

Cedar Crest College
MRK 230 - Principles of Marketing
SPRING 2009

Instructor: John F. Bing
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Office hours: by appointment

Required Textbook:

Marketing: Marketing: An Introduction
Armstrong & Kotler
Prentice Hall
ISBN # 13: 978-0-13-602113-1

Course Description: A 3-credit interdisciplinary approach to understanding fundamental marketing concepts, strategy, ethics, consumer behavior, research, segments, opportunities, pricing and advertising. We will review the origins of Brand Marketing and why the United States is seen as a world leader in Brand Marketing. To synthesize learning, we will write and present a marketing plan as a group project.

Objectives: This course is designed to introduce you to the field of marketing. The primary objectives of the course are: to introduce you to the concepts of marketing; to help you appreciate the importance of the marketing functions and its impact on Company strategy to encourage you to explore marketing strategy and how it is applied by companies today; to explore the Internet and its application in the marketing field; to develop and present a comprehensive marketing plan.

Methods: Online format via eCollege. Course will break down into (7) weekly modules. I am likely to choose not to make the next module available until we complete the prior. Feel free to read ahead in the textbook. Before the end of the module deadline, I may add an item at any time. I will notify you via email if this occurs. Each module will contain a mix of; online discussion, a group project, chapter concept assignments for study & analysis, case study analysis, links to online journal articles & blogs, test & quiz items, videos, basic research activities, and reflective reports. All the modules will have variations based on the topics covered and specified expectations. Your first task each week will involve exploring what each module contains, and the expectations to successfully complete the module on time.

Important notes to remember:

- This course will require a great deal of attention and effort. Do not fall behind. You will intensely study the content information in the chapters, and this will help you to make solid contributions to the class discussion. It will also help in preparing you to answer specific questions posed in the quiz, test, & various assignments, and you should continuously strive to provide intellectually valuable analysis in all the work that you do.
- Do not substitute length for understanding and precision. You will not receive strong grades based on quantity, rather high levels of focused, quality work. Do not repeat exactly what the textbook says. Remember, the textbook provides you with a tool to study and

master the subject. Study, evaluate, and synthesize coherent responses to the point where you would feel comfortable enough to present it to an attentive audience in a semi-formal setting.

- Always keep in mind as you work through the modules that a strong working knowledge and appreciation of professional marketing activities can set you apart in the competitive environment. Marketing is ubiquitous in the modern world, and this is no accident. From the baker to the neurosurgeon, the practice of continuously creating value for your clients and customers has immediate and sustaining value. The core of marketing is systematic and conceptual. Specific practices have universal effectiveness and portability. We will study some of these basic elements early and often.

IMPORTANT TIMELINES(content items may vary slightly from currently listed):

MODULE 1

Open: 8 am February 16 until 8 pm February 22

Introduction to Marketing; Read Ch. 1 & 2; Basic Definitions & Terminology; Case Study #1, Special Links; Online Discussions

MODULE 2

Open: 8 am February 23 until 8 pm March 1

Read Ch. 3 & 4; Chapter content questions; Case Study #2, Special Links, Video Assignment; Online Discussions; Journal Articles

MODULE 3

Open: 8:00 am March 2 until 8 pm March 8

Read Ch. 5 & 6; Chapter content questions; Special Links, Online Discussions, Test on Ch 1-6(short essay)

MODULE 4

Open: 8 am March 9 until 8 pm March 15

Read Ch. 7 & 8; Chapter content questions; Special Links, Case Study #3, Journal Articles, Online Discussions

MODULE 5

Open: 8 am March 16 until 8 pm March 22

Read Ch. 9 & 10; Chapter content questions; Special Links, Case Study #4, Journal Articles, Online Discussions

MODULE 6

Open: 8 am March 23 until 8 pm March 29

Read Ch. 11& 12; Chapter content questions; Test on Ch 7-12(short essay); Special Links, Case Study #5, Journal Articles, Online Discussions

MODULE 7

Open: 8 am March 30 until 8 pm April 6

Remaining Chapter summaries(provided by instructor); Group Branding Strategy Project; Final Discussions

eCollege Items:

- Watch closely each week's announcements. I will highlight and note important items to note.
- Make sure you can navigate the system before the course starts on February 16. And assure that the college IT department (x3348) has your correct e-mail address in that system.
- Check your Cedar Crest email regularly. I will make you aware of additional content items via email. You will submit many of the written assignments through your email address to me or you can also drop off in the eCollege drop box.
- The course online gradebook may not be accurate at any time due to written assignments. If you want to know where you stand, I will post checkpoints after the first exam then again after Module 6. My personal Gradekeeper file will always contain the most accurate and complete measure of your current and final grades.
- Module 1-6 will each comprise 12.5% of your final grade. Module 7 which includes the final group project will comprise 20% of your final grade. Naturally, you will incorporate much of the knowledge you have acquired to successfully complete the last module.
- Each module will have a breakdown of 125 points with attached values to specific assignments. The final module will have an assigned value of 200 points for a grand total of 950 possible points. Every single assignment will have weight based on the impact of your work. Once again, I am stressing quality work, not quantity.
- Your presence and participation in the discussion forums is vital to your success. You will have weekly opportunity to provide value to all of us. Do not miss these opportunities.
- When the module closes at the time deadline, you will not have opportunity to submit or make up any work from that particular module.

Grade Assignment as expressed in the Student Handbook:

93%- 100%+ A

90%-92% A-

87%- 89% B+

83%-86% B

80%-82% B-

77%-79% C+
73%-76% C
70%-72% C-
67%-69% D+
60%- 66% D
Below 60% F

Grade

Criteria: (courtesy of Professor A. Peltola)

- A** **Demonstrates** excellent preparation; shows evidence of having identified, analyzed, and responded to the key issues raised in the readings.
Volunteers contributions to discussions which reflect a systematic effort to utilize the ideas, interpretations and information presented in the readings as an opportunity to raise ideas and questions that go beyond those found in the readings.
Demonstrates an active level of engagement.
- B** **Demonstrates** good preparation; shows evidence of having identified and analyzed the key issues raised in the readings.
Volunteers contributions to discussions which reflect a systematic effort to draw upon and apply the ideas, interpretations, and information presented in the readings.
Demonstrates a conscientious level of engagement.
- C** **Demonstrates** adequate preparation; shows familiarity with the key issues raised in the readings.
Typically does not volunteer contributions to discussions, but will contribute when called upon; contributions do not consistently draw upon or reference the ideas, interpretations and information presented in the readings.
Demonstrates a sporadic level of engagement.
- D** **Demonstrates** minimal preparation; shows familiarity with few of the key issues raised in the readings.
Does not volunteer contributions to discussion and has little to say when called on; contributions do not reference the ideas, interpretations or information presented in the readings.
Demonstrates a superficial level of engagement.
- F** **Demonstrates** little preparation; shows no evidence of having read the material
Does not volunteer contributions to discussion, does not respond when called on.
Demonstrates virtually no level of engagement, frequently absent from class.
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