**ISBU 3451-201 Fundamentals of Marketing Syllabus**

**Instructor Name and UVa Email Contact Information:**

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**17 January 2014 through 25 April 2014, TCC Campus and Online, TBD, Thursday 7:00 PM - 9:45 PM**

**Class Description:**

Marketing is the art of placing goods and services before your intended customer. In practice, marketing is a dynamic function involving strategic decisions and precise planning. Determining consumer preferences, building a brand name, ensuring the right product placement, pricing your goods competitively, and reaching your target audience all come into play.

This course will focus on the business of marketing in both for-profit and not-for-profit enterprises. Instruction will take you through the stages of the marketing cycle from initial planning through consumer purchase. Topics include understanding client behavior, common marketing practices, environmental factors that affect purchasing decisions, ethical issues, and global relations in marketing

**Learning Outcomes:**

Upon completion of this course, students will be able to:

1. Describe the strategic marketing process
2. Explain the factors that influence consumer decisions and buying behavior
3. Describe the process of market segmentation and targeting
4. Explain the processes of product development, introduction, and positioning
5. Discuss pricing strategies
6. Describe the different marketing channels
7. Describe the methods used to promote products to different markets.

**Required Text (include ISBN, specific edition)**

The required materials for the course are:

• Gary Armstrong and Philip Kotler Marketing: An Introduction 11/E (New Jersey: Pearson Prentice Hall, 2013)
ISBN-10: 0-13-274403-1 • ISBN-13: 978-0-13-274403-4

• Marketplace Online Simulation, Innovative Learning Solutions, Inc.

• Supplemental materials to be distributed in class or available on Collab

**Assessment Components:**

**Exams (2) 40%**

**Simulation 40%**

Assignments 30%

 Performance 10%

**Additional Assignments & Quizzes 5%**

**Level and quality of participation 15%**

**Total 100%**

Exams (40%)

Written, in-class exams will be used to evaluate students understanding of the concepts presented in class. Each exam will be approximately one hour.

Simulation (40%)

A marketing simulation will be used to allow students to apply the concepts of strategic marketing in a dynamic setting. Students will be divided into teams to serve as product managers within the simulation. The simulation will be graded as follows:

Assignments: (30%) The simulation may include individual written assignments, as well as group assignments, including a final presentation on the team’s performance.

Performance: (10%) Each team will be evaluated on their performance in managing their products. Criteria for evaluation will be presented prior to the start of the simulation.

Class Participation (15%)

The course is designed to be a collaborative learning effort. Therefore, all students will be expected to read and thoughtfully consider all the assigned material and actively participate in class. All students will have the opportunity to participate in discussions, lead discussions, and present original work. Because participation is such an important part of the course, attendance is required. Students must provide instructor with notification of any unavoidable absences to avoid grade penalty.

**Evaluation Standards:**Final grades will be assigned based on the individuals overall grade percentage as shown below.

|  |  |  |
| --- | --- | --- |
| * A 100-90 %
* B 89-80 %
 | * C 79-70 %
* D 69-60 %
 | * F below 60 %
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**Required Additional Resources and Technical Components**

This course will have a UVaCollab site titled “14Sp ISBU 3451-201.” This tab should appear on your Collab list when you have enrolled in the course. To access Collab, each student must have a UVa Computing ID and Password, Internet Explorer (7.0 or above) or Mozilla Firefox, and Headset/Microphone for online interactions. The Collab site will be used for the following:

Course Instruction: The class syllabus, resources, assignments, and end of semester evaluations will be accessible through UVaCollab. In addition, quizzes will be administered and assignments submitted through UVaCollab.

Communication: While this is a face-to-face course, the communication features of UVaCollab will be utilized to facilitate student assignments and group activities. These will include, but are not limited to, announcements, discussion boards, course emails, and virtual office hours.

Course Evaluations: All course evaluations are now conducted online. All registered students will receive an email directing you to the course evaluation when they are available at the end of the semester.

If you have technical questions or issues with UVaCollab, the following resources may be of value:

* Login/Password: scpshelpdesk@virginia.edu
* UVaCollab: idtteam@virginia.edu and/or collab-support@virginia.edu

**Course Schedule:**

This is a **blended course**, with some classes meeting at the Tidewater Community College campus and some classes meeting online via Blackboard Collaborate. The following schedule provides an outline of topics to be covered in each class, as well as the location of the class meeting. The schedule and location are subject to change.

| **Date** | **Topic** | **Preparation/Materials** | **Assignment Schedule** | **Location** |
| --- | --- | --- | --- | --- |
| Jan 16 | Orientation, What is Marketing? | SyllabusA&K Ch. 1 Marketing: Creating and Capturing Customer Value |  | TCC |
| Jan 23 | Introduction to Strategic Marketing, Marketing Environment | A&K Ch. 2 Company and Marketing StrategyA&K Ch. 3 Analyzing the Marketing Environment | In Class A1 | TCC |
| Jan 30 | Marketing Research | A&K Ch. 4 Managing Marketing Information to Gain Customer Insights | In Class A2 | Online |
| Feb 6 | Consumer Behavior | A&K Ch. 5 Understanding Consumer and Business Buyer Behavior | In Class A3 | Online |
| Feb 13 | Segmentation and Targeting | A&K Ch. 6 Customer-Driven Marketing Strategy: Creating Value for Target Customers | In Class A4Deadline for Purchase | TCC |
| Feb 20 | Exam 1 | A&K Chs. 1, 2, 3, 4, 5, 6Class lectures |  | Online |
| Feb 27 | Product (Product Lines & Mixes, Services & Customer Relations) | A&K Ch. 7 Products, Services, and Brands: Building Customer Value | MA1: Market Segments  | TCC |
| ***Feb 28*** |  |  | ***Decision 1*** |  |
| Mar 6 | Product (New Products, Existing Products) | A&K Ch. 8 New-Product Development and Product Life-Cycle Strategies | MA2: Strategy  | Online |
| ***Mar 7*** |  |  | ***Decision 2*** |  |
| Mar 13 | Spring Recess: No Class |  |  |  |
| Mar 20 | Pricing | A&K Ch. 9 Pricing: Understanding and Capturing Customer Value | MA3: Test Market Eval | TCC |
| ***Mar 21*** |  |  | ***Decision 3*** |  |
| Mar 27 | Place | A&K Ch. 10 Marketing Channels: Delivering Customer ValueA&K Ch. 11 Retailing and Wholesaling | MA4: Competitor Analysis  | Online |
| ***Mar 28*** |  |  | ***Decision 4*** |  |
| Apr 3 | Promotion (IMC) | A&K Ch. 12 Communicating Customer Value: Advertising and Public RelationsA&K Ch. 13 Communicating Customer Value: Personal Selling and Sales Promotion | Decision 5 | TCC |
| Apr 10 | Exam 2, Simulation  | A&K Chs. 7, 8, 9, 10, 11, 12, 13Class lectures |  | Online |
| Apr 17 | Marketing, Society, and Ethics | A&K Ch. 16 Marketing Ethics and Social Responsibility | Decision 6 MA5: Customer Ad | TCC |
| Apr 24 | Presentations | Student Presentations | MA6: Final Report | TCC |

**Purpose Statement:**

The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the universe and the role of mankind in it. Activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic and ethical awareness, of the members of the University and to record, preserve, and disseminate the results of intellectual discovery and creative endeavor serve this purpose. In fulfilling it, the University places the highest priority on achieving eminence as a center of higher learning.

**Content and Discourse in Professional Education Courses:**

Study of the role of public schools in society, including the content of the PreK-12 curriculum, raises complex issues about which thoughtful people may disagree. Students are expected to discuss issues respectfully and to honor differing points of view. The University and its School of Continuing and Professional Studies do not discriminate in any of their programs, procedures, or practices against any person on the basis of age, citizenship, color, handicap, national origin, political affiliation, race, religion, sex, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era. The University operates equal opportunity and affirmative action programs for faculty, staff, and students. The University of Virginia is an Equal Opportunity/Affirmative Action Employer. Any applicant for admission or employment, or any student who feels discriminated against should contact the University’s Office of Equal Opportunity Programs (EOP) at Poe Alley, West Lawn, Charlottesville, Virginia 22903.

**University of Virginia Honor Code:**

All work should be pledged in the spirit of the Honor System of the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: “I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)”. The pledge should be signed by the student. Students should refer to the University Record for more information concerning the Honor Code. The Honor code at the University of Virginia is listed below:

**Honor Code at UVa**

Founded in 1842, the Honor System is one of the University's most cherished institutions. Based on the principle that University students want to be trusted, the Honor System helps create and strengthen a school-wide community of trust. Students at the University make a commitment not to lie, cheat or steal within Charlottesville, Albemarle County, or where they represent themselves as University students in order to gain the trust of others. Because they have make this commitment, students are trusted by peers, faculty members, administrators, and community residents alike. Students conduct themselves with integrity and are presumed honorable until proven otherwise. Students are recruited and trained by the Honor Committee to serve as advisors and to provide counsel. Students investigate Honor allegations, assist and support accused students through the Honor process, and work with accused students in their defense at trial. Honor jury panels are similarly comprised entirely of students. While anyone may initiate Honor proceedings, the process is administered entirely by students. The vitality of the Honor System depends upon the willingness of students to uphold the high standards set by their peers. When a student is formally accused of an Honor offense following investigation, that student may elect to either (1) leave the University, without requesting a trial (in which case that student will be deemed to have admitted guilt, whether or not such an admission is expressly made), or (2) request an Honor trial.

Any student found guilty of an Honor offense, or deemed to have admitted guilt after having left without requesting a trial, will be permanently dismissed from the University. The notation "enrollment discontinued" will be placed on the student's transcript, without specific reference to the Honor proceedings. In the case of a student found guilty of an Honor offense following graduation, or deemed to have admitted guilt without requesting a trial after graduation, the General Faculty of the University may undertake proceedings to revoke that student's degree. The rules of the Honor System apply to any person who was a University student at the time an alleged Honor offense was committed, so long as a case is initiated within two years thereafter. Students who enroll at the University benefit from the freedom and security provided by the Honor System; every student must agree to live by and support the spirit of honor.

Applicants who are not prepared to embrace this freedom and accept this responsibility should not apply for admission. This is intended as a brief summary of some important aspects of the University's Honor System. For more information, visit the Honor Committee Web page: www.student.virginia.edu/~honor.

If you have further questions, please call the Committee at (434) 924-7602.

**Special Needs:**

It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any SCPS student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Learning Needs and Evaluation Center (LNEC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student’s responsibility to follow up with the instructor about logistics and implementation of accommodations.

If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test-taking should be arranged at least 14 business days in advance of the date of the test(s). A student’s academic dean is also available to assist with accommodations, particularly for temporary or emergency situation. Please email SCPSaccomodation@virginia.edu .

Students with disabilities are encouraged to contact the LNEC: 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. Web: <http://www.virginia.edu/studenthealth/lnec.html>

**FERPA**

Academic Policy: http://www.virginia.edu/registrar/privacy.html

Family Educational Rights & Privacy Act (FERPA)

Annual Notification

Students attending, or who have attended, the University of Virginia are given certain rights under the Family Educational Rights and Privacy Act of 1974 as amended (20 U.S.C. 1232g) and Rules of the Department of Education (34 C.F.R. Part 99) implementing this Act.