

# MKTG 2201 - Introduction to Marketing

## Spring 2022 Course Outline

( March 15th, 2021 version, subject to change)

### Class Time & Location:

**Section 6** Tue./Fri. 08:00 AM – 09:40 AM Snell Library 037

## Instructor Information

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Prof. Xiao Ling

Email: [x.ling@northeastern.edu](mailto:x.ling@northeastern.edu)

Office: Richard Hall 139C

Office Hours: by appointment only

## Required Course Materials

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- **Textbook:** *Marketing: An Introduction* (14th Edition) By Gary Armstrong & Philip Kotler. You can find the text at the bookstore (physical copy or ebook/EBK). The 13th and 12th editions also work (page numbers are different and examples are old).
- **"Marketplace Live: Introduction to Marketing"** online business simulation (\$40)  
<https://www.marketplace-simulation.com>
- You will also require access to Microsoft Office (free through Northeastern)
- **Class notes:** Lecture slides and other documents posted on Canvas

## Course Objectives

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This course provides an overview of the role of marketing in business and society. During this course, students will learn about the STP strategies and 4Ps of marketing: product, price, promotion, and place. The philosophy of the course is: fundamentals, today. While the focus will be on the fundamentals of marketing (i.e., theory), integrated throughout the course you will be exposed to tools, strategies, and industry examples of how those fundamentals are applied today.

You will learn through class lectures, discussions, exercises, written assignments, videos, and presentations.

By the end of the course, you should expect to...

1. Explain the role of marketing in organizations and societies
2. Assess and evaluate business situations through the use of marketing analysis, tools, and frameworks
3. Understand and apply the fundamentals of strategic marketing to segment markets, identify target customers, and establish a positioning
4. Practice designing an integrated marketing mix to deliver the marketing strategy
5. Distinguish marketing and customer behaviors in different business contexts (services vs. goods, consumers vs. business, digital vs. physical)
6. Ultimately, you should expect to learn and to practice how to think and talk like a marketer.

NOTE:

This course is intended for sophomore business majors (non-majors should take MKTG 2209). A basic understanding of accounting (e.g., ACCT 1201, ACCT 1202, or ACCT 1209) is strongly encouraged.

This course will not be a simple rehash of the textbook. The PowerPoint slides will NOT always mirror the book. You are supposed to read the book chapters outside of the class.

You will be required to abide by the Syllabus. It is your responsibility to be aware of and to follow course requirements, including any changes to this Syllabus. All instructions and any changes will be announced in class and posted on Canvas. You are expected to read all Canvas emails and announcements, so make sure your notification preferences allow you to receive them.

At any time during the semester, feel free to talk to me and discuss your current standings and/or shortcomings.

## COVID-19 Policy

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To create a top-quality, safe, and healthy educational experience for all of you, we must work together to make smart health decisions. **Wearing a mask is REQUIRED** for anyone attending in-person classes, even if you are fully vaccinated (as per NEU COVID-19 protocols). If you are not feeling well (i.e., have a fever or any other symptoms indicative of COVID-19), tested positive, or if you may have been exposed to someone who is sick, please stay at home. I will work with you to maintain your learning experience during your absence (check temporary Zoom option on page 14). If you do not feel comfortable doing this, you may opt for the simultaneous remote session. Please reach out to DRC at [DRC@northeastern.edu](mailto:DRC@northeastern.edu) if you would like to apply for Remote Status.

When you attend the class in-person, you **must**:

- Properly wear a face mask. Note that you (and I!) need to wear masks properly, i.e., fitting over our noses and mouths. You may find the following article from the university helpful in selecting masks: <https://news.northeastern.edu/2021/12/23/best-covid-mask/>
- Observe safe social distancing requirements in accordance with our University's guidelines
- Refrain from eating or drinking in the classroom (speak with me if this will be an issue for you)

I will be monitoring mask compliance in class. If the mask you are wearing prevents you from wearing it properly over your nose and mouth (e.g., wrong size, worn out elastics), I may ask you to leave the classroom and return with a properly fitting mask. If you have larger issues regarding safely wearing masks, I encourage you to seek out Remote Status through the Disability Resource Center.

The class cannot and will not take place if a student is physically present and in violation of the safety guidelines outlined above. You should feel empowered to voice concerns about any non-compliance with safety measures, including any behaviors of mine that may concern you. Students in violation of the COVID-19 policy will not be permitted to attend class until the guidelines are followed.

For more information about Northeastern Covid-19 policy and guidance please visit <https://news.northeastern.edu/coronavirus/> . If you have any questions or concerns, please talk to me, or visit <https://news.northeastern.edu/coronavirus/spring-2022-faq/>

## Assessment

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The main components of students' grades will be exams, learning co-production, and a simulation with a team presentation. Final grades will reflect adjustments for both excellent as well as inadequate preparation and participation. The breakdowns for each assessment item are listed below, and each part is elaborated below and in the following pages. Per DMSB recommended guidelines, it is expected that the course average will be 3.2-3.4 GPA.

| COMPONENT                        | GRADE VALUE |
|----------------------------------|-------------|
| <b>4 Tests (Exams)</b>           | <b>40%</b>  |
| <b>Learning Co-Production</b>    | <b>30%</b>  |
| • Participation                  | 10%         |
| • In-Class exercises/assignments | 15%         |
| • Marketing Research Experience  | 5%          |
| <b>Simulation</b>                | <b>30%</b>  |
| • Simulation submissions         | 10%         |
| • Summary report writeups        | 10%         |
| • Final presentation             | 10%         |

| GRADE | CUT-OFF |
|-------|---------|
| A     | 93.5%   |
| A -   | 90 %    |
| B +   | 87.5 %  |
| B     | 82.5 %  |
| B -   | 80 %    |
| C +   | 77.5 %  |
| C     | 72.5 %  |
| C -   | 70 %    |
| D +   | 67.5 %  |
| D     | 62.5 %  |
| D -   | 60 %    |
| F     | < 60 %  |

## 1. Tests

Tests (exams) are designed to draw together larger amounts of material and cover chapters noted on the syllabus. The format is generally a combination of multiple choice and short answer essays.

### Make-up and Conflict Policy:

No make-up exams will be given unless (A) arrangements are made before the exam based on a valid schedule conflict, or (B) you have a serious medical issue. Make-up exams will be different than the regular test and will be scheduled on a one-on-one basis. No make-up exams will be given unless arrangements are made before the exam and only with the instructor's approval (e.g., medical emergencies). In other words, if you are unable to take the test at the arranged time, you must contact me before class time. All make-up exams will be different than the regular test and be given during the final exam week.

This course follows the College policy regarding final exams conflicts. With proper documentation from the registrar's office, you may reschedule the final if you have three (3) scheduled on the same day during finals week, or two (2) at the same time. It is your responsibility to obtain the documentation from the registrar. Exam conflicts can be documented in the 3 weeks immediately after the final exam schedule is announced, NOT during the last week of the semester. Without proper documentation, I will not reschedule your exam.

## 2. Learning Co-Production

Co-production refers to you taking an active role in your own learning through engaging with the material, your classmates, and myself. This will benefit your growth as well as your grade. I expect you to be courteous to your classmates, to take pride in your work, and to seek out answers to your questions. Class attendance is a necessary, but not a sufficient, condition for you to do well in terms of class co-production.

Co-production includes:

- **Participation inside and outside of class**
- **Prompt and thoughtful completion of exercises and assignments**
- **Involvement with the Marketing Research Experience (MRE)**

### **Participation**

Your participation grade may be determined by both in-class and out-of-class behaviors. In other words, if you are not comfortable participating in class, you may choose to emphasize out-of-class participation. Be warned that you can't get an "A" in participation if you aren't participating in class at all (i.e., you can't get full participation points by only participating out-of-class).

#### **In-class participation:**

- consistently contributes to class discussion
- provides examples of personal experiences to illustrate services marketing concepts
- asks questions when a topic or concept is not understood
- actively engages in in-class activities
- attends each class

#### **Out-of-class participation:**

- engage with your peers on Canvas discussion threads
- come to class prepared
- share marketing-related content (videos, articles, academic papers, etc.) with me or the class

Sharing good marketing content from outside of class is a great way to participate. I love to use videos in class. If you see something interesting (like a recent commercial you saw on TV or on YouTube) please send it to me **BEFORE** the class that it fits well with. If the video makes it to the class, it will be considered good out-of-class participation and earn **bonus points** from me. Sitting in class and suddenly realizing a cool video that you would like to send me after the class

is over **does not** count. Bringing in real-world examples from outside reading that highlight course concepts is also encouraged and will be considered a good example of in-class participation. (e.g., look at WSJ, BusinessWeek, Fortune, Business2.0, Fast Company, or YouTube, TEDTalks, etc.) You should be prepared to discuss how the article relates to course concepts. You can even share your personal experience or witness of real-world marketing activities which you consider interesting and relevant to class, either share in-class, or post on Canvas.

### **Participation evaluation:**

Participation will be evaluated based on attendance, class discussion, and your involvement in group work. Each student is encouraged and expected to contribute regularly to lecture, class discussion, teamwork, etc. To a substantial extent, the benefit you derive from the course is related to your willingness to respectfully expose your viewpoint to the critical judgement of the class, and to your active participation in team-based learning. Your participation points will be evaluated according to your in-class activities (attendance, class discussion, etc.), as well as points assigned by your group members in peer evaluations.

To give you an idea of how participation is evaluated, I will give you an example of how I would assign a typical class participation score.

1. A 100% would be given to someone who is an outstanding leader in class discussion who is always prepared (read COMPLETE chapter before every class), in class, frequently initiates stimulating and thought-provoking questions, often brings outside content and examples that illustrate course concepts, and serves as a role model for other students. Shows up on time and has perfect attendance (one miss is fine as long as you emailed me ahead of time).

2. A consistent contributor to class discussion who responds to instructor questions and comments would receive an 85%. Rarely late and e-mailed professor ahead of time for any missed classes.

3. 60% - Occasional contribute when called upon but never volunteer answers/comments/insights on your own. Consistently shows up late and/or unprepared.

4. Someone who regularly attends class but does not take part in class discussions would receive a 40%. Simply attending every class puts you here.

5. 0% Constant absences and complete avoidance of any attempt to contribute to the classroom.

Your writing should explicitly state your suggested score (from 0 to 100%). Do not give a range or a wishful grade if “I’m feeling gracious.”

Be sure to keep track of class periods where you took a significant leadership role in class participation and other evidence of excellent participation. I will make adjustments to your suggested co-production grade if I think it is warranted. Adjustments will be made according to

my impression of your in-class performance, your out-of-class contributions (video sharing, etc.), and your peer evaluation score.

### **Attendance**

Attendance is mandatory. Missing even a single session will impact your comprehension of the material, not to mention your grade. Any unexcused absence will cost your participation grade by a significant portion.

You should always let me know if you plan to be absent. I will consider an absence to be excused only if (A) you notify me about it 24 hours before class (or ASAP if that is impossible), and (B) you have a medical or family emergency or (in rare cases) an extraordinarily important conflict outside of your control (this includes most religious holidays).

### **In-Class Quizzes, Exercises and Assignments**

I do not wish to take too much of your own time invested in homework. Exercises and assignments will be conducted in-class mostly and will be graded as part of the co-production. These exercises will range from short answer quizzes to interactive games. No make-up or exemption will be given if you miss an in-class exercise or assignment because of an unexcused absence.

### **Marketing Research Experience**

Marketing data and theories depend upon the research methods used to obtain them. Thus, exposure to cutting-edge topics in marketing that are at the forefront of research in the marketing discipline, as well as the research methods used to study them, is an experience that is valuable to understanding marketing and consumer behavior.

**We ask that you take your time in completing these studies.** They are an important part of faculty research. Not only do these studies help build the knowledge base of your expert faculty to pass on to you in the classroom, but published research also helps boost our school's rankings. An increase in school rankings improves the value of your future diploma.

There are two options for successfully completing the Marketing Research Experience for this course:

(1) The Study Participation Option (two online and one in-person studies) and/or (2) the Research Report Option. These options are described below. **Please note: three Marketing Research Experience credits are required; therefore, to receive full credit you must participate in either three segments of studies, write three reports, or participate in any combination of study segments and research reports to complete three credits** (e.g., two segments and one research report). Your completion of the Marketing Research Experience credit (study segments, research reports, or both) will be counted for all of the courses in which you are enrolled during a given semester. For example, if you are enrolled in both Consumer

Behavior and Marketing Research, you will earn credit in both of those courses when you participate (you DO NOT need to complete three credits in each course). **For any questions about the Marketing Research Experience study participation or research report option, please send an email to [DMSBMarketing.sona@neu.edu](mailto:DMSBMarketing.sona@neu.edu), NOT your professor.**

### Study Participation Options

As a student in a participating Marketing course, you have been enrolled in the DMSB Marketing Insights panel ([DMSBMarketing.sona-systems.com](https://DMSBMarketing.sona-systems.com)). You will receive an email from DMSB Marketing Insights with your unique log-in information. To complete the Marketing Research Experience, you can complete three segments of studies during the course of the semester (approximately one hour each) as a member of this panel. In this role, you will act as a respondent for marketing and consumer research projects conducted by marketing faculty members (typically involving online experiments or surveys). Participation in these studies occurs outside of the regular class period. You will be notified via email announcement (via Blackboard and Sona Systems) at the start of each of the three segments. Instructional videos and PDFs for accessing the study segments will also be available on the Blackboard site for your course. You will have a 10-day window to complete each segment of studies.

The first and second segments will take place entirely online. You can log in from any quiet spot and answer the surveys anytime during the stated 10-day window (plan for approximately one hour of studies per segment).

The third segment will be conducted in-person in a computer lab on campus (stay tuned this semester for additional details). You will be required to sign up for a time slot and come into the lab to complete a few studies in person (approximately 45-60 minutes of studies in total).

The study segment windows for Spring 2022 are:

- Segment 1 (Online): Monday, January 31<sup>st</sup> at 12:00 noon through Wednesday, February 9<sup>th</sup> at 12:00 noon\*
- Segment 2 (Online): Monday, February 28<sup>th</sup> at 12:00 noon through Wednesday, March 9<sup>th</sup> at 12:00 noon\*
- Segment 3 (In person): Monday, March 28<sup>th</sup> at 9:00 AM through Wednesday, April 6<sup>th</sup> at 5:00 PM

\*Please note that the online segments begin and end at 12:00 NOON (not midnight) so a staff member will be available via email should you have any technical issues before the deadline. Because the data is sent to the researchers just after the deadline for each segment, the studies unfortunately cannot be reopened after the deadline.

A confirmation email will be sent to you after your successful completion of each study. Please keep a copy of these emails for your records through the end of the semester as proof of completion. Participation in studies to complete your Marketing Research Experience credit is encouraged to enhance your understanding of research topics and methods in the marketing discipline. As with all research efforts, your participation is voluntary, both prior to and during any research study in which you participate.



### Research Report Option

Any student who prefers not to participate in a study segment of the DMSB Marketing Insights panel may fulfill the requirement by opting into an alternative report assignment, which involves writing a **two-page report** of an empirical research article from the last six months from the *Journal of Marketing Research*, *Journal of Marketing*, or the *Journal of Consumer Research*. The article you select should involve an empirical investigation (including a data collection effort using experiments, surveys or other methods). Your report should highlight the article's: (a) research question, (b) topic/subject matter, (c) contribution of the work to research in marketing and to marketing practice over prior work that has been conducted (and referred to in the article), (d) the methods used, and (e) key findings. Please use 12-pt font and 1.5-line spacing on your report. Please submit your work as a PDF document and include your name in the document title. Reports should be emailed back to [DMSBMarketing.sona@neu.edu](mailto:DMSBMarketing.sona@neu.edu), not to your professor. Reports are due within 10 days after the close of a missed or skipped segment. Please note that there are NO extensions for these reports. Please plan your schedule accordingly.

**Please note that this option almost always takes longer than completing a few surveys.**

### Course Grade

The Marketing Research Experience will be considered as a part of your course participation grade. If a student fails to complete three segments of studies, three alternative reports, or a combination of segments and reports to complete the three credits, **your professor will account for this Marketing Research Experience deficit in the participation portion of your course grade**. The Marketing Research Experience comprises 5% of your final grade.

## 3. Simulation

You will be completing a web-based marketing simulation (SIM). Once we are ready to start the SIM, a separate project description will be available on Canvas with all of the necessary details.

- The SIM is graded based on performance, two summary reports, peer evaluation, and the final presentation.
- You will form up groups and compete against other groups in the class
- It consists of six (6) weekly submissions on the SIM website, which you will be completing as a member of your team's simulated company. In other words, there will be six required decision periods. Unfortunately, no extensions can be given to the due date of each simulation decision period.

- Part of your simulation grade will be based on your actual performance in the simulation and the rest will be your strategic analyses that will be ultimately presented in class.
- Two (2) summary reports (PPT or PDF) as well as your on-time completion of the peer evaluation form. The report write-ups should include what decisions you made and **WHY** you made them. Did the decisions have the desired effect? What could/should you have done differently? Each of these will be due on Canvas by the time indicated on the schedule.
- The final presentation will be presented as a team project in front of the class.
- **Keep in mind that your simulation grade will largely be based on peer evaluation feedback.** I will ask for both quantitative and qualitative feedback in order to make sure that everyone is contributing fairly, or if they are not to motivate poor contributors and reward exceptional contributors.

Details of the SIM are elaborated below:

### **Weekly Decisions**

The SIM is six weeks long, simulating six consecutive fiscal quarters, plus a "week zero" before the SIM actually starts. **For each of these six (6) weeks**, you will submit a series of decisions due before the beginning of class each Tuesday (labeled on the Course Schedule as SIM.1 - SIM.6). SIM.1 - SIM.6 will be submitted through the *Marketplace Simulations* website. Each quarter's results cannot be processed until all teams submit, so make sure you meet these deadlines. As such, **no extensions will be allowed**, and late submissions will be penalized 50% for the whole team (see the Late Submission Policy for more info).

1/3 of the SIM grade (10% of your overall grade) will depend on these decisions. **The grade for these SIM decisions will almost always be determined simply by whether or not you submit on time.** The exception to this rule is that SIM.2 and SIM.5 require you to also complete one or two microsimulations (see below). Your performance on the SIM will only impact your grade if I can determine (using the many metrics which the SIM provides to me) that you or your team are not investing sufficient effort or attention into your decisions. Note that I will not penalize you for making bad or financially unsuccessful decisions, *however*, I will look more closely at teams who are doing poorly for evidence of insufficient effort.

Your first task, once your SIM team has been assigned, is to coordinate with your team to **schedule a weekly time to meet remotely with your team.** You are free to schedule these whenever and using whatever technology you wish, but in general you should plan to set aside **at least one hour per week** for these meetings. I recommend using part of your first meeting to have a conversation with your new teammates and to get to know them a bit.

***SIM.1 - SIM.6***

Once you begin the SIM, it will be your job as a team to assign roles and to share responsibility for making the company as successful as possible. During your meetings, you will discuss the past performance of the company, and decide on strategies and courses of action. Final decisions should reflect the team's consensus and should be strategically sound (e.g., a high price would usually support product features and quality, for instance). You should plan to either submit quarterly decisions as part of a team meeting or assign the role of submitting to a team member (or you can rotate this responsibility across the team each week). These meetings are also ideal times to work on your summary report submissions.

**Note that each of these weekly meetings will require you to complete individual prep work in addition to working with your team!**

- Just as in the real world, you are expected to begin every meeting having done your background work: all team members will have access to the team's SIM information so that you can individually analyze each quarter's feedback. Every quarter, **you should evaluate the information on your own** before the team meets to decide on decisions for the quarter.
- Quarters 2 and 5 include side activities called **microsimulations** designed to help you learn and practice concepts that you will be applying in the SIM. You are expected to complete these activities as part of your preparation for your team meetings. Thus, for SIM.2 you are required to complete the *Product Design* and *Pricing Fundamentals* microsimulations, and for SIM.5 you are required to complete the *Profitability Analysis* microsimulation. All microsimulations should only take about 5 minutes, but you are required to repeat them if your score is less than 90%.
- **Always join your meetings prepared to recommend and defend a course of action.**

**Two Summary Reports**

As a team, you will create and submit two (2) summary reports about your decision-making during the SIM. These will be due at the end of quarter 3 and quarter 6. These summaries should be submitted in the format of slide decks (PowerPoint, or PDF) on Canvas.

1/3 of the SIM grade (10% of your overall grade) will depend on the summaries. Scores for each submission will be out of 100-points and will be determined based on the grading rubrics posted on Canvas. Additionally, note that **while these are team submissions, individual team members may receive different grades based on contribution and peer evaluations.** Peer evaluation forms for the project will be collected after the final presentation.

### *Content*

You can think of these summaries as **reports to management** on the current status of the company. By reading your summary reports, I should be able to tell...

- what 4P strategic decisions your company made over the previous three quarters, and why
- how those decisions turned out, and whether the market behaved as you expected
- what could/should you have done differently? Where do you need to focus going forward?

Note that I must see you **integrating course concepts** into your discussion and analysis of your company. **Do not simply give me the SIM's numbers and metrics without any analysis.** You can use your company's scorecard to help inform your discussion about what you need to focus on or what went well, but I do not want these metrics to be front-and-center in your reports. Instead, try to **describe or categorize your strategies and tactics using concepts and terminology we've used in class.**

Tip: Because you will be doing individual research before your team meetings, you are encouraged to take notes that will not only help your team make their decisions, but also can be used to help write up these summaries.

### *Format*

The summary reports should be submitted as PowerPoint/PDF slide decks, and should be **no longer than 20 slides** (excluding any title page or appendix). Student names, IDs and group number should be included in the title page or the first page. The content should be well organized, should contain enough information that someone can read through and understand everything they need to know without you walking them through it, and should be clean and clear (i.e., not too cluttered or wordy and making use of figures or graphs where appropriate).

Note that while I want them to look "professional" in terms of how they convey information, I do not want you to spend too much of your precious time trying to make them look "fancy".

### **Final Presentation**

As a team, you will create a **15-minute presentation** for the class about your experience with the SIM. 1/3 of the SIM grade (10% of your overall grade) will be based on this presentation. The presentation slides submission is due to me before the first team presents (either via email, or Canvas).

You will be expected to grade the performance of the other teams and provide feedback in the class, and ultimately to vote for which presentation you thought was "most creative." The winning team of this vote will receive extra credit!

Your final presentations will be graded out of 100 points. Note that **while this is a team submission, individual team members may receive different grades based on contribution and peer evaluation feedback.**

Your grading, comments and votes on your classmates' presentations will be collected after the last presentation. The peer evaluation form is due by the end of the day on the presentation day (submit on Canvas).

### *Guidelines*

**Presentations must be no longer than 15 minutes.** There will be a 5-minute Q & A session after each presentation.

I **do not want** a play-by-play rehash of what the team did over the simulation. I want you to explain **why you made the decisions you did** and **what you learned**. You may do this however you want, with some examples including addressing when your expectations were confirmed or dashed, when and how you tried to apply course concepts (e.g., pricing strategies, promotion mix tools, etc.), and/or how you learned from your mistakes. I will also be looking for you to **demonstrate an understanding of what strategies you used** (for example, by naming them using course terminology).

**BE CREATIVE!** Strive to engage and entertain us, and remember that even if you didn't win your SIM, you should present your information in the best light. Also, don't shy away from discussing your failures or bad decisions: these are your best learning tools! You are free to consider role-playing, a musical, a rap, or some other outside-the-box form of presentation. **Remember that the class will vote on the creativity of the presentations,** and the winner gets bonus points.

Everyone on the team **must be involved** as part of the presentation. Everyone must speak unless is pre-approved an absence. All other teams must attend the presentation and grade the performance of the presenting team.

## **Course Expectations**

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It is **your** responsibility to be aware of and to follow course requirements, including any changes to this syllabus. All instructions and any changes will be announced in class and posted on Canvas.

### **Late Submissions**

Unless otherwise noted, all assignments (SIM submissions, write-ups, etc.) are **due by the beginning of class** on the specified due date indicated in the "deadlines" column on the Course

Schedule. The only exception to this is the Marketing Research Experience assignments (MRE) which have deadlines set by the Marketing Department.

**I will accept any assignment late** (except MRE reports), but note that unless you receive a deadline extension from me **before** the due date, late submissions are only eligible for up to 50% credit (which is still better than the zero you get for skipping the assignment completely).

Deadline extensions are not common, but I may grant them under certain extenuating circumstances. However, note the following:

- Requests for a deadline extension must be arranged **before the original due date**. I will not extend deadlines that have already passed. You will generally need to provide me with some form of documentation or corroboration of an emergency or extenuating circumstance to qualify for an extension.
- I do not accept Turnitin errors as a valid excuse for a late submission (unless the whole website has gone down). Turnitin will give you a confirmation when a submission is successful, so I expect you to make sure that your assignments go through. If you are unsure, email me and I can check if your submission was successful.
- I do not accept failures to translate time zone differences as valid excuses for a late submission. It is your responsibility to be aware of when assignments start and end in your time zone. All times listed on this Syllabus and Schedule are in U.S. Eastern Standard Time (i.e., Boston's time zone).

### **Assignments Grading expectations**

- A-level: Outstanding Achievement. Communicates all important points clearly, concisely, and professionally. Goes above and beyond to complete the assignment; brings information from outside sources to complement in-class materials. Impressive in all regards. Exemplar performance.
- B-level: Good Achievement. Communicates all important points, minor lack of clarity, conciseness, and/or professionalism. Performance above average.
- C-level: Satisfactory Achievement. Likely missing some important points, may contain grammar/writing issues, lack of clarity, conciseness, and/or professionalism. Average performance.
- D-level and below: Poor Achievement. Likely missing major sections and most important points, major lack of professionalism.

### **Temporary Zoom Class Option**

Temporary Zoom class option will be provided to accommodate students who cannot attend in-person classes due to illness/isolation. You can join class via Zoom if you, due to illness or contact/self-isolation, are unable to attend class in-person temporarily. You must get an approval from the professor before class, otherwise it will be considered an absence even if you show up on the Zoom.

Note: The quality of Zoom class may be impacted by the condition of the NUFlex facilities in the classroom.

## **Recording Policy**

In order to create an accessible learning experience, this class may be recorded for the benefit of all students, including those who may have difficulties accessing all synchronous materials. By participating verbally in any live session, you grant consent to be recorded for the purposes of posting the video lecture recording on Canvas for this class section only. If you have any concerns about being recorded, please discuss them with me immediately so that we can find a resolution.

## **Electronics**

Laptops are permitted for the purpose of reviewing class materials and taking notes only. It should go without saying that using your computer for non-class related activities is prohibited. Likewise, your phones are not permitted to be out during class. Inappropriate use of your electronics will reduce your participation grade. Any analog distractions (such as doing homework) are also prohibited.

## **Integrity**

Students are expected to adhere to the highest ethical standards. Honesty and integrity are key elements of good marketing, and specifically detailed in the American Marketing Association's marketing code of ethics. Northeastern University is similarly committed to the principles of intellectual honesty and integrity (see <http://www.northeastern.edu/osccr/academic-integrity-policy/>). Work assigned as **independent** will be done **solely** by each student. **Plagiarism** is the theft of ideas from others. **You must cite your sources.** If a student uses any words other than those crafted by his/her own thought process, acknowledgement **must** be given to the original author. All students will be held accountable for understanding citation guidelines. To avoid potentially severe penalties, students should go to the "Avoiding Plagiarism" link on the Northeastern Library website at <http://library.northeastern.edu/get-help/research-tutorials/avoid-plagiarism> and should learn the citation policy at <http://subjectguides.lib.neu.edu/c.php?g=336020&p=2262049>.

**All written assignments will be submitted to software designed to detect plagiarism.** If this software tells me that you have used copied material, I will review and determine if plagiarism has occurred. Any incidence of plagiarism will be reported to the Dean's Office and OSCCR for further disciplinary action, and will result in you receiving **negative points** (worse than zero!) on that assignment. More than one (1) such incidence of plagiarism or other academic misconduct will result in an **immediate F** in the course.

## **Diversity and Inclusion Statement**

**We will treat every individual with respect.** We are diverse in many ways, and this diversity is fundamental to building and maintaining an inclusive campus community. Diversity can refer to

multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus.

## **Resources and Help**

**You should always feel free to get in touch with me if you need anything.** I'm here to be a resource for you, and I can't help if I don't know something isn't going well. I encourage you to ask for help and to give me feedback on the course!

There are no TAs for this class. If you are struggling with the course **for any reason**, let me know ASAP. Additionally, academic support is available for our class through Peer Tutoring as well as through Academic Advising, the Writing Center, and the Disability Resource Center (DRC). If you require any **special accommodations**, I will need the DRC documentation **no later than Friday, Feb 4**. If you are struggling because English is not your native language, you may also contact Global Student Services.

If you require help outside of issues relating to class, Northeastern provides a wide array of support services should you need them. These include:

- Counseling services through University Health and Counseling Services (UHCS) and We Care
- Assistance or counselling about drugs, alcohol, or sexual health through the Office of Prevention and Education at Northeastern (OPEN)
- Title IX help or arbitration through Office for University Equity and Compliance
- Support for under-represented minorities through the Office of Institutional Diversity and Inclusion (OIDI)
- Help or guidance with the logistics of being at Northeastern through Housing and Residential Life, Off Campus Student Services, and Student Financial Services
- Resources or information relating to COVID-19 from UHCS
- Assistance with technology and remote learning through Northeastern Information Technology Services (ITS)

Please note that this is not an exhaustive list of available services. If you need help with something that does not seem to fit with any of the above, please contact your advisor, the DMSB Undergraduate Office, or We Care.



## Course Schedule

| Class | Date       | Topic   | Reading  | Deadlines                            |
|-------|------------|---|----------|--------------------------------------|
| 1     | Tue/Jan 18 | Course introduction   | Syllabus |                                      |
| 2     | Fri/Jan 21 | The marketing concept   | Ch 1     |                                      |
| 3     | Tue/Jan 25 | Marketing strategies  | Ch 2     | Group formation due                  |
| 4     | Fri/Jan 28 | Marketing environment   | Ch 3     |                                      |
| 5     | Tue/Feb 01 | Managing Marketing Information (market research)                              | Ch 4     |                                      |
| 6     | Fri/Feb 04 | <b>Test #1</b>  | Ch 1-4   |                                      |
| 7     | Tue/Feb 08 | Consumer Markets & Business Markets   | Ch 5     |                                      |
| 8     | Fri/Feb 11 | Segmentation, Targeting & Positioning   | Ch 6     |                                      |
| 9     | Tue/Feb 15 | Product I: The core product & branding  | Ch 7     | SIM 1 due                            |
| 10    | Fri/Feb 18 | Product II: New product & life cycle  | Ch 8     |                                      |
| 11    | Tue/Feb 22 | <b>Test #2</b>  | Ch 5-8   | SIM 2 due                            |
| 12    | Fri/Feb 25 | Pricing strategies & Price adjustments  | Ch 9     |                                      |
| 13    | Tue/Mar 01 | Place I: Marketing channels   | Ch 10    | SIM 3 due                            |
| 14    | Fri/Mar 04 | Place II: Multi-channel   | Ch 10    | SIM 3 Summary report due Sund-Mar 06 |
| 15    | Tue/Mar 08 | Advertising; simulation group discussion                                      | Ch 11    | SIM 4 due                            |
| 16    | Fri/Mar 11 | Promotion I: The promotion mix  | Ch 12    |                                      |
|       | Tue/Mar 15 | <b>Spring Break - No Class</b>  |          | SIM 5 due                            |
|       | Fri/Mar 18 | <b>Spring Break - No Class</b>  |          |                                      |
| 17    | Tue/Mar 22 | Promotion II: Personal selling & sales promotion; simulation group discussion | Ch 14    | SIM 6 due                            |
| 18    | Fri/Mar 25 | 4P recap; in-class exercises  |          |                                      |
| 19    | Tue/Mar 29 | <b>Test #3</b>  | Ch 9-12  |                                      |
| 20    | Fri/Apr 01 | Digital & social media marketing  | Ch 13    | SIM 6 Summary report due             |
| 21    | Tue/Apr 05 | International marketing   | Ch 15    |                                      |
| 22    | Fri/Apr 08 | Sustainable Marketing & Ethics  | Ch 16    |                                      |
| 23    | Tue/Apr 12 | Prep. for sim presentation  |          |                                      |
|       | Fri/Apr 15 | <b>Good Friday - No Class</b>   |          |                                      |
| 24    | Tue/Apr 19 | Simulation Presentations  |          | Presentation slides due before class |

|           |            |                          |          |   |
|-----------|------------|--------------------------|----------|---|
| <b>25</b> | Fri/Apr 22 | Simulation Presentations |          | Peer evaluation due on Canvas by the end of the day |
| <b>26</b> | Wed/May 4  | <b>Test #4</b>           | Ch 13-16 |   |

(Note: all assignments are due by 10 PM unless specifically indicated. This course schedule is subject to change. Any changes will be announced in class and/or posted on Canvas)