

MASTER SYLLABUS MRKT102: INTRODUCTION TO MARKETING

1. Course Details

Semester:	
Course Code:	MRKT102
Course Name:	Introduction to Marketing
Course Prerequisites:	None
Course Co-requisites:	None
Credits Hours:	Three (3) credit hours
Classroom:	
Class Timing:	(45 contact hours)
Final Exam Period:	

2. Instructor Details

Professor:
Office Location:
Office Hours:
Email:
Course website:
Phone (Office):

3. Catalog Course Description

Study of the process by which consumers' needs and wants are analyzed and satisfied within the context of a modern marketing system. Investigation of current developments in the external environment affecting the marketing process. The role of marketing institutions in facilitating the flow of goods and services from producers to consumers is analyzed.

4. Course Overview

Consumption of goods and services accounts for about 70% of the Gross Domestic Product (GDP) of the United States of America. Managers at any level of the economic activity realize that their business strategy performance hinges on understanding the antecedents of the consumer choice and the principles of market behavior, as shaped by the market forces. These principles underline

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an effective and efficient marketing program (**4Ps**) of satisfying consumer needs, wants and preferences for the company's brand of product or service (**P**roduct), distributed via value-adding channels (**P**lacement), supported by a promotional mix (**P**romotion), and a price (**P**rice) that balances the customer value with the firm's long-run profitability.

This course is also a foundation for advanced electives in marketing.

5. Course-Level Learning Goals¹

(A) Invariant Learning Goals (In support of the BSBA Programmatic Learning Goal(s)):

Upon the successful completion of this course, the student will be able to:

1. Identify, discuss, analyze and/or establish a position on segmentation, targeting, positioning, marketing mix, and threats and opportunities in marketing;
2. Prepare a written report in a style appropriate for business on a company's segmentation, targeting, positioning and marketing mix;
3. Identify and recommend marketing opportunities for a small business; and
4. Participate effectively in a team.

Assurance of Learning Validations (Linked to the BSBA Programmatic Learning Goals)²:

- A1. Group Project: Students teams (2-4 persons) will be required to carry out a term project, whereby they will analyze the marketing forces, segmentation, targeting, positioning and the marketing mix of a firm chosen by the team. It is suggested that students select a local firm where they can have access to

¹ A note on School of Management Course-Level Learning Goals: Learning goals are partitioned into those that are in support of the programmatic learning goals (Invariant), specific to the localized region of delivery (Contextualized), and specific to the domain expertise of the instructor (Instructor-Specific). The former two categories are required for all courses. Invariant "Assurance of Learning Validations" is specifically linked to the associated programmatic learning goal and objective, with course-level learning goals representing the programmatic goal as it applies to the context of the course. Learning goals that focus on knowledge acquisition (Bloom's Taxonomy) are not specifically or necessarily included into the course-level learning goals, although it is assumed that knowledge acquisition of all relevant business core fundamentals is addressed within each course. Examinations in class are used to provide feedback concerning knowledge and comprehension for the purpose of ensuring that students who have not mastered these will not advance through the curriculum. Attainment of knowledge within each core area is assessed by way of standalone testing of each student as a required part of the instructional program prior to graduation (e.g. ETS).

² A note on School of Management Assurance of Learning Scoring: Scores form the metric for the degree to which the validation (e.g. learning outcome) satisfies the associated learning goal or objective. Assurance of learning validation descriptions identify the criteria for each score that is to be given. Scores are scaled using program or concentration rubrics. It must be noted that scores are to be differentiated from grades. Scores form a criterion from which an instructor will ascertain an overall grade for any instrument of assessment, and the overall assessment the student receives for an instrument is a "grade." A score is an extraction that specifically measures the degree of attainment of a learning goal and/or objective.

management (e.g., gas station, retail outlet, restaurant). The overall scores (not the grade) of the final paper will be based on five (5) separate scores, each of which will be assessed on the following criteria:

- The first and second scores will based on how insightful and clear the students are at identifying appropriate opportunities and threats for the chosen organization (M3O1), including global opportunities for the organization (G3O2);
- The third score will be based on how well students can describe and analyze the efficiency of the company's marketing strategy including segmentation, targeting, positioning and marketing mix (i.e., products/services, price, place, promotion) (M2O1).
- The fourth score will be based on the quality of the presentation in the style that is appropriate for business papers. This includes organization, grammar, punctuation, use of headings and subheadings. The paper will be preceded by an executive summary. The Executive summary will summarize the key points of the paper (G1O1, M2O4). For additional writing style resources, please visit NYIT's online library at http://www.nyit.edu/library/research/writing_and_citing/;
- The fifth score will be an individual score based on how the student interacts in a group setting. Specifically, each student scores his/her team members, based on the individual team member contributions in terms of leadership, idea contribution, and research findings. Each student evaluates the contribution of the team members on a scale of 1-5 (G1O3)

A2: Marketing Plan Case Analysis: Each student is required to complete a written case study from the textbook or respond to the questions presented in a case study on the McGraw Hill Connect platform as assigned by the instructor. One score will be given based on each student's ability to address business problems in a functional area (M1O2).

(B) Contextualized (Globalized) Learning Goal(s):

Upon the successful completion of this course, students will:

1. See Invariant Learning Goals 1 and 3 above.

Assurance of Learning Validation (In support of the Contextualized (Globalized) Learning Goal(s)):

B1. See Assurance of Learning Validation A1, score 3 above.

(C) Instructor Specific learning Goal(s) (Optional)

Upon the successful completion of this course, the student will be able to:

None

Assurance of Learning Validation (In support of the Instructor Specific Learning Goal(s)):

None

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6. Teaching and Learning Methodology

The School of Management's teaching and learning strategy is informed by contemporary indicators/sources that derive from its target market, specifically the millennial generation. In particular, behavioral traits for this generation are identified and form the basis of emphasis for the schools' teaching and learning methodologies. These methodologies are reflected in the school's mission statement by way of its TEMPOS campaign³. In addition, teaching and learning strategies are informed by institutional indirect assessment results, periodically collected and reviewed by the Office of Planning and Assessment and the school's faculty⁴. Teaching and learning strategies are also externally referenced systematically (e.g., the Annual Stakeholder's Conference) through continuing consultations with non-board key stakeholder groups, including employers, business and community leaders, accreditation and ministerial agencies, alumni, students, peer institutions, and business and governmental agency representatives.

A component of all courses, as a part of the teaching and learning strategies, is to maintain academic rigor and to be intellectually challenging. This is validated in institutional survey results. However, School of Management faculty members utilize an overall collective portfolio of strategies/initiatives that obtain from the aforementioned sources in delineating those that are most appropriate or emphasized in the courses they lead.

In this course (MRKT102), four (4) prioritized teaching and learning strategies focus on:

1. teamwork/collaborative work (interdependent learning);
2. active student engagement into the learning process;
3. integrating principles of ethics/social responsibility; and
4. timely feedback.

All faculty members that instruct this course should consider how to execute the course to emphasize these key components of the strategies considered. Following a review of learning outcomes, faculty members consider how re-orientation of teaching and learning strategies might result in strengthening these outcomes, and adjustments are made, accordingly. Faculty members also consider how the School of Management Triple Platforms of Excellence (Professional Enrichment, Experiential Education, and Student Advancement) might be leveraged as a part of this strategy, and provide recommendations to the Directors of those platforms. The school also reviews the distribution of identified teaching and learning strategies periodically to ensure comprehension and the integration of each (from the designated list of approximately 20-25 strategies) within the curriculum. Finally, results from student teaching evaluations also provide indications of how various

³ Teaching and Learning Strategies: "TEMPOS and the Millennials," revised September 2008.

⁴ E.g., Student Survey on Teaching Quality – Quantitative Data: School of Management.

teaching and learning strategies are integrated into the course delivery. The following issues (indicator number is provided) are among those in the evaluations that bear on this review and analysis:

- 7. The instructor was responsive to student questions.
- 8. The instructor was available for course related consultation and advice.
- 9. The instructor graded and returned student work and exams promptly.
- 10. The instructor incorporated information technology (e.g. computer or the Internet) in the course.
- 18. The instructor was responsive to student needs and concerns.
- 21. The instructor assigned challenging course work.
- 22. The instructor provided helpful, constructive feedback on assignments and course work.
- 23. The instructor acknowledged cultural differences and diversity among students.
- 24. The instructor helped me understand the subject matter.

Along with teaching and learning strategies, the notion of student effort/time on task is also considered, although it is not necessarily driven by metrics. It is noted that the notion of student effort, specifically metric driven, is not a universally adopted approach⁵. However, if an instance occurs where student learning outcomes do not meet targeted academic standards, the School of Management utilizes indirect inputs in this area to explore the interdependencies between factors including the amount of work required in the course, the degree of challenge in the coursework, and level of critical analysis, among others⁶.

This course is taught in lecture mode with active participatory class exercises. It is of the utmost importance for students to come to class well-prepared to discuss class exercises. Learners will achieve their learning objectives through the following activities: class room exercises, assignments, mid-term and final examinations and a written project.

7. Required Resource(s)

Grewal, D., and Levy, M. (2014). *Marketing*. 4th Edition. McGraw Hill Company. ISBN13: 9780078029004.

8. Reference Resource(s)

Jobber, D. (2007). *Principles and Practice of Marketing*. McGraw-Hill. ISBN: 13:978-0-07-711415-2; ISBN: 10 0-07-7114159.

⁵ See the Victorian TAFE Association Response – Strengthening the AQF: Proposal, June 2009. East Melbourne, Victoria, Australia, retrieved from http://www.vta.vic.edu.au/docs/PositionDiscussion%20Papers/VTA_Response_Strengthening_the_AQF.pdf on February 22, 2010.

⁶ Sample data regularly collected through the New York Institute of Technology Student Rating of Courses/Teaching Form.

9. Assessment Methodology and Grading Guidelines

Instruments	Points	Time on Task ⁷
Marketing Plan Case Analysis (see A2)	20 points (10 points each)	10 hours
Mid Term Exam	25 points	15 hours
Group Project (See A1)	25 points	30 hours
Final Exam	30 points	20 hours
Formative Assessment (see a, b)	0 points	6 hours
TOTAL	100 points	81 hours

- a. A draft of the Marketing Plan Case Analysis is due three weeks before the due date of the final version. The instructor will comment on the student's ability to solve the marketing problem in the case. This assignment is added to improve student attainment of BSBA programmatic learning goal M1O2.
- b. A draft of the term project is due three weeks before the due date of the final version. The instructor will comment on the structure and proposed content of the paper.

10. Grading Guidelines:

11. Attendance Policy: Students are expected to attend every class session. Instructors will inform students of the exact number of absences and late-arrivals permitted during the semester. Students who exceed these limits may be subject to failure. If a student misses any class or test, the instructor has the right to either grant or deny an opportunity to make up the work that was missed. In such cases, the instructor shall be the sole judge of the validity of a student's explanation for having missed the class or test.

12. Deductions for Late Arrival, Early Departure, and Unexcused Absences:

⁷ An estimate of the period of time during which a student is actively engaged in a learning activity, excluding classroom contact hours.

13. Policy for Make-Up Assignments or Quizzes:

14. Classroom Behavior: Behavior that disrupts, impairs, interferes with, or obstructs the orderly conduct, processes, and functions within an academic classroom or laboratory violates the student code of conduct and may result in disciplinary action. This includes interfering with the academic mission of NYIT or individual classroom or interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of his classroom or laboratory, including teaching and research.

15. Students with Physical or Educational Challenges:

- It is the policy of New York Institute of Technology to provide reasonable accommodations for students who are otherwise qualified but have disabilities, including learning disabilities, health impairments, and other disabling conditions. Possible accommodations include, but are not limited to, test schedule modifications, class relocation, and possible assistance in acquisition of necessary equipment.
- The college has an interest in helping students with disabilities to be competitive in this academic environment. Therefore, reasonable accommodations will be made upon proof both of disability and need for the accommodations. It must be understood that accommodations are meant to facilitate educational opportunities. Admission to NYIT and accommodations do not guarantee success. Therefore, in addition to accommodations, the college encourages utilization of auxiliary services available to all students to maximize opportunities for success. Students whose disabilities may require some type of accommodation must complete a request for accommodations form and an intake interview with their campus services coordinator prior to the academic semester. Accommodations may be requested at any time during the semester; however, accommodations cannot be applied to past failures, only to future academic endeavors. Appropriate modifications of accommodations will be worked out on a case-by-case basis and will not necessarily incorporate all requested changes.
- Students for whom auxiliary services—such as readers, interpreters, note takers, etc.—have been approved should arrange these with their campus services coordinator. In addition to discussing appropriate educational modifications, the campus services coordinator will serve as a liaison with other college faculty and administration on behalf of students with disabilities.

16. Academic Integrity:

- Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers.
- Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses,

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tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct. The complete Academic Integrity Policy may be found on various NYIT Webpages, including: <http://www.nyit.edu/images/uploads/academics/AcademicIntegrityPolicy.pdf>.

17. 15 Week Topical Class Schedule

Week	Topic (s)	Chapter
Wk 1	Introduction Overview of Marketing Developing Marketing Strategy within the Context of Business Planning	Ch. 1 Ch. 2
Wk 2	Analyzing the Marketing Environment: Trend Analysis for Business Planning Global Marketing	Ch. 5 Ch. 8
Wk 3	Consumer Behavior Business-to Business	Ch. 6 Ch.7
Wk 4	Segmentation, Targeting, and Positioning ***Case Analysis Due (A2)	Ch. 9
Wk 5	Marketing Research	Ch. 10
Wk 6	Review for Midterm Exam and Discussion ***Midterm (Chapters 1,2,5,6,7,8 & 9)	
Wk 7	Products, Branding & Packaging	Ch. 11
Wk 8	New Products Services	Ch.12 Ch. 13
Wk 9	Integrated Marketing Communication ***Case Analysis Due (A2)	Ch.18
Wk 10	Social Media	Ch. 3
Wk 11	Advertising, Public Relations and Sales Promotions	Ch. 19
Wk 12	Personal Selling and Sales Management	Ch. 20
Wk 13	Retailing and Multichannel Management	Ch. 17
Wk 14	Pricing Marketing Plan	Ch. 14 Ch. 15

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	Review for Final Exam ***Term Project Due(A1)	Ch. 2A
Wk 15	***Final Exam (Chapter 2A, 3, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19)	

18. Using the NYIT Library

All students can access the NYIT virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.