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

Course Prerequisites: ECON 200; minimum 30 credit hours completed

Learning Objectives

By the end of the term, successful students will:

1. Illustrate foundational knowledge of the marketing discipline (terminology, methods, trends, concepts, and theories).

2. Develop critical thinking and professional skills by applying:
   ○ Appropriate insights into meaningful analyses (e.g., 3Cs, SWOT, Business Portfolio, and Diversification Analyses)
   ○ Decision-making that must be made in marketing planning (e.g., STP, 4Ps marketing mix)

3. Evaluate ethical and social responsibility issues firms face that relate to marketing decisions.

Required Resources

We will use Perusall to read and annotate together the text and other content material.

As such, purchase the e-book of Marketing: The Core, 9th edition, by Kerin and Hartley, McGraw-Hill to use Perusall. This should be purchased through Perusall's website directly. (contact me if you need to purchase through the bookstore)

Reliable Laptop and Internet Access + Software & Cloudware—Microsoft Office, Google Workspace, Zoom, SF Trailhead, Adobe Reader & Flash Player
Course Outline

Because of my marketing career, my goal is to help you meet the content-related objectives and help prepare you for a career. As such, we will treat our classroom and all related work as a professional environment. We will use an experiential learning methodology in this course, including group work to emulate experiences you may find in the business world. This course is designed to be an interactive, face-to-face class. Your interaction and engagement are pivotal to the success of our classroom community. It is essential that you maintain an active presence for this class, including posting and responding on Perusall. To prepare appropriately for class exercises, prior reading and preparation are required. The schedule details due dates for the assignments, but students should review OAKS for details on the assignments. The course content is organized into 10 modules (seen below) and will be assessed with participation assignments, Perusall content annotations, 2 exams, an individual LinkedIn Assignment, and a group project.

<table>
<thead>
<tr>
<th>Module 1: Marketing Overview</th>
<th>Module 6: 4 P's - Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2: Global/Environmental</td>
<td>Module 7: 4 P's - Place</td>
</tr>
<tr>
<td>Module 3: Strategy &amp; STP</td>
<td>Module 8: 4 P's - Pricing</td>
</tr>
<tr>
<td>Module 4: Consumer Behavior</td>
<td>Module 9: 4 P's - Promotion/IMC</td>
</tr>
<tr>
<td>Module 5: Marketing Research</td>
<td>Module 10: Digital/Social Media Marketing</td>
</tr>
</tbody>
</table>

Weekly Flow: Modules open early the previous Monday at 8am. Initial Perusall questions are due the following Friday, with all posts due Monday at 11:59am. Review the schedule on OAKS for additional details on other assignments.

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.
2. Quantitative Fluency: Students will demonstrate competency in logical reasoning and data analysis skills.
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 addressing these issues.
4. Intellectual Innovation and Creativity: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems.
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.

Grading

No late assignments will be accepted. The due dates for the assignments are listed on the course schedule. This is an experiential and interactive course; therefore, engagement and class attendance are necessary for success in this class. If you need to miss any part of a class session due to an unforeseen emergency, email the instructor as soon as possible.
Scale out of 100%:

- 93 – 100% = A
- 90 – 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- 80 – 82% = B-
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- Below 60% = F

Grade Communication: Refer to the syllabus before asking about your current grade. The components of your grade (and their respective weights) are outlined above and described in greater detail in later sections. If there is a question or concern about a grade (ex: mistake in grading), I recognize the 24/7 Policy:

When receiving a grade from me, you must wait a minimum of 24 hours but a maximum of seven (7) days before approaching me about any grievances or questions about that grade. If more than 7 days have passed, the grade will remain as is. After 24 hours have passed, you may schedule a time to meet with me about your grade. Following that meeting, I reserve the right to take seven (7) days to review or revise your score. Note, this process does not guarantee a higher grade and can result in a lower grade once your work is reviewed a second time.

I will not discuss grades with parents, siblings, attorneys, high school teachers, politicians, employers, ministers, spouses, or anyone else other than you.

Final course grades will be rounded as follows: 0.5 and above will round up, while 0.49 and below will round down. There will be no exceptions to this rule. Any student asking for any other consideration relative to this rule, especially at the end of the semester, will receive a full letter grade reduction to their final grade (e.g., a “B-“ will be reduced to a “C-“). The intent of this policy is to discourage students from attempting to influence their grade in an unprofessional or unethical manner. “Grade Grubbing” in any form is unacceptable and will adversely affect a final course grade.

College is designed to be challenging and grades are earned, not given. A grade of “C” is earned by students who complete average college work. Grades in the “B” range signify work that stands above the average. Grades in the “A” range are earned by students who do exceptional work and go ABOVE and BEYOND, not solely because they “worked hard.” I expect you to put forth considerable effort to produce work that reflects your intellectual and creative capabilities.
Graded Course Assignments

See OAKS for additional detail on these assignments. No make-ups.

Group Formation
In industry, it will be important to learn how to work as a group. As such, much of the class will be structured as a marketing consulting agency. You will be randomly placed into a group the first week of class. Each group will include 4-5 members. Your groups will stay the same all semester for select Participation Assignments, Perusall Annotations, and the Group Project.

1. Perusall Social Annotations (12%; 10 modules @ 100 points each): To prepare appropriately for assignments, prior reading and preparation are required. We will use the Perusall platform for you to collaborate with your classmates while reviewing the material. For each module, you will review videos, images, and/or readings. You are required to create a minimum of 5 quality annotations. Create a minimum of 2 annotations that pose a critical question and a minimum of 2 annotations that respond to others with facts (such as definitions, explanations, data, etc.), insights (connect to another idea in the course, a personal experience, another student's comments, etc.), or images (maps, infographic, charts, etc.). Initial questions should be posted by Fridays to give enough time for classmates to respond. Weekly module annotations are graded 11:59 am Mondays based on the corresponding dates noted in the schedule. For Week 1, we will do a practice annotation in class on the Syllabus content, and Module 1 & 2 will have an extended deadline. - pay close attention to the schedule. (LO 1, 2, 3)

*** Reference OAKS for tips & access to Perusall

2. Participation Assignments (12%; multiple @ 2-10 points each): Individual and group assignments will focus on topics covered in the module content and will require you to communicate your understanding. These assignments offer hands-on evaluation of marketing activities. These assignments are commonly done with your group and are predominantly offered in-class with some outside of class. As such, in order to obtain full participation points, you must attend the class sessions, complete in-class assignments, and contribute meaningfully. (LO 1, 2, 3)

3. Individual LinkedIn Assignment (12%; 100 points): LinkedIn is a portal to the professional world. This social network for professionals offers a way to learn about career paths, connect with current and future colleagues and friends. I cannot speak enough to the benefit of setting this up early to be successful. This assignment will help guide you through the steps of how to reflect and develop your personal brand using LinkedIn. (LO 1, 2)

*** Reference OAKS for LinkedIn tips

4. Exams (40%; 2 @ 100 points each): There are two exams that evaluate your knowledge of marketing concepts from the content modules. Modules for each test are listed in the class schedule of this syllabus. Although the exam is open notes/book, it will be timed in a manner that you will need to study for the exam (and not rely on your notes alone). The exams will be a mixture of multiple-choice and short-answer questions. (LO 1, 2, 3)

5. Group Marketing Consulting Project (20%; 100 points): Each group will act as a consulting firm that hopes to “save” a pre-selected Board Game brand listed on Kickstarter. The group project will span the course of the semester and will allow you to apply many of the concepts learned in the class. In-class assignments are formatted in a way to assist with this project. However, it is expected that your consulting groups will coordinate schedules outside of class to complete the deliverables.
There are two main deliverables associated with this project. Additional details will be posted to OAKS specifying the expected format and content. You will submit both deliverables on OAKS and your group will “pitch” your recommendations in class. The cumulative grade for the group project will also be affected by peer evaluations from you and your group members regarding the contribution each person made to the overall project. (LO 1, 2)

6. SOB Student Research Program (SSRP) (4%; 4 @ 1 point each): Research is integral for understanding consumers and the marketplace. You will receive credit for participating in research studies. Specifically, you will complete 4 SSRP credits during the semester for this course. Typically, 1 SSRP credit means that the study lasts no more than 30 minutes. More details on how to sign up will be provided on OAKS. (LO 2, 3)

Communication Plan

In our class, we will co-create a community to build up your professional skills. I will communicate with you as a professional and expect the same behavior in all interactions toward other students and me. Remember, a professional is courteous, focused, motivated, and reliable. A professional also contributes to the community, whether that community is a classroom or workplace.

How attendance is managed: Just like any organization, this class is a community whose success is dependent on everyone's participation. Attendance is important to fully understand key course principles and benefit from participation in discussion. In-person attendance by the entire class improves the quality of discussion and activities; it helps ensure equal opportunity for all students. Therefore, students will be expected to attend class in-person unless they should be quarantined/isolated or the College changes policy on in-person classes. If you wish to have an absence excused for sickness, please contact me as soon as possible and provide documentation of a doctor's visit, consult, or Covid-19 test. Virtual and in-person health visits can be made at MUSC or CofC Student Health:

- MUSC: https://campaigns.muschealth.org/virtual-care/index.html
- CofC: https://studenthealth.cofc.edu/appointments/index.php

You will be responsible for catching up with the class and missed assignments by an agreed-upon date set with your professor.

How to communicate with your professor: Communication with your instructor can occur via multiple platforms, including email, office hours, phone, and course discussion board. A few procedures to keep in mind:

Ask Three, Then Me: I receive hundreds of emails every week, many from students asking questions that could easily be answered by reading the syllabus, asking a classmate, or doing a basic google search. Thus, before emailing me, please follow at least 3 of these steps:

1. Consult the class schedule and syllabus.
2. Check OAKS for announcements and instructions, including the Course Lounge board.
3. Post a question in the Course Lounge Discussion board
4. Conduct a Google Search (if relevant)
5. Confer with three classmates.

If you still don't know the answer to your question, then you may email me or attend office hours. Office hours will be held in-person or via Zoom, as it allows for synchronous communication. If you wish to meet me virtually, please email me and I can send you a Zoom link.

How to email professionally: Most organizations are dependent on email for internal and external communications. The way you present yourself in emails says a lot about your work ethic
and your priorities. Start practicing email etiquette now so that it will be second nature when you enter the workforce.

When corresponding with me, please:
- include MKTG 302 in the subject line and your section/class time
- include a respectful greeting (e.g., “Dear Dr. Anderson” or “Hello Professor Anderson”)
- fully sign your name
- use complete sentences
- proofread your email
- Don't use all CAPS or “shout”

Typically, I will respond to your email and the Q&A discussion board within 24 hours during the business weekdays (Monday - Friday). I stop responding to emails after 5pm.

If you do not receive a reply within 48 hours, please resend your message (unless, of course, you haven't followed the “ask three, then me” policy).

How your professor will communicate with you: The primary way I will be communicating with you is through Email, Announcements, and in the Gradebook.

- Email: I will use OAKS to communicate to the larger class via email.
- Announcements: This is the first page you see when you enter the course. Please scroll down to see all announcements.
- Assignments: I will grade and share feedback on each activity or assignment within 1 week of the due date/time. Please view feedback from the My Grades page by choosing the text bubble next to the grade.

OAKS (3.10, for all instructional modalities): OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials, and grades for each assignment, which will be regularly posted.

Policies

Classroom Civility
My objective is to create a safe space for learning, and any successful learning experience requires mutual respect on behalf of the student and the instructor. The instructor (myself), as well as the fellow students, should not be subjected to any student's behavior that is in any way disruptive, rude, or challenging to the instructor's authority in the classroom. A student should not feel intimidated or demeaned by his/her instructor and students must remember that the instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. Discrimination, disrespect, and otherwise disruptive behavior will not be tolerated: students will be asked to leave the classroom.

Electronics Policy
Students in my class ARE permitted to use laptops and tablets in class. In fact, you will need your laptop or tablet to complete some in-class assignments. HOWEVER, using your laptop and/or tablet for activities other than course-specified activities is not accepted. It is distracting for all parties in the classroom. It will be very obvious to students sitting behind and beside you if you are checking email, surfing the web, or playing games instead of taking notes. Be considerate. Be studious. I am permitting laptops and tablets as a way of improving your learning experience. Don't blow it.

There may be times when we can engage with a phone for an in-class assignment. However, I do not recommend using a phone to capture notes or submit classwork. Use of a phone to text, check email, or posting on Insta—even to tell your friends what a fantastic time you are having in class—is not accepted in this class. Unless prompted for an educational reason,
keep it in your pocket, purse, or backpack. If you have it out, you will be asked to leave the classroom.

(N)etiquette
Netiquette is network etiquette, the do's and don'ts of online communication. To maintain a respectful and supportive environment please uphold these rules of (n)etiquette:
- Be kind and ethical.
- Be aware of how your communication may be perceived by others.
- Be forgiving.
- Respect disagreement.
- Share your knowledge.
- Cite your sources.
- Help each other.
*** Reference OAKS for more tips on expected behavior

Inclement Weather, Pandemic or Substantial Interruption of Instruction
If the class must go virtual for any reason or any period of time, we will switch to a hybrid online learning format with a combination of live zoom classes and pre-recorded lectures on OAKS. Detailed instructions for this transition will be provided by the professor.

If classes are suspended, I will communicate to you a detailed plan for a change in modality as soon as possible to ensure the continuity of learning. For this course, all students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents, where the instructor determines the student's actions are related more to misunderstanding and confusion, will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://deanofstudents.cofc.edu/honor-system/studenthandbook/.” OAKS (3.10, for all instructional modalities), including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

You Are Not Alone
The College and I offer many resources to support you in your academic journey, both in your personal life and academically. We believe mental and physical well-being are core to success in the learning environment. I hope you reach out to either myself or the contacts below to ensure you are getting the support you need. Health, financial, and mental stress may create or exacerbate

QUICK LINKS: Grading Assessments Communication Policies Resources Schedule
difficulties in your learning environment. Please check in with yourself regularly and consider letting us help you with any concerns great or small.

Technical Difficulties
If you have questions or problems related to the course, please follow the communication procedures noted above. If you have technical problems, please contact Student Computing Support or Helpdesk:

- **Student Computing Support**: 843-953-5457; studentcomputingsupport@cofc.edu; blogs.cofc.edu/scs
- **Helpdesk**: 843-953-3375; helpdesk@cofc.edu; it.cofc.edu/help/helpdesk

It's important to resolve technical problems swiftly, so do not delay getting support. Computer failure or unavailability does not constitute an excuse for not completing assignments.

Writing & Presentation
Professional writing and presentation skills are necessary for industry, and CofC has great resources to improve these skills. The College Skills Writing Lab and Speaking/Presentation Lab are 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/.

Accommodations for Students with Disabilities
The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before the accommodation is needed.

Students approved to receive accommodations are responsible for contacting me at least one week before any accommodation is needed. Please plan ahead.

Center for Student Learning
The Center for Student Learning's (CSL) academic support services provides assistance in study strategies, speaking & writing skills, and course content. Services include tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic careers and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Mental & Physical Wellbeing
At the college, we take every students' mental and physical well-being seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting “4support” to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.
Food & Housing Resources
Many CoC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off-campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to me if you are comfortable in doing so.

Inclusion
I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at CoC. The College of Charleston offers many resources for LGBTQ+ and minority students, faculty, and staff along with their allies. Resource below:

- Preferred Name and Pronoun Information
- On-Campus Gender Inclusive facilities
- Campus Resources
- College of Charleston Reporting Portals
- National Resources for Faculty & Staff
- GSEC Reports
- Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
- College of Charleston Quality Enhancement Plan (QEP)
- Articles about CoC and LGBTQ+ Issues