

# MARKETING STRATEGY (MARK 6310.03V)

FALL Module 1 (August 26 – October 14) 2020

## Instructor Information:

**Instructor Name:** Visiting Assistant Professor  
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## Course Description:

This core marketing course for MBA students is designed to 1) provide broad coverage of topics and issues around the concepts and practices of marketing management, 2) enhance your understanding and application of marketing-management tools in business through three stages of learning: information, knowledge, and critical thinking, and 3) do so by reviewing a significant amount of material, discussing it to secure knowledge, and using it to solve marketing and business problems. The course is destined to students who want to learn and apply what they learn. The course emphasizes both the **understanding** and the **application** of concepts and practices.

## Course Learning Objectives:

Upon completion of this course, you will be able to demonstrate competencies in:

- A. Explaining why marketing management is important to business, examining the fundamentals of customer behavior, and outlining the main components of a marketing plan, a comprehensive application of marketing management.
- B. Evaluating why and how markets are segmented and targeted, and why and how market positioning can be approached.
- C. Examining the firm's core market offering involving its products (goods and services) in one or more product lines, and evaluating the fundamentals and strategies used to develop and manage new products and brands.
- D. Explaining why and how to price offerings, and why and how to use distribution channels and supply chain logistics.
- E. Creating, evaluating, and managing advertising messages and integrated marketing communications including media choices and social media.
- F. Analyzing the antecedents of customer satisfaction and customer relationships in order to develop appropriate policies to attain them, evaluating available marketing research tools for effective marketing decisions, and examining available marketing strategy frameworks for competitive marketing strategy.

- G. Developing, analyzing, supporting and presenting a comprehensive marketing plan including a complete situation analysis (5 Cs), market segmentation, targeting and positioning (STP), and marketing management tools (4 Ps).

Each objective will be realized in a module (7 objectives, 7 weeks).

### **Learning Objectives for Core Curriculum Requirements**

The seven course objectives satisfy core curriculum requirements set by the College for the MBA Program, as follows:

1. Students will be able to demonstrate leadership skills in a global business environment.
2. Students will be able to show effective writing and oral skills at a level appropriate for business executives.
3. Students will have the ability to be aware of and classify ethical issues and behaviors.
4. Students will apply analytical techniques and quantitative analysis for effective decision making in various functional areas.

### **Required Textbook:**

**Title:** *Marketing Management, 5th. Edition*

**Author:** Dawn Iacobucci

**Year Published:** 2018

**Publisher:** Cengage Learning.

**ISBN:** 13:9781337271127

### **Teaching Delivery Methods:**

In order to accomplish the above, this course uses pedagogical methods emphasizing competency-based learning, pedagogical repetition, and interactive delivery. Competency-based learning involves student comprehensive development including student characteristics, traits, abilities, motivations, skills, and knowledge as the critical components of integrated learning. Thus, learning in this course is not based on memory use alone and on first exposure to the subject matter. Based on scientific principles of actual learning, it is based on several human traits, abilities, motivations and skills, as many as a graduate course can allow, and on repetition and space-out repetitions that yield long-term memories and skill development at the same time.

"Memory may not be fixed at the moment of learning, but repetition, doled out in specifically timed intervals, is the fixative. Given its potential relevance to business and education, it is high time we talked about it." (Medina, John, *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School*, 2008).

Therefore, you are asked to analyze and discuss marketing concepts and practices almost simultaneously, watch and discuss video reports on marketing hot issues, analyze and solve mini-cases illustrating exemplary marketing lessons, scrutinize the strategies of 15 leading brands, and

develop, write, and present a marketing executive plan, in addition to preparing responses to chapter questions as written assignments and testing yourself using online quizzes.

To achieve the above, the pedagogy of the course combines various methods and delivery techniques for graduate teaching. The course is fully interactive, involves intense group dynamics, uses modern pedagogical methods, and assesses learning outcomes using multi-method techniques, as follows:

1. Interaction between the instructor and the student. Deliverables: Assignments, discussions, assessments (quizzes).
2. Interaction between a student and another student individually and in groups. Deliverables: Team discussion of mini-cases, and discussion of video exercises.
3. Interaction between the student and the course core materials such as the textbook. Deliverables: Assignments, assessments, discussion of video exercises, Marketing Executive Plan.

## Assessment Methods and Grading Policy:

The course assessment is multi-method in order to secure a pedagogy that is effective and, at the same time, appealing to the graduate student. At the outset, the course is assessed using standard class evaluations for seminar courses, in addition to various evaluations that are specifically designed to measure student performance in the various course components and pedagogical methods employed, including chapter assignments, chapter quizzes, team discussion of mini-cases, class discussion of video exercises, marketing exercises using MBTN (management by the numbers) modules, and the development of a marketing executive plan that includes proposal, report and presentation.

The **chapter assignments** consist of written answers to the posted questions for each chapter. NOTE: The chapter questions in Blackboard are not the same questions at the end of each chapter in the textbook. To answer the posted questions, read the corresponding chapter in the textbook and post your responses in the ASSIGNMENT section of Blackboard. The assignment is due on the day it is scheduled (Saturday or Tuesday) by 11:00 PM. Each assignment will be graded on the basis of 10 points following the *Rubric for Assignments* for a total possible number of 170 points.

A **quiz** of multiple-choice questions will test your grasp of each chapter. Each quiz has 20 questions randomly selected from a pool of 80 to 100 questions and is graded on the basis of 10 points. Each quiz automatically opens on Wednesday and closes on Tuesday of the corresponding week. You will have 2 opportunities to try each quiz. The second one has an expiration date, Tuesday by 11:00 PM. The highest score will be recorded as part of your grade. Quizzes cannot be reopened. There will be a total of 17 quizzes for a total possible number of 170 points.

The **team discussion of 6 mini-cases** will take place with a frequency of about one per module within each TEAM DISCUSSION BOARD. Each team member will participate in the discussion of the mini-case in two ways. First, each member will post answers to the questions included in the case by 11 PM Friday. Then, all members will interact at least three times by either asking questions or posting answers to somebody else's questions during the week. The instructor will evaluate both your answers to the questions and the quality and quantity of your interactions as part of your grade. Each team discussion ends on Tuesday of the corresponding week and is graded on the basis of 20 points following the *Rubric for*

*Team discussions* for a total possible number of 120 points. Mini-cases and corresponding questions are placed at the end of the chapter in your textbook.

The **class discussion of 6 video exercises** will take place with a frequency of about one per week within the CLASS DISCUSSION BOARD. All students participate in the discussion of the video exercise in two ways. After watching the video posted, each student will, first, post answers to the questions in the video discussion by 11 PM Friday and, then, interact with peers at least three times by either asking questions or posting answers to somebody else's questions during the week (not just the last day). The instructor will evaluate both your answers to the questions and the quality and quantity of your interactions as part of your grade. Each class discussion ends on Tuesday of the corresponding week and is graded on the basis of 20 points following the *Rubric for Class Discussions* for a total possible number of 120 points. The video corresponding questions are placed above the video button in Blackboard.

The **Marketing Executive Plan project**, consisting of proposal, report and presentation, will be developed, completed, and evaluated following the *Marketing Executive Plan Guidelines* and the following allocation of points: 1) written proposal for up to 40 points; 2) written report submitted for up to 60 points; and 3) power-point presentation for up to 20 points. The Proposal includes the identification of a company or business to be evaluated in the Marketing Executive Plan. Besides the company name and brief description, the Proposal should include a complete outline of issues to be addressed as suggested and recommended in the Appendix of Chapter 17, Tables A17.1 through Table A17.4 (see textbook), that show the Marketing Framework to be followed for the entire plan. The Report includes the research you have done regarding a company's situation analysis (or 5 C's), the market analysis and strategies (or STP), the tactical plans (or 4 P's), and estimates on scheduling and expenditures. The power point presentation includes a brief summary of the report, key issues that are representative of the chosen company, and what you learned from the project (See *Marketing Executive Plan Guidelines*).

The assessment format used demonstrably stretches student intellect, incentivizes student creativity and intellectual curiosity, and develops student proficiency and fluency in written expression as well as critical thinking/analysis. In addition, the course helps students synthesize ideas, build conceptual frameworks, and develop solutions to international marketing problems.

### **Late Work Policy:**

Late submission of written assessments (assignments and plan proposal or report) will be penalized with a 20% grade deduction for each day late. Deadlines will be defined as 11:00 p.m., central U.S. time (Texas Time) of the due date. If you know you will be offline the day an assessment is due, please make sure to post it early. Anytime you feel that you might be falling behind in the course, it is best to contact me to discuss your situation. As noted, no assessments can be accepted after the final day of class.

### **Grading System:**

The course final grade will be computed as follows:

- Chapter individual assignments (17 x 10) 170 points

• Chapter individual quizzes (17 x 10)	170 points
• Mini-case Team Discussions (6 x 20)	120 points
• Video Exercise Class Discussions (6 x 20)	120 points
• Marketing Executive Plan (Proposal)	40 points
• Marketing Executive Plan (Report)	60 points
• Marketing Executive Plan (Presentation)	<u>20 points</u>
• Total	700 points
• A=630-700 points;	
• B=560–629;	
• C=490-559;	
• F=BELOW 490	

Each deliverable is explained and scheduled on a week-by-week basis below. We will use rubrics (see Blackboard) to evaluate and grade your assignments, discussions, and Marketing Executive Plan. Each grade will be posted with applicable feedback in Blackboard the following week the assignment or discussion is due. Quiz grades are automatically generated after the quiz is completed.

## Technical Skills Required:

Students must be able to effectively use computer and Internet browser software. In addition, students must be proficient in Word, Excel and Power Point software. Viruses can spell disaster. Consequently you must use a reputable anti-virus program for participation in this course. You should also consider backing up your files to avoid losing them to events like “my hard drive crashed” or “my modem doesn’t work.”

## Netiquette Guidelines:

The following ground rules will help you perform accomplished work in this course and go much more smoothly.

Netiquette is Internet etiquette, or a set of expectations that describe appropriate behaviors when interacting online. It is important to understand that you will be held to the exact same standards of students taking a face-to-face course. In fact, for 100% online courses, your online classroom behavior may be the only interaction you have with your faculty and classmates, therefore making your netiquette even more important. Remember, you only get to make a first impression once, irrespective of the course delivery method.

**Be courteous.** You only get one chance for an online first impression. Make it count. Do not say or do anything in an online classroom that you would not do in a face-to-face classroom. This includes not “YELLING” (typing in all caps), not “flaming” (attacking someone, such as insults and name-calling), and/or not dominating the discussion.

**Be a good classmate.** Remember your own role as a student. Follow your instructor's directions at all times. Be authentic and collaborative with fellow students. Be aware of cyberbullying and make every attempt to eliminate it. Appreciate the diversity and different communication styles of your peers. Remember, since this class is online, you may have classmates from all over the world.

**Be professional.** Proofread your own writing for spelling, grammar, and punctuation to prevent miscommunication. Avoid slang, sarcasm, or emotionally-charged writing, as tone can be difficult to translate online. Profanity and offensive language will not be tolerated. Do not use abbreviations (2moro, 2T, B@U) or emoticons in your online class unless your professor approves and supports such writing styles.

Week/Module	Learning Objectives	Assessments, Learning Activities, and Instructional Materials
<b>MODULE 1 (Week 1): 8/26-9/1</b>  <b>5 Cs</b>  <b>Getting Started</b> <ul style="list-style-type: none"> <li>Become familiar with <i>Blackboard Learn</i></li> <li>Explore and navigate comfortably using this platform</li> </ul> <b>Key Concepts in Marketing</b> <ul style="list-style-type: none"> <li>Review and discuss what is Marketing and why Marketing is Important</li> <li>Review and discuss who is the customer and why Marketing starts with the customer</li> </ul>	<b>OBJECTIVE 0:</b> At the conclusion of this week, as a student I will be able to become familiar with Blackboard Learn and to explore and navigate comfortably using this platform. In addition, I will have read the entire syllabus, introduced myself to other students and the instructor, and submitted my Data Sheet on time.	<ul style="list-style-type: none"> <li>Read <i>Blackboard Learn Start Here</i> resource</li> <li>Read the Syllabus.</li> <li><u>Assignment # 0:</u> Using Blackboard, introduce yourself using the Class Discussion Board and attach a completed Data Sheet as <i>Assignment # 0_ Your last name</i>. The Data Sheet form is posted in Objective # 0.</li> </ul>
	<b>OBJECTIVE 1:</b> At the conclusion of this week, as a student I will be able to demonstrate competency in explaining why marketing management is important to business.	<ul style="list-style-type: none"> <li><u>Assignment # 1:</u> Using Blackboard, post your answers to the proposed questions as <i>Assignment# 1_ Your last name</i> by 11 PM Saturday. To answer the questions, read Chapter 1 in the textbook. Each assignment is graded on the basis of 10 points following the <i>Rubric for Assignments</i>. All rubrics can be found in Blackboard (<i>Welcome</i> page and in <i>Course Tools – Rubrics</i>).</li> <li><u>Class Discussion #1:</u> Video Exercise “Southwest Airlines” (Ch. 1): After watching the video posted in Blackboard and using the class discussion board, first, post your answers to the 3 questions in this video discussion by 11 PM Friday and, then, interact with your peers at least 3 times by either asking questions or posting answers to somebody else’s questions during the week (not just the last day). The instructor will evaluate both your answers to the questions and the quality and quantity of your interactions as part of your grade. Each class discussion ends on Tuesday of the corresponding week and is graded on the basis of 20 points</li> </ul>

<p><b>Applying what is learned</b></p> <ul style="list-style-type: none"> <li>Discuss video exercises and minicases to apply what you learn</li> </ul>		<ul style="list-style-type: none"> <li>following the <i>Rubric for Class Discussions</i>. The video corresponding questions are placed above the video button.</li> </ul> <p><u>Assessment # 1</u>: Take Quiz # 1 in Blackboard. Click on Quiz 1. Each quiz has 20 questions randomly selected from a pool of 80 to 100 questions and is graded on the basis of 10 points. You are allowed to take the quiz twice before the posted deadline and keep the highest score. Each quiz automatically opens on Wednesday and closes on Tuesday of the corresponding week. Quizzes cannot be reopened. Further information about quizzes can be found in <i>Course Resources – Assessments – Test</i> (See Blackboard left panel).</p>
	<p>OBJECTIVE 2: At the conclusion of this week, as a student I will be able to demonstrate competency in examining the fundamentals of customer behavior.</p>	<ul style="list-style-type: none"> <li><u>Assignment # 2</u>: Post your answers to the provided questions as <i>Assignment # 2_Your last name</i> by 11 PM Tuesday. To answer the questions, read Chapter 2 in the textbook.</li> <li><u>Team Discussion #1: Mini-Case “How to Design an Attractive Wearable” (pp. 11-12)</u>: Using your team discussion board in Blackboard, first, post your answers to the 4 questions in this case by 11 PM Friday and, then, interact with your team members at least 3 times by either asking questions or posting answers to somebody else’s questions during the week (not just the last day). The instructor will evaluate both your answers to the questions and the quality and quantity of your interactions. Each team discussion ends on Tuesday of the corresponding week and is graded on the basis of 20 points following the <i>Rubric for Team discussions</i>. Minicases and corresponding questions are placed at the end of the chapter in your textbook.</li> </ul> <p><u>Assessment # 2</u>: Take Quiz # 2. Click on Quiz 2.</p>

<p><b>MODULE 2 (Week 2):</b> <b>9/2 –9/8</b></p> <p><b>STP</b></p> <p><b>Segmenting Markets</b></p> <ul style="list-style-type: none"> <li>Evaluate why and how markets are segmented.</li> </ul>	<p>OBJECTIVE 3: At the conclusion of this week, as a student I will be able to demonstrate competency in evaluating why and how markets are segmented.</p>	<ul style="list-style-type: none"> <li><u>Assignment # 3</u>: Post your answers to the proposed questions as <i>Assignment # 3_ Your last name</i> by 11 PM Saturday. To answer the questions, read Chapter 3 in the textbook.</li> <li><u>Class Discussion # 2: Video Exercise “Numi Organic Tea” (Ch. 5)</u>: After watching the video and using the class discussion board, first, post your answers to the 3 questions in this video discussion by 11 PM Friday and, then, interact with your peers at least 3 times by either asking questions or posting answers to somebody else’s questions during the week (not just the last day).</li> <li><u>Assessment # 3</u>: Take Quiz # 3. Click on Quiz 3.</li> </ul>
<p><b>Targeting Markets</b></p> <ul style="list-style-type: none"> <li>Evaluate why and how markets are targeted.</li> </ul> <p><b>Market Positioning</b></p> <ul style="list-style-type: none"> <li>Evaluate why and how a company, its brands and products, can be positioned in the market.</li> </ul>	<p>OBJECTIVE 4: At the conclusion of this week, as a student I will be able to demonstrate competency in evaluating why and how markets are targeted.</p>	<ul style="list-style-type: none"> <li><u>Assignment # 4</u>: Post your answers to the proposed questions as <i>Assignment # 4_ Your last name</i> by 11 PM Saturday. To answer the questions, read Chapter 4 in the textbook.</li> <li><u>Team Discussion # 2: Mini-Case “Positioning Fast Food” (pp. 7778)</u>: Using your team discussion board, first, post your answers to the 3 questions in this case by 11 PM Friday and, then, interact with your team members at least 3 times by either asking questions or posting answers to somebody else’s questions during the week (not just the last day).</li> <li><u>Assessment # 4</u>: Take Quiz # 4. Click on Quiz 4.</li> </ul>
<p><b>Applying what is learned</b></p> <ul style="list-style-type: none"> <li>Discuss video exercises and minicases to apply what you learn</li> </ul>	<p>OBJECTIVE 5: At the conclusion of this week, as a student I will be able to demonstrate competency in evaluating why and how market positioning can be approached.</p>	<ul style="list-style-type: none"> <li><u>Assignment # 5</u>: Post your answers to the proposed questions as <i>Assignment # 5_ Your last name</i> by 11 PM Tuesday. To answer the questions, read Chapter 5 in the textbook.</li> <li><u>Assessment # 5</u>: Take Quiz # 5. Click on Quiz 5.</li> </ul>



<p><b>MODULE 3 (Week 3): 9/9 –9/15</b></p> <p><b>Product Positioning</b></p>	<p>OBJECTIVE 6: At the conclusion of this week, as a student I will be able to demonstrate competency in explaining the firm's core market offering involving</p>	<ul style="list-style-type: none"> <li>• <u>Assignment # 6</u>: Post your answers to the proposed questions as <i>Assignment # 6_ Your last name</i> by 11 PM Saturday. To answer the questions, read Chapter 6 in the textbook.</li> </ul>
<p><b>Product Offerings</b></p> <ul style="list-style-type: none"> <li>• Evaluate the firm's core market offering involving its products.</li> </ul> <p><b>Brands</b></p> <ul style="list-style-type: none"> <li>• Evaluate why and how companies develop and manage brands.</li> </ul> <p><b>New Products</b></p> <ul style="list-style-type: none"> <li>• Evaluate why and how companies develop and manage new products.</li> </ul> <p><b>Applying what is learned</b></p> <ul style="list-style-type: none"> <li>• Discuss video exercises and minicases to apply what you learn</li> </ul>	<p>its products (goods and services) in one or more product lines.</p>	<ul style="list-style-type: none"> <li>• <u>Class Discussion # 3: Video Exercise "Method" (Ch. 7)</u>: After watching the video and using the class discussion board, first, post your answers to the 3 questions in this video discussion by 11 PM Friday and, then, interact with your peers at least 3 times by either asking questions or posting answers to somebody else's questions during the week (not just the last day).</li> <li>• <u>Assessment # 6</u>: Take Quiz # 6. Click on Quiz 6.</li> </ul>
	<p>OBJECTIVE 7: At the conclusion of this week, as a student I will be able to demonstrate competency in evaluating the fundamentals and strategies used to develop and manage brands.</p>	<ul style="list-style-type: none"> <li>• <u>Assignment # 7</u>: Post your answers to the proposed questions as <i>Assignment # 7_ Your last name</i> by 11 PM Saturday. To answer the questions, read Chapter 7 in the textbook.</li> <li>• <u>Team Discussion # 3: Mini-Case "6 MD" (p. 108)</u>: Using your team discussion board, first, post your answers to the 4 questions in this case by 11 PM Friday and, then, interact with your team members at least 3 times by either asking questions or posting answers to somebody else's questions during the week (not just the last day).</li> <li>• <u>Assessment # 7</u>: Take Quiz # 7. Click on Quiz 7.</li> </ul>
	<p>OBJECTIVE 8: At the conclusion of this week, as a student I will be able to demonstrate competency in evaluating the fundamentals and strategies used to develop and manage new products.</p>	<ul style="list-style-type: none"> <li>• <u>Assignment # 8</u>: Post your answers to the proposed questions as <i>Assignment # 8_ Your last name</i> by 11 PM Tuesday. To answer the questions, read Chapter 8 in the textbook.</li> <li>• <u>Assessment # 8</u>: Take Quiz # 8. Click on Quiz 8.</li> </ul>

<p><b>MODULE 4 (Week 4):</b> <b>9/16 –9/22</b></p> <p><b>Positioning via Price and Place</b></p> <p><b>Price</b></p>	<p>OBJECTIVE 9: At the conclusion of this week, as a student I will be able to demonstrate competency in explaining why and how-to price offerings.</p>	<ul style="list-style-type: none"> <li>• <u>Assignment # 9</u>: Post your answers to the proposed questions as <i>Assignment # 9_ Your last name</i> by 11 PM Saturday. To answer the questions, read Chapter 9 in the textbook.</li> <li>• <u>Team Discussion # 4: Mini-Case “Personal Brand Management” (p. 160)</u>: Using your team discussion board, first, post your answers to the 3 questions in this case by 11 PM Friday and, then, interact with your team members at least 3 times by either asking questions or</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluate why and how companies price offerings.</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>• Evaluate why and how companies use distribution channels and supply chain logistics.</li> </ul> <p><b>Applying what is learned</b></p> <ul style="list-style-type: none"> <li>• Discuss video exercises and</li> </ul>	<p>OBJECTIVE 10: At the conclusion of this week, as a student I will be able to demonstrate competency in explaining why and how to use distribution channels and supply chain logistics.</p>	<p>posting answers to somebody else’s questions during the week (not just the last day).</p> <p><u>Assessment # 9</u>: Take Quiz # 9. Click on Quiz 9.</p> <ul style="list-style-type: none"> <li>•</li> <li>• <u>Assignment # 10</u>: Post your answers to the proposed questions as <i>Assignment # 10</i> by 11 PM Saturday. To answer the questions, read Chapter 10 in the textbook.</li> <li>• <u>Class Discussion # 4: Video Exercise “Taza Chocolate” (Ch. 10)</u>: After watching the video and using the class discussion board, first, post your answers to the 3 questions in this video discussion by 11 PM Friday and, then, interact with your peers at least 3 times by either asking questions or posting answers to somebody else’s questions during the week (not just the last day).</li> <li>• <u>Assessment # 10</u>: Take Quiz # 10. Click on Quiz 10.</li> </ul>

<p>minicases to apply what you learn</p> <ul style="list-style-type: none"> <li>• Apply what you learn in a proposal for a Marketing Plan</li> </ul>	<p><b>IMPORTANT NOTE:</b> Please, use Chapter 17 to develop your proposal. Chapter 17 is located at the end of the textbook and offers full application of the Marketing Plan. The proposal, however, has to be developed at this point of the semester for this project to be feasible and successful. The student will use Chapter 17 resources fully in order to get acquainted with the necessary components of the plan and the challenges of developing such a proposal. Watch <u>Video Exercise “White Rock”</u> and read <u>Mini-Case “Jeeves”</u> in Chapter 17 (p. 307) for important hints.</p>	<ul style="list-style-type: none"> <li>• <u>Marketing Executive Plan Proposal (Due Tuesday):</u> <ul style="list-style-type: none"> <li>○ Read the <i>Marketing Executive Plan Guidelines</i> posted.</li> <li>○ Develop, write and post a Marketing Executive Plan Proposal as an <i>Assignment</i>.</li> <li>○ The instructor will evaluate your proposal following the <i>Marketing Executive Plan Guidelines</i>.</li> </ul> </li> </ul>
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<p><b>MODULE 5 (Week 5):</b> <b>9/23 – 9/29</b></p> <p><b>Positioning via Promotion</b></p> <p><b>Advertising and Communication</b></p> <ul style="list-style-type: none"> <li>• Create, evaluate, and manage advertising messages.</li> </ul>	<p><b>OBJECTIVE 11:</b> At the conclusion of this week, as a student I will be able to demonstrate competency in creating, evaluating, and managing advertising messages.</p>	<ul style="list-style-type: none"> <li>• <u>Assignment # 11:</u> Post your answers to the proposed questions as <i>Assignment # 11</i> by 11 PM Saturday. To answer the questions, read Chapter 11 in the textbook.</li> <li>• <u>Team Discussion # 5: Mini-Case “Celeb-Relief” (pp. 203-204):</u> Using your team discussion board, first, post your answers to the 5 questions in this case by 11 PM Friday and, then, interact with your team members at least 3 times by either asking questions or posting answers to somebody else’s questions during the week (not just the last day).</li> <li>• <u>Assessment # 11:</u> Take Quiz # 11. Click on Quiz 11.</li> </ul>
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<p><b>IMC</b></p> <ul style="list-style-type: none"> <li>• Create, evaluate, and manage integrated marketing communications including media choices.</li> </ul> <p><b>Social Media</b></p> <ul style="list-style-type: none"> <li>• Create, evaluate, and manage social media.</li> </ul> <p><b>Applying what is learned</b></p> <ul style="list-style-type: none"> <li>• Discuss video exercises and minicases to apply what you learn.</li> </ul>	<p>OBJECTIVE 12: At the conclusion of this week, as a student I will be able to demonstrate competency in creating, evaluating, and managing integrated marketing communications including media choices.</p> <p>OBJECTIVE 13: At the conclusion of this week, as a student I will be able to demonstrate competency in creating, evaluating, and managing social media.</p>	<ul style="list-style-type: none"> <li>• <u>Assignment # 12</u>: Post your answers to the proposed questions as <i>Assignment # 12</i> by 11 PM Saturday. To answer the questions, read Chapter 12 in the textbook.</li> <li>• <u>Assessment # 12</u>: Take Quiz # 12. Click on Quiz 12.</li> </ul> <ul style="list-style-type: none"> <li>• <u>Assignment # 13</u>: Post your answers to the proposed questions as <i>Assignment # 13</i> by 11 PM Tuesday. To answer the questions, read Chapter 13 in the textbook.</li> <li>• <u>Class Discussion # 5: Video Exercise “Ogden Publications” (Ch. 11)</u>: After watching the video and using the class discussion board, first, post your answers to the 3 questions in this video discussion by 11 PM Friday and, then, interact with your peers at least 3 times by either asking questions or posting answers to somebody else’s questions during the week (not just the last day).</li> <li>• <u>Assessment # 13</u>: Take Quiz # 13. Click on Quiz 13.</li> </ul>
<p><b>MODULE 6 (Week 6): 9/30 – 10/6</b></p> <p><b>Assessment Through the Customer Lens</b></p> <p><b>Customer Relationships</b></p> <ul style="list-style-type: none"> <li>• Analyze the antecedents of customer satisfaction and customer relationships.</li> </ul>	<p>OBJECTIVE 14: At the conclusion of this week, as a student I will be able to demonstrate competency in analyzing the antecedents of customer satisfaction and customer relationships in order to develop appropriate policies to attain them.</p>	<ul style="list-style-type: none"> <li>• <u>Assignment # 14</u>: Post your answers to the proposed questions as <i>Assignment # 14</i> by 11 PM Saturday. To answer the questions, read Chapter 14 in the textbook.</li> <li>• <u>Team Discussion # 6: Mini-Case “How to Design an Attractive Wearable Redux” (p. 274)</u>: Using your team discussion board, first, post your answers to the 4 questions in this case by 11 PM Friday and, then, interact with your team members at least 3 times by either asking questions or posting answers to somebody else’s questions during the week (not just the last day).</li> <li>• <u>Assessment # 14</u>: Take Quiz # 14. Click on Quiz 14.</li> </ul>

<p><b>Marketing Research</b></p> <ul style="list-style-type: none"> <li>Evaluate available marketing research tools for effective marketing decisions.</li> </ul> <p><b>Marketing Strategy</b></p> <ul style="list-style-type: none"> <li>Examine available marketing strategy frameworks for competitive marketing strategy.</li> </ul> <p><b>Applying what is learned</b></p> <ul style="list-style-type: none"> <li>Discuss video exercises and minicases to apply what you learn.</li> </ul>	<p>OBJECTIVE 15: At the conclusion of this week, as a student I will be able to demonstrate competency in evaluating available marketing research tools for effective marketing decisions.</p>	<ul style="list-style-type: none"> <li><u>Assignment # 15</u>: Post your answers to the proposed questions as <i>Assignment # 15</i> by 11 PM Saturday. To answer the questions, read Chapter 15 in the textbook.</li> <li><u>Assessment # 15</u>: Take Quiz # 15. Click on Quiz 15.</li> </ul>
	<p>OBJECTIVE 16: At the conclusion of this week, as a student I will be able to demonstrate competency in examining available marketing strategy frameworks for competitive marketing strategy.</p>	<ul style="list-style-type: none"> <li><u>Assignment # 16</u>: Post your answers to the proposed questions as <i>Assignment # 16</i> by 11 PM Tuesday. To answer the questions, read Chapter 16 in the textbook.</li> <li><u>Class Discussion # 6: Video Exercise “Blue Dot” (Ch. 16)</u>: After watching the video and using the class discussion board, first, post your answers to the 3 questions in this video discussion by 11 PM Friday and, then, interact with your peers at least 3 times by either asking questions or posting answers to somebody else’s questions during the week (not just the last day).</li> <li><u>Assessment # 16</u>: Take Quiz # 16. Click on Quiz 16.</li> </ul>
<p><b>MODULE 7 (Week 7): 10/7 – 10/14</b></p> <p><b>Marketing Plan Getting Done</b></p>	<p>OBJECTIVE 17: At the conclusion of this week, as a student I will be able to demonstrate competency in outlining the main components of a marketing plan, a comprehensive application of marketing management.</p>	<ul style="list-style-type: none"> <li><u>Assignment # 17</u>: Post your answers to the proposed questions as <i>Assignment # 17_ You last name</i> by 11 PM Saturday. To answer the questions, read Chapter 17 in the textbook.</li> <li><u>Assessment # 17</u>: Take Quiz # 17. Click on Quiz 17.</li> </ul>

<ul style="list-style-type: none"><li>• Complete and deliver a Marketing Plan Report</li><li>• Present your Marketing Plan to the class and the instructor</li></ul>	OBJECTIVE 18: At the conclusion of this week, as a student I will be able to demonstrate competency in analyzing and supporting a comprehensive marketing plan including a complete situation analysis (5 Cs), market segmentation, targeting and positioning (STP), and marketing management tools (4 Ps) (Report).	<ul style="list-style-type: none"><li>• <u>Marketing Executive Plan Report (Due 10/13/20):</u><ul style="list-style-type: none"><li>○ Read the Marketing Executive Plan Guidelines posted – <i>MP Guidelines</i></li><li>○ Complete, write and post a Marketing Executive Plan Report as an <i>Assignment</i>.</li><li>○ The instructor will evaluate your report following the <i>Marketing Executive Plan Guidelines</i> (posted in Blackboard).</li></ul></li></ul>																				
	OBJECTIVE 19: At the conclusion of this week, as a student I will be able to demonstrate competency in presenting a comprehensive marketing plan including a complete situation analysis (5 Cs), market segmentation, targeting and positioning (STP), and marketing management tools (4 Ps) (Presentation).	<ul style="list-style-type: none"><li>• <u>Marketing Executive Plan Presentation (Due 10/13/20):</u><ul style="list-style-type: none"><li>○ Read the <i>Marketing Executive Plan Guidelines</i> posted.</li><li>○ Prepare a Power Point presentation of your Marketing Executive Plan and post it as an <i>Assignment</i>.</li><li>○ The instructor evaluates your presentation following the <i>Marketing Executive Plan Guidelines</i>.</li></ul></li></ul>																				
	OBJECTIVE 20: At the conclusion of this week, as a student I will be able to round up a passing grade after accomplishing the previous 19 objectives of the course.	<p>Your final grade will be computed as follows:</p> <table><tr><td>• Chapter individual assignments (17 x 10)</td><td>170 points</td></tr><tr><td>• Chapter individual quizzes (17 x 10)</td><td>170 points</td></tr><tr><td>• Mini-case Team Discussions (6 x 20)</td><td>120 points</td></tr><tr><td>• Video Exercise Class Discussions (6 x 20)</td><td>120 points</td></tr><tr><td>• Marketing Executive Plan (Proposal)</td><td>40 points</td></tr><tr><td>• Marketing Executive Plan (Report)</td><td>60 points</td></tr><tr><td>• Marketing Executive Plan (Presentation)</td><td><u>20 points</u></td></tr><tr><td>• Total</td><td>700 points</td></tr></table> <table><tr><td>• A=630-700 points (90% and above).</td><td>B=560–629 (80 – 89.9%)</td></tr><tr><td>• C=490-559 (70 – 79.9%).</td><td>F==BELOW 490 (below 70%)</td></tr></table>	• Chapter individual assignments (17 x 10)	170 points	• Chapter individual quizzes (17 x 10)	170 points	• Mini-case Team Discussions (6 x 20)	120 points	• Video Exercise Class Discussions (6 x 20)	120 points	• Marketing Executive Plan (Proposal)	40 points	• Marketing Executive Plan (Report)	60 points	• Marketing Executive Plan (Presentation)	<u>20 points</u>	• Total	700 points	• A=630-700 points (90% and above).	B=560–629 (80 – 89.9%)	• C=490-559 (70 – 79.9%).	F==BELOW 490 (below 70%)
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**UTRGV's Student Services and Resources:**

UTRGV and COLTT offer a variety of student services and resources that can help you succeed as learner. For specific problems in any of the areas below or for further information go to the corresponding sidebar or link for assistance:

- *UTRGV Resources* will help find UTRGV services that are available to students. CLICK ON SIDEBAR of course.
- *COLTT Help Desk: Center for Online Learning Teaching and Technology.* There are experts on all tools used in BB Learn available to help.
  - Location: Education Building Room 2.202
  - Phone: 956-665-2979.
  - Submit a Helprequest: <http://coltt.utrgv.edu/helpme>

## UTRGV Institutional Policies:

### **STUDENTS WITH DISABILITIES:**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact **Student Accessibility Services (SAS)** as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who experience a broken bone, severe injury, or undergo surgery during the semester are eligible for temporary services.

### **Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

### **Student Accessibility Services:**

**Brownsville Campus:** Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at [ability@utrgv.edu](mailto:ability@utrgv.edu).

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 6657005 or via email at [ability@utrgv.edu](mailto:ability@utrgv.edu).

### **SCHOLASTIC DISHONESTY:**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to Student Rights and Responsibilities.

**SEXUAL MISCONDUCT and MANDATORY REPORTING:**

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity ([oiie@utrgv.edu](mailto:oiie@utrgv.edu)) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or [OVAVP@utrgv.edu](mailto:OVAVP@utrgv.edu).

**MANDATORY COURSE EVALUATION PERIOD:**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

**COURSE DROPS:**

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**STUDENT SERVICES:**

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email ([ucentral@utrgv.edu](mailto:ucentral@utrgv.edu)) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

Center Name	Brownsville Campus	Edinburg Campus
<b>Advising Center</b> <a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a>	BMAIN 1.400 (956) 665-7120	ESWKH 101 (956) 665-7120



<b>Career Center</b> <a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a>	BCRTZ 129 (956) 882-5627	ESSBL 2.101 (956) 665-2243
<b>Counseling Center</b> <a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a>	EUCTR 109 (956) 665-2574	BSTUN 2.10 (956) 882-3897
<b>Learning Center</b> <a href="mailto:LearningCenter@utrgv.edu">LearningCenter@utrgv.edu</a>	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585
<b>Writing Center</b> <a href="mailto:WC@utrgv.edu">WC@utrgv.edu</a>	BUBLB 3.206 (956) 882-7065	ESTAC 3.119 (956) 665-2538