the U.S. 12th edition.**

If you are getting the textbook shipped, please ensure that it reaches you in time and, if you are renting, please ensure that the return date allows you to use the book to prepare for the final exam.

COURSE GRADING

Group Components 35%

Marketing Plan Project Report and Presentation	25%
Table Topic Presentation	10%

Individual Components 65%

Case Write-Up	5%
Quantitative Exercise	5%
Personal Positioning Exercise	5%
Midterm Exam	15%
Final Exam	25%
Attendance, Participation, and Professionalism	10%

GROUP COMPONENTS (35% OF COURSE GRADE)

Students will be grouped into small groups by the second week of class. You should expect to spend time outside of class working on group assignments. For both group projects, you will be asked to evaluate the contribution that each group member has made to the project, including yourself. SU students have repeatedly stated that they believe a key part of the group experience is being able to rate their group members on how well each contributed to a group project. These ratings can affect an individual's grade if they reliably show disparities in the contribution that each group member has made. It is fine if group members contribute in different ways, but the importance of their contribution to the overall group effort should be equal.

Marketing Plan Project Report and Presentation

You will work on this project in groups of 4-5 members. Each group will select a firm and will use the marketing techniques developed in the course to arrive at a set of recommendations. As part of the project, groups will (1) deliver a project presentation in class and (2) submit a written marketing plan. More details about the project deliverables will be provided in class throughout the quarter.

Table Topic Presentation

In groups of 2-3, students will be assigned to make a brief in-class presentation (about 10 minutes total) on an assigned topic related to the lecture topic. Each group is expected to submit a copy of their presentation. A list of topics and assignments will be provided on CANVAS.

INDIVIDUAL COMPONENTS (65% OF COURSE GRADE)

Case Write-Up

The case discussions in class will give you the opportunity to apply what you have learned in the course and solve specific marketing problems as a group. With this individual case write-up, you will learn how to communicate clearly professionally and make marketing decisions in sound analysis. In this assignment, you will be asked to analyze a marketing problem and apply marketing concepts and frameworks to recommend a course of action for the firm. There is no "right" answer to a case, but usually some answers are better than others. The strength of your reasoning and analysis is as important as your recommendations.

Quantitative Exercise

This assignment gives you a chance to practice basic quantitative analysis skills. Quantitative analysis skills are fundamental in marketing, as they constitute the basis to analyze a firm's revenues and marketing expenditures and support marketing decisions. With this assignment, you will gain understanding of break-even analyses, demand estimation, market potential, etc.

Personal Positioning Exercise

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 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.

Midterm and Final Exams

The midterm and final exams are closed-book, in-class exams. Both of the exams will consist of multiple-choice and short-answer questions based on lectures, readings, cases, videos, and in-class discussion. Please anticipate conflicts and let me know if you need to take the exam(s) early. **No late exams will be administered.**

Attendance, Participation, and Professionalism

Class attendance is mandatory. It is essential to your success in this course and is part of your grade. If you are not in class, you can neither learn the material in the course nor contribute to the benefit of your classmates. I realize that occasionally you may have serious reasons to be absent. Whenever you know in advance that you will be absent, please let me know.

In-class participation is a significant part of your grade and an important part of our shared learning experience. You will learn the most from this class if you and your classmates participate fully. You all have different experiences and insights, and a great deal of what you learn in class is from each other. Many sessions of the course will involve interaction and I expect each class member to be prepared to interact at all times in every class. To reinforce this expectation, I will occasionally randomly select (i.e., cold call) a class member to comment on the topic of discussion, whether or not the student's hand is raised. In almost all cases, I will call on someone at random to provide an opinion, not necessarily a fact from the text. Everyone has an opinion about something, so please be ready to provide it. Remember, we learn best when we participate in the process. The cold calling is not designed to embarrass you, but rather to engage you.

Please be **professional** and be respectful to others in class. I believe that class discussions should encourage free and open exchanges of ideas. If you want to challenge what I, or another student, have said, do so but always in a respectful and professional way. Learning how to deliver constructive criticism is an important part of SU experience. Do not be upset if I challenge something you say, as we learn most when we have to defend our positions. Also, sometimes we will have to stop a discussion and move on to the next topic before hearing from everyone, as there is limited time in each session and we want to use it wisely. Please don't take it personally if there isn't time to call on you. Often we will try to hear first from class members who have not participated much before hearing from others who have spoken more often.

Finally, to provide an optimal learning, experience, please refrain from activities that might distract others. Such activities include arriving late, participating in side conversations, and using electronic devices (e.g., laptops, cellphones, tablets, etc.) in class.

ACADEMIC HONESTY AND INTEGRITY

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Punishment for dishonesty ranges from a zero for the specific assignment to expulsion from the university. Acts of academic dishonesty will be addressed according to the Seattle University Academic Integrity Policy.

Make sure to check out the policy using the following link:

<https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Academic-Integrity-2011-3.pdf>

ACADEMIC RESOURCES

Library and Learning Commons includes learning assistance programs, research services, writing center, math lab, and media production center. <https://www.seattleu.edu/learningcommons>

Academic Integrity Tutorial can be found on CANVAS and SU Online

SUPPORT FOR STUDENTS WITH DISABILITIES

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, you are encouraged to arrange support services and/or accommodations through **Disabilities Services staff are located in Loyola 100. You can also reach them via phone at 206. 296.5740.** Disability-based adjustments to course expectations can be arranged only through this process.

NOTICE REGARDING 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 using the following link:
<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 University remains committed to providing a safe and equitable learning, living, and working environment. Seattle University 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 University 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 the following link: <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** via email: oie@seattleu.edu or phone: 206.296.2824.

CONFIDENTIALITY, REPORTING OBLIGATIONS, AND COUNSELING

There might be situations in which you wish to share information confidentially with a faculty member including myself. Although it is my sincere desire to maintain confidentiality, please be aware that faculty and staff are legally obliged to report certain kinds of information. Therefore, please check with me before any potential disclosure, or else you may directly contact Counselling and Psychological Services (CAPS), the Student Health Center, or Campus Ministry for confidential support and medical services. Additionally, if you feel overwhelmed with academic, professional or personal life issues, consider contacting CAPS for trained professionals who can help you in a personalized manner.