



Marketing Fundamentals • BUAD 307

Syllabus • Spring 2012

Professor: Ira S. Kalb

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Please note: I reserve the right to change this Syllabus for a variety of factors that include the speed of the class, new information that was not known at the time this syllabus was created, guest speaker schedules, environmental factors, and for any other necessary reason.

Class Times • Locations	
Lecture	14812 Wednesdays 12:00-1:45 in Edison
Discussion Wednesday	14814 W 6:00–7:50 ACC 205
Discussion Thursday	14816 Th 6:00–7:50 HOH 301
Discussion Friday	14818 F 10:00–11:45 HOH 304 ; 14820 F 12–1:50 ACC 305 ; 14822 F 2:00–3:45 HOH 305
Office Hours	
By appointment Wednesdays 2:30 – 5:00 and Thursdays 2:30–to 5:45, or special appointment at other times.	

Why take this course? No matter what you do in life, understanding Marketing will help you to do it better. Good marketers typically climb to the top of organizations faster and have a better track record in business than professionals from other disciplines. As the famous author Robert Louis Stevenson wrote, “Everyone makes a living by selling something.”

Course Description: BUAD 307 is designed to provide fundamental concepts, theories, ideas, and proven techniques for understanding and managing the marketing function of an organization. Application of marketing concepts and techniques to *real world* problems will be stressed so that students (1) learn how marketing should be, and is, practiced and (2) will be ready to manage the marketing function of an organization. Actual case examples from newspapers, magazines, Web sites and other current media will be analyzed and discussed.

Prerequisites: None other than the qualifications you already have for USC.

Course Objectives: The goals of this course are to enable each student to do the following:

1. Understand the importance of the Marketing function to any successful organization.
2. Learn how the Marketing Function is organized and fits into an organization.
3. Realize the advantage for an organization to be market (rather than product) driven.
4. Understand the 7 Fundamental Building Blocks of the Marketing Mix.
5. Develop a competent Marketing Plan.
6. Develop marketing strategies to meet the goals of the Marketing Plan.
7. Understand the Marketing Information System and Market Research.
8. Understand Branding and building blocks that constitute the concept of Branding.
9. Understand the Selling Process and Direct Marketing and how they work together.
10. Apply marketing techniques to *real world* problems and situations.
11. Distinguish between effective and ineffective examples of marketing.
12. Learn how to effectively manage the marketing function of an organization.

Course Conduct: While we want to have fun while learning marketing, we will maintain a professional environment in the classroom. If you don't agree with something, you should state your point of view, and support it with marketing principals and data — not just opinions, and be respectful in your delivery. **If you have to miss class for any reason, you should contact a friend or group member to learn what went on in class.** This is not a question for me, your professor. If you ask such questions, you will be taking valuable time away from matters that are far more important to you and the entire class — you will be hurting yourself. The same is true of e-mails I send to the class or items in the Syllabus or on Blackboard. If you ask me again to tell you what I already have (**using me as your personal secretary**), you are going to demonstrate that you don't understand the principles of marketing, and points may be deducted. If you have marketing questions, by all means, ask me since this is where I can “add value” to your learning the subject and course material. Before entering the class, please turn off all cell phones and other distracting devices that make sounds and disrupt the class. If cell phones ring, serious consequences may result.

Required Materials: Marketing – Lamb, Hair, McDaniel, Thomson/Southwestern latest edition, and articles and materials on Blackboard.

Optional Materials: *Nuts & Bolts Marketing*, Ira S. Kalb, (if you want this, get e-Book for special student price at (<http://www.kalbassociates.com/E-commercePages/e-Books.html>)). Three-Ring Notebook binder to store session outlines, articles, and notes, reading *Media Post*, the *Los Angeles Times*, the *Wall Street Journal*, and other marketing publications that are available free online.

Course Notes: Copies of PowerPoint slides, articles, and other class information are available through your Blackboard account. If you need instructions as to how to access blackboard, check with your fellow students, and if that does not work, ask me.

EVALUATION AND GRADING

Letter grades will be assigned to the total number of points accumulated on assignments, one group project (developing an Executive Summary of a Marketing Plan), midterm exam, final exam, and such other contributions as attendance, class participation, group participation (as evaluated by members of your group), and demonstrated efforts to learn the course subject matter. Points will be distributed as follows:

	Points	% of Total
Marketing Plan Group Project	125	25
1 st Exam Midterm	125	25
2 nd Exam Final	125	25
Assignments in Groups (4 @ 10 points)	40	8
Marketing Research requirement of all 307 classes	10	2
Other Contributions (participation and attendance)	75	15
TOTAL	500	100%

To meet the USC requirement for core courses, the final point scores may need to be adjusted to bring the average grade upward or downward so that grades average 3.00.

Starting Grade Guidelines (which can change depending on class grades: A grades beginning at 90% or 450 points; B grades beginning at 80% or 400 points; C grades beginning at 70% or 350 points; D grades beginning at 60% or 300 points; F below 300 points

Please note: Final grades may be adjusted upward or downward depending on your class ranking and the class average that, according to USC/MSB policy, has to be **3.00**. If necessary, this adjustment will be applied equally and fairly to all students in the class.

GRADING DETAIL

Individual • 2 Exams (125 points each)

- One midterm and one final exam will include 125 questions each comprised of multiple-choice, matching, fill-in-the-blank, and T/F questions. Even though the number seems high to some, students in the past have finished early and prefer the fact that each question is worth only one point.
- Notes, books, calculators, electronic dictionaries, regular dictionaries, cell phones or any other aids are not allowed during exams. We will be happy to answer questions regarding the meaning of non-marketing words or phrases.
- For both exams, bring at least two #2 pencils and an eraser with nothing written on it. I will provide the Scantron forms.
- Make-up test times must be approved and scheduled at least 48 hours before the exam, and will only be allowed in rare and special circumstances. If a last minute emergency precludes you from taking the test, proper documentation must be provided. Make-up tests that are not pre-arranged will be penalized 10 points. Students will be required to provide documentation to support make-up requests. A student will be regarded as taking a “late” exam 15 minutes after the exam begins or anytime after the first member of their scheduled lecture submits a completed test, whichever comes first.
- Challenges to exam scoring must be raised with me by 4:00 p.m. on the Wednesday following the return of exam results and should be founded on very good and logical reasons. **Fighting or arguing for grades based on emotion, excuses, or other reasons related to getting into grad school will not be tolerated since they are not tolerated in either the real or virtual world. Points will be taken off if it is determined by me that students are arguing or fighting for grades**
- You should be prepared to provide proper identification before, during, or after the test. Please bring your USC ID with you.

Individual • Class Attendance and Participation (75 points)

- Class participation includes an attendance component (30 points) and a class contribution component (45 points).
- Most of your class participation grade will be based on the contributions you make during class discussions of homework, assigned articles and other materials and topics. If you are painfully shy, you can contribute by finding and submitting articles relevant to the topics we are discussing and relating them to marketing concepts similar to my articles I send you. Class participation does not just mean talking. It means making an intelligent contribution to the class that improves the class and demonstrates to me and all those who grade you that you know what you are talking about and have learned the material.

Individual • Marketing Research Requirement

Required Research Project (10 points total): All 307 classes are required to participate in two research projects per semester. See Blackboard in the Research Project Folder for details.

Group • 4 Homework Assignments that count (40 points - 10 points each)

- I will give you real world assignments that put you in the same position as a marketing manager or the VP of Marketing of a company. They will be ads or articles to analyze, and I will give you a framework that has been proven in the marketplace by which you can analyze these ads and articles.
- At first you may find this a bit difficult as you did when you first learned to tie your shoes or ride a bike when you were younger, but as you get more experienced and work together in your groups, students have really learned marketing better, and their performance in the marketplace, which I have tracked proves this.

- In school your teachers give you questions and you come up with answers. In the real world, the most difficult part of marketing is coming up with the right questions. These assignments will give you the opportunity to come up with the questions and the answers, and as a result, you will learn marketing better. The frameworks I provide you and teach you will help you with this.

Group • Marketing Project (125 points)

For the company assigned TBD, you will provide an Executive Summary of a Marketing Plan of 2 to 3 pages in length. I will provide a sample on Blackboard. You will turn in a written Executive Summary similar to the sample, and make a 11-minute oral presentation. For groups that go over the allotted time, points may be deducted. Marketing professionals from the client company will give input to grading each group. Consider your group to be consultants to the client and your audience to be client senior management or sophisticated stakeholders.

Group Project Written components (2 to no more than 3 pages)

- Your paper should establish the need for the product (remember a service is form of product).
- The mission of the organization to fill that need.
- Measurable goal(s) (using one or more of the three methods learned).
- Strategy mix to achieve the goal(s).
- Sales forecast and marketing budget.

Group Project Verbal and Powerpoint Presentation Components (12 minutes with up to 1 minutes for follow-up questions and answers):

Your verbal presentation with Powerpoint slides should mirror your paper, but you should make it so interesting you capture the attention of everyone in the audience. You need to assign a timekeeper to your group since presentations that go over the allotted time are likely to be assessed a penalty.

Deliverables

Group Market Plan Executive Summary is due on the last discussion day of your section when you give your final presentations to the client and me. Also provide one copy of your Powerpoint and Executive Summary of your Marketing Plan to the client and one copy to me.

Grading:

The project is worth 125 points. Based on student input, the instructor portion of the grade will be worth 75 points and the client grade will be worth 50 points totaling 125 points. While students will not be asked to evaluate other groups, they will be expected to pay attention to the other presentations and learn from them.

Peer Evaluation within your group:

On the last day of class, group members will be asked to confidentially assess each of their team member's contributions in writing on a form that is on Blackboard. This assessment will be used to determine what percentage of the group's score on the assignments and the group final project each member will receive as part of his/her final grade. Your assessment will be a percentage based from 0 to 100% (similar to a grading system). The percentage score will be averaged after throwing out percentage scores that our out of line. Unusually high and lower scores will be thrown out, and all scores require an explanation on the Group Evaluation form attached. The person or persons deserving the highest score in your group should be given 100%. Do NOT grade yourself.

Not every group member is going to be a star, and not every group member is going to have the same talents, but every member is expected to attend group meetings and make regular contributions to enhance their group's chances of success. The group percentage will be applied to the group point total to arrive at the score for each group member.

ACADEMIC INTEGRITY

Please ensure that all of your work is done with the utmost integrity. Based on the Marshall Instructional Guide & Procedures Handbook, the following represent behavior that would be judged academically dishonest. This list is not intended to be exclusive or exhaustive.

1. Examination Behavior – Any use of external assistance during an examination, including, but not limited to the following:
 - Communicating with another student.
 - Copying material from another student's examination.
 - Allowing another student to copy from your examination.
 - Using unauthorized notes or aids.
2. Fabrication - Any intentional falsification or invention of data or other information
3. Plagiarism – is the appropriation and subsequent use of another's ideas or words as your own. If another's ideas or words are used, acknowledgement of the original source must be made.
4. Other Types of Academic Dishonesty include the following
 - Submitting a paper written by or obtained from another.
 - Using a paper or essay in more than one class, without the teacher's express permission.
 - Obtaining a copy of an examination in advance, without the knowledge or consent of the teacher.
 - Using another person to complete class assignments, without the knowledge or consent of the teacher.

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodation based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me during the first 3 weeks of class. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. Their phone number is (213) 740-0776.

Please note that it is the student's responsibility to manage the scheduling process with the DSP. Failure to meet any DSP scheduling deadlines will likely mean you will not have special accommodations.

CLASS SCHEDULE¹ • BUAD 307 Wednesday Lecture • Kalb

Summary of Course Sessions L=Lecture B=Breakout				Assignments	
#	Day	Date	Topics	Reading	Written
L1	W	1/11	Session #1: Introduction <ul style="list-style-type: none"> • Course Business and Introductions • Movie: <i>Remember Me?</i> Importance of Service • What is Marketing? • Introduction to the 7 Building Blocks • Market vs. Product Driven • How does it fit in to a business? • Importance of Marketing to Success? • How do marketers think? • How do marketers communicate? 	Session 1 notes + articles on Blackboard for Session 1 Chapter 1	Possible Warm up Assignment #0 TBD due D2 Will only count if you do <u>NOT</u> do it.
D1	W Th F	1/11 1/12 1/13	Session #1: Introduction (continued) Discussion of how to do Ad and Article Evaluation Assignments	All assignments are group assignments to be turned in a later breakout. In this case L3	Assignment #1 TBD due D3
L2	W	1/18	Session 2: The Marketing Cycle and Plan <ul style="list-style-type: none"> • Marketing Cycle Definition • Market plan purposes • Main elements • Plan sequence • Outline main elements • New product development system • Old product elimination system 	Session 2 notes and articles on Blackboard Chapters 2 and 3	
D2	W Th F	1/18 1/19 1/20	Session 2 (continued)		
L3	W	1/25	Session 3: The Marketing Mix <ul style="list-style-type: none"> • What is it? • Elements of the mix and balancing them Session 4: Corporate Image Marketing <ul style="list-style-type: none"> • Definition • Perception and Reality • Importance to the organization • Structure • Create, Protect and Enhance Strategies • Component of Branding strategy or not • Ethics and Corporate Image • As a competitive weapon 	Session 3/4 notes + Corporate Image Articles on Blackboard Chapter 6	
D3	W Th F	1/25 1/26 1/27	Session 4: Corporate Marketing (cont'd)		Assignment #2 TBD due D5
L4	W	2/01	Session #5: Positioning Strategies <ul style="list-style-type: none"> • Definition • Lock (consumer, bus, government) and Key • Benefits of Uniqueness • Benefits of Uniqueness • Main competitor types • Relationship to Branding • Combine w/ or separate from Corporate Image • Relationship to Market Share • Positioning tools and repositioning 	Session 5 notes + Positioning Articles on Blackboard Chapters 5 and 7	

Summary of Course Sessions				Assignments	
#	Day	Date	Topics	Reading	Written
D4	W Th F	2/01 2/02 2/03	Discuss Assignment #1 Session #5: Positioning (cont'd)		
L5	W	2/08	Session #6: Product Strategies <ul style="list-style-type: none"> • Definition • Design models • Life Cycle • FAB table, Special strategies, Design considerations • As a competitive weapon • Main components • Revenue/Product models • Line and Family Strategies 	Session 6 notes + Product Articles on Blackboard Chapters 9-11	
D5	W Th F	2/08 2/09 2/10	Session #6: Product Strategies (cont'd).		Assignment #3 TBD due D7
L6	W	2/15	Session #7: Pricing Strategies <ul style="list-style-type: none"> • Definition • Control over, Main components and factors • Economics and contribution to financial health • Life Cycle factors • Pricing Strategies + Volume, Bundle, and Dynamic • As a competitive weapon 	Session 7 notes + Pricing Articles on Blackboard Chapters 17-18	
D6	W Th F	2/15 2/16 2/17	Assignment #2 Answers on Blackboard for self review Session #7 (continued)		
L7	W	2/22	Session #8: Place/Distribution Strategies <ul style="list-style-type: none"> • Definition • Channel Options and On-consignment • Levels, Players, and their Added-value functions • Distributors and Agents • Cost and Pricing relationships • Factors that influence • Supply-push versus Demand-Pull • Avoiding contention, Distribution Lock-out, Retail 	Session 8 notes + Distribution Articles on Blackboard Chapters 12-13	
D7	W Th F	2/22 2/23 2/24	Session #8: Place/Distribution Strategies (continued)	Assignment #4 Required Market Research due by end of semester. No specific due date.	
L8	W	2/29	Session #9: Promotion Strategies <ul style="list-style-type: none"> • Definition • Main categories • Stages • AIDA Model • Components and Important issues • Content Guidelines • Objectives • Main promotion channels • Media Selection, Publicity and PR, New media/ideas 	Session 9 notes + Promotion Articles on Blackboard Chapters 14-15	
D8	W Th F	2/29 3/01 3/02	Discuss Assignment #3 Session #9: Promotion Strategies (continued)		
L9	W	3/07	Test One • Midterm		
D9	W Th F	3/07 3/08 3/09	Group project preparation and discussion • Executive Summary of a Marketing Plan for Client TBD		
Spring Break 3/15-3/19					

Summary of Course Sessions				Assignments	
#	Day	Date	Topics	Reading	Written
L10	W	3/21	Group project Introduction by Client TBD		
D10	W Th F	3/21 3/22 3/23	Test One • Review		
L11	W	3/28	Session #10: The Selling Process from a Marketing Perspective <ul style="list-style-type: none"> • Definition • Market Targets • Sales Prerequisites • Sales Systems and Equipment • Lead Cards/Screens • Sales Cycle Steps • Relationship Building • Shortage of Good Sales People 	Session 10 notes + Personal Selling Articles on Blackboard Chapter 16	
D11	W Th F	3/28 3/29 3/30	Session #10: The Selling Process from a Marketing Perspective (continued)		Assignment #5 Ad for Client Project Ad Due D13
L12	W	4/04	Session #11: Direct Marketing and the Internet <ul style="list-style-type: none"> • Definition and the DMA Definition • Direct Marketing Channels and Methods • Typical Direct Marketing Sequence • Explosive Growth and Importance • Downside issues and problems to be overcome • Response boosting methods • Using for your MIS and Testing • Using to lower personal selling costs • Important Direct Mail and Telemarketing concepts 	Session 11 notes + Dir Mktg Articles on Blackboard	
D12	W Th F	4/04 4/05 4/06	Session #11: Direct Marketing and the Internet (continued)		
L13	W	4/11	Possible Guest Speaker Session #12: The Marketing Information System <ul style="list-style-type: none"> • Definition • When used and relationship to Market Research • Real-time advantage over Market Research • MIS Process • What is collected, where and how to get it • How it is used to improve the organization 	Session 12 notes + MIS Articles on Blackboard Chapter 8	

Summary of Course Sessions				Assignments	
#	Day	Date	Topics	Reading	Written
D13	W Th F	4/11 4/12 4/13	Discuss Assignment #5 Session #12: The Marketing Information System continued		Work on Projects No more written HW
L14	W	4/18	Session #13: International/Global Marketing and <ul style="list-style-type: none"> • Model • Global markets and benefits • Pipeline issues • Foreign issues • Country/Market categories (DC, NIC, LDC...) • Ways of doing business abroad and protecting assets • Protecting assets • Outsourcing Session #14: Customer Service (CRM) <ul style="list-style-type: none"> • Definition • Relationship to the 7 Building Blocks • Why neglected in so many companies • Why spend resources on it • Payoff data • How to provide it 	Sessions 13 and 14 notes + Articles on Blackboard Chapters 4 and 19	
D14	W Th F	4/18 4/19 4/20	Session #13: International/Global Marketing and Session #14: Customer Service (CRM) continued and finish all unfinished business.		
L15	W	4/25	Session #15: Course Summary		
D15	W Th F	4/25 4/26 4/27	Group Projects Due and Presentations in front of company.		
FE	F	5/4/"" """/ 11AM- 1PM	Final Exam – <u>Cumulative</u> for the entire semester		

¹ **Note:** I reserve the right to change this schedule because of a variety of factors that include: the speed of the class, new information that was not known at the time this syllabus was created, guest speaker schedules, environmental factors, and for any other necessary reason.

Attendance Sheet

Why do I take attendance: If you don't show up, you will miss a lot that can make you more successful throughout your career and life. Also, Woody Allen says, "Showing up is 90% of it (the battle)." In the real world, if you don't show up, you don't get paid or promoted, and you develop a bad reputation.

Instructions: During every class-wide lecture, I will pass out an attendance sheet. It is your obligation to make sure you check your name off, and only your name off, to signify that you are in attendance. If you check off the name of a friend who is not there, you will be in violation of the Marshall School of Business ethics rules, and the university says that I have to give you a failing grade and report you to the Dean of students so please do not put yourself or me in that situation. During every discussion section, I will take attendance, and if you come late, it is your obligation to tell me you are present at the end of class. Late is not given full credit, but is better than being absent. If you are absent due to illness, family emergency, or other critically important reason, the Marshall School of Business requires you to give me a signed note with a phone number from a physician, parent, professor or other authority to excuse you.

Group Evaluation form and Instructions

Due Date (the date you submit your final project)

As you know, since I am not able to assess the contribution of each group member to the success of their group, I need to ask you to evaluate the members of your group. The percentage grade you give fellow group members will be multiplied by the total group points earned over the semester. That is if someone did an exemplary job, they perhaps deserve 100% of the points. If they contributed nothing, perhaps they deserve 0% of the points. Please see the evaluation criteria and grade guidelines below. Turn in a physical copy of the following completed form the day of your group presentations. Do not turn in this first page of instructions and rules. Fold the form over before you turn it in, since I will keep this information confidential.

Rules

1. Do not evaluate yourself.
2. Do not give group members inflated scores because they are your friends or you like them.
3. Do not give group members deflated scores because you don't like them, you want to lower their grade for competitive reasons, or for any prejudicial or other reasons.
4. Grade each group member solely on their contribution to your group.
5. If I feel that your evaluation is out of line for any reason, it may result in points being taken from your course total, and if you fail to turn this form in, you will have points deducted.
6. Please take this very seriously because the composite percentage score given to each group member will be multiplied by all group points accumulated over the entire semester.
7. I will drop high and low scores that are far out of line from the consensus. Very high and low scores should be explained in the 3rd column below.

Evaluation Criteria

Evaluate group members based on (1) their attendance in group meetings (and/or their making up missed meetings in another way that did not negatively impact your group — absence due to death in the family, serious illness, and other very important reasons should be excused), (2) participation during meetings, and (3) contributions to the success of the group. You should not grade down people that are quiet in meetings if a dominant member did not allow them to participate or if they are naturally shy. If people are shy, they could have contributed in other ways. Grading scale guidelines are provided below to help you. The percentage score goes in column 2 below.

Grade Guidelines					
Letter	% of Points	Letter	% of Points	Letter	% of Points
A	95 to 100%	C+	77-79%	D+	67-69%
A-	90 to 94%	C	73-76%	D	63-66%
B+	87 to 89%	C-	70-72%	D-	60-62%
B	83-86%			F	0 to 59%
B-	80-82%				

Please make sure you follow these directions, or points may be deducted.

Be sure to (1) put your name, section # and Group #, and print this out on an 8.5 x 11-inch normal size paper, (2) Fold it over once before you turn it in so you and I can keep it confidential, (3) enter a percentage grade not a letter grade, and (4) type (do not handwrite).

Name _____ Section _____ Group # _____

#	Group Member Name (in alphabetical order by last name)	% Grade (0 to 100%) ¹	Explanation for very high or very low grades
1			
2			
3			
4			
5			

¹Person or persons receiving the highest grade in your group should be awarded 100%. All others should be indexed relative to this highest grade.

Note: You can give the same grade, including the highest grade, to more than one student if they are deserving of that grade.

If 100%, enter **1.00** in column 2

If 95% enter **0.95** etc.