COLLEGE OF CHARLESTON
SCHOOL OF BUSINESS
MKTG 302 - MARKETING CONCEPTS
FALL 2019 - T 5:30-8:15 p.m.
RSS 102

Professor: Jessica Munday, MHA
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IMPORTANT NOTE: If using my College of Charleston email, please double check before you hit send. There is another Jessica Munday in the email system. Please make sure you are using the email listed above or your email will not be received by me, causing a delay in turning in assignments, instructions and/or professor-student communications.

Textbook & Reading Material

- Marketing-related articles/reports from sources such as BusinessWeek and WSJ

Course Prerequisites
Junior standing; ECON 201 and ECON 202.

Course Description & Objectives

This course develops an understanding of establishing and implementing marketing strategies in the marketplace. Areas of study include consumer behavior, marketing research, ethical marketing practices, products/services, branding and packaging, channels of distribution, and pricing and promotions in public and private sectors.

The objectives of this course are:
1. To gain factual knowledge (terminology, methods, trends and concepts) of the marketing discipline.
2. To understand fundamental marketing principles and theories as they apply to marketing.
3. To begin to develop professional skills and competencies in marketing that include
   a. an understanding of the types of decisions that must be made in planning the marketing mix;
   b. an understanding of the steps involved in the market segmentation process.
4. To become aware of some of the types of ethical and social responsibility issues firms face that relate to marketing decisions.

Instructional Strategies

The instructional strategy of this course is to integrate theory with a real-world application that will be accomplished through a combination of components, each of which adds to the
learning experience. The course will include the following teaching methods:

- On-campus presentations that will introduce marketing topics
- Course readings that support class meetings and discussions
- Video showings that complement class topics and discussions
- Real-world news readings that support class discussions and journal projects
- Individual journals showcasing real-world examples of marketing
- Group assignment to develop a marketing plan as a team
- Group presentation of real-world marketing news and/or academic study

Classroom instruction will be comprised primarily of presentations providing an overview of marketing, group exercises, class readings, discussion, and participation. You are expected to read assignments prior to the class meeting for which they are assigned and contribute real-world examples for class discussion. The value of classroom discussion will be heavily influenced by the preparation and performance of each of us. Everyone is expected to contribute.

Assignments/Requirements

Article readings (INDIVIDUAL):
It is expected that students read the assigned readings when expected. Reading assignments are the foundation for discussion and class participation. Not reading the articles provided will hinder students’ ability to actively and knowledgeably contribute to the class.

Marketing journal (INDIVIDUAL):
Students will be expected to keep a journal of real-world marketing examples. Each week, you will be responsible for identifying a real-world marketing example and journal about your findings. Examples can be billboards, social media ads, guerilla marketing, transit marketing, print ads, etc. Journal entries should be kept in a PowerPoint template or Google Slides and submitted at the end of the semester for a final grade. One student will be expected to present his/her journal entry to the class each week. Participation in this area is worth 10 percent of your semester grade.

Each journal entry should include the following information:

- Name of organization = such as Coca-Cola
- Type of medium = Snapchat
- Target market = Millennials, Baby Boomers, Teenagers, Etc.
- Description = This example of marketing was published on XYZ. Its purpose seems to be to encourage the use of product ABC. This example is <serious, humorous, political, etc.>. This example links to a website with a call to action to do ______.
- Personal thoughts on the example

Please include an image or link to complement your journal entry.
Marketing plan (GROUP):
Each student will be part of a team for the semester. You will work with this team on the news/study assignment (see below) and will be expected to write a marketing plan due at the end of the semester. Teams will be formed in the first week of class. The first order of business for each group will be to organize themselves, choose group roles and leadership, and select a topic for their plan. Business options will be provided by the instructor for each group to select. Teams will be able to submit a draft plan for instructor review/feedback three weeks prior to the final due date. This is not required but encouraged in order to help achieve a higher grade. This project is worth 20 percent of your grade.

News or academic study presentation (GROUP):
Marketing is a dynamic field, constantly evolving. Each group will be required to select a current topic related to marketing and present an overview to the class. The presentation will be 20-30 minutes in a public speaking format in front of the class. Grades will be determined based on the following presentation rubric.

The following rubric will be used to score your group presentation.

30 total points:
Subject knowledge - 5
Relevance - 5
Peer review - 5
Visual aids - 5
Presentation - 5
Overall impression - 5
TOTAL: 30

Scale:
1= Not Good
2= Average
3= Good
4= Very Good
5= Excellent

Writing and Presentation Support
For written papers or presentations, assistance is offered in the College Skills Writing Lab and Speaking/Presentation Lab located in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

Method of Evaluation for Final Grade
Mid-term exam - 20%
Group marketing plan - 20%
Group presentation project - 20%
Attendance/participation - 10%
Journal - 10%
Final exam - 20%
Grading Scale:
100-94 (A)
93-90 (A-)
89-87 (B+)
86-83 (B)
82-80 (B-)
79-77 (C+)
76-73 (C)
72-70 (C-)
69-67 (D+)
66-63 (D)
60-62 (D-)
Below 60 (F)

School of Business Learning Goals

1. Communication Skills: students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. Assignments, classroom discussions, and the group project support the achievement of this goal.

2. Quantitative Fluency: students will demonstrate competency in logical reasoning and data analysis skills. Classroom discussions, completion of certifications and group projects support the achievement of this goal.

3. Global and Civic Responsibility: students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in address these issues. A focus on the global political, economic, social, technological, environmental and legal aspects of digital marketing via class discussions and the group project support the achievement of this goal.

4. Intellectual Innovation and Creativity: students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems. Class discussions, the group presentation, and project provide ample opportunities for students to demonstrate these skills and to support the achievement of this goal.

5. Synthesis: students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks. Classroom discussions, completion of certifications and group projects support the achievement of this goal.

General Policies

Academic Honesty Policy: Lying, cheating, attempted cheating, and plagiarism are violations of the Honor Code at College of Charleston that, when identified, are investigated. Each instance is examined to determine the degree of deception involved. A student found responsible for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.
Students with Disabilities: If there is a student in this class who has a documented disability and has been approved to receive accommodations through SNAP Services, please contact me about proper accommodations.

Attendance: Because class attendance is crucial for any course, students are expected to attend class. Attendance will be taken at each class. Recognized absences in which students are official representatives of the College of Charleston (such as intercollegiate academic or athletic team competition, or academic program sanctioned research presentation or artistic performance) will be excused. Excused absences will need to be approved in advance.

Regarding formal graded work (such as exams, presentations, papers), instructors will make “reasonable accommodations” when a student misses class for an event at which s/he is an official representative of the College of Charleston. Examples of reasonable accommodations might include: rescheduling an exam, altering presentation times, or flexibility in assignment submission dates. Students are required to submit documentation of their College representation related commitment from the appropriate College authority at least one week prior to the scheduled absence in order to be eligible for reasonable accommodations by the instructor.

Regardless of any accommodation granted, students are responsible for satisfying all academic objectives, requirements, and prerequisites as defined by the instructor and the College. If a student has more than the maximum allowed absences as defined in the course syllabus, the professor may assign a “WA.” Instructors are required to submit an electronic “WA” form to the Registrar on or before the last meeting day of the class. The Registrar will then send an email notification to the student. The student is responsible for keeping personal addresses and contact information current through the Office of the Registrar. All students, whether absent or not, are responsible for all information disseminated in the course.

Make-Up Work and Due Dates: Make-up work is not available to compensate for missed assignments or low grades. All assignments are due on the date stated in the class schedule and/or specified by the professor. Assignments turned in late will not be accepted.

Teaching Philosophy:

I believe that when you agree to teach that you agree to add to the greater body of knowledge – that you agree you will take your own knowledge, your own experiences, and your own beliefs and share them within your classroom in a way that will inspire, motivate and grow each and every student.

I believe that each student is unique but that when we learn together, we become a united community within the classroom. We have an opportunity to build upon our own perspectives and to develop as individuals, together. We have an opportunity to learn from one another and to inspire each other.

I believe that by sharing real-world experiences within the classroom, as a professor, you are given the chance to strengthen the profession by expanding the body of knowledge. We can
learn from mistakes, motivate from successes and inspire by sharing dreams.

I believe in creating a learning environment where we view the real world, work independently and as a team. We hold each other accountable. We embrace our differences and accept each other for who we are.