MGMT 302: Marketing Concepts
Spring 2022 • Section 004
Mondays @ 5:30 PM

We will use Zoom when needed due to the Pandemic. McGraw-Hill Connect for quizzes, exams, engagement activities, and case studies. Aside from exams and the final group project, all class work and assignments for the semester can be done in advance if you wish to complete course work faster.

Course + Contact Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Phone:</th>
</tr>
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<tbody>
<tr>
<td>Rosalyn Keels</td>
<td>919.771.6315</td>
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<table>
<thead>
<tr>
<th>Office:</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Via Zoom</td>
<td>by appointment only &amp; after class.</td>
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<table>
<thead>
<tr>
<th>Email:</th>
<th>Class Information:</th>
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<tbody>
<tr>
<td><a href="mailto:rrcaudle@cofc.edu">rrcaudle@cofc.edu</a></td>
<td>Marketing Concepts - MKTG 302 – 04</td>
</tr>
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</table>

Course Prerequisites:
Junior standing; ECON 201 and ECON 202.

Course Text

https://connect.mheducation.com/class/r-keels-mkt302---section-4-mondays

Note: You must purchase the book with an access code so you can register for the class in Connect, a smart learning module provided by Mcgraw-Hill. If you prefer print, you can purchase a physical copy of the book with an access code through the CofC bookstore.

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.

**Marketing Concepts Course Learning Goals + Applied Outcomes**

This course develops an understanding for 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 public and private sectors.

Learning objectives for individual students are as follows:

1. To gain conceptual knowledge (terminology and methodology) of the marketing research environment and be able to integrate insights appropriately into meaningful analyses including 3C’s, SWOT, Business Portfolio, and Diversification Analyses.
2. To develop marketing strategic planning critical thinking skills and core competencies as demonstrated by student’s development of segmentation, targeting, and positioning plan proposals based on marketing research insights.
3. To introduce students to the considerations and strategies employed in the design of the strategic plan’s marketing mix variables (Product, Price, Place, Promotion). Students will apply those theories in the development of their own strategic recommendations for exams, individual case write-ups, and a group project including proposals for product development, pricing strategy, place (distribution) and channel selection, and promotion strategies.

3. To develop critical thinking skills for big picture marketing decisions assessed using discussion board posts, individual case write-ups, short essay exams, and group projects including but not limited to:
   a. an understanding of the marketing environment and trends in global business
   b. an understanding of the marketing plan as it relates to Strategic Marketing Goals
   c. an understanding of the decisions and implications involved in developing the marketing plan based on market research
   d. an ability to apply theoretical insights to the design of marketing mix variables to effectively carry out the marketing strategic plan
   e. an understanding and appreciation of the ethics and social responsibility of focusing on consumer’s long-term welfare (The Societal Marketing Concept and Value System).
An important note: This course will be challenging, requiring active participation, intellectual curiosity, time-management, and self-motivation. If you are unprepared to work hard and contribute to the class community, this is not a course for you. If, however, you are willing to fulfill expectations, then you may look forward to lively discussions, engaging assignments, and gaining knowledge that directly applies to your everyday life.

What materials are recommended or required?

**Hardware**
- A computer with Internet access, microphone, and speakers.
  - You must have a **reliable** Internet connection. Having to rely on the public library or Starbucks, for example, will likely make it challenging to have a consistent presence inside OAKS. If you are concerned about your access to the internet, please contact me within the first week of internet concerns.
  - A webcam or built-in computer camera
    - Part of this course involves public speaking and/or face to face meetings. Thus, you will need a way to make both your screen and your face visible to the class
    - A headset will also help in providing clearer audio of your voice when engaging with others. This is highly recommended.

**Software**
- **Zoom** - Meeting software that will allow you to meet with me and your classmates. You can download with a CofC account [https://libguides.library.cofc.edu/Zoom/install](https://libguides.library.cofc.edu/Zoom/install)
  - For creating an account: [https://training.cofc.edu/documents/Signing%20In%20to%20Zoom%20for%20the%20First%20Time.pdf](https://training.cofc.edu/documents/Signing%20In%20to%20Zoom%20for%20the%20First%20Time.pdf)
  - For using Zoom: [https://blogs.cofc.edu/tlttutorials/2020/03/16/cofczoom/](https://blogs.cofc.edu/tlttutorials/2020/03/16/cofczoom/)
- **Adobe Reader** (free)
- **Adobe Flash Player** (free)
- Word processing software that allows you to save documents as PDFs (such as Microsoft Word, which you can download for free as a CofC student by clicking [here](https://www.microsoft.com/en-us/microsoft-store/p/microsoft-office-word-2019-for-windows-10/9wzd6j5k6m6s))
- **Chrome** or **Firefox** Internet browsers (I *strongly* recommend you do not use Internet Explorer)

How will this course be structured?
Students will attend live classes (on Zoom if needed due to COVID).
• I will always make time to listen to your ideas and concerns, and support your endeavors to become a more competent communicator. I will check in with you regularly to collect feedback and ideas to adapt the course as we progress.

• This course will only succeed if, together, we create an atmosphere of respect, openness, and honesty.

How should you communicate with your professor?
Communication with your instructor can occur via multiple platforms, including email, phone, zoom office hours, and the OAKS 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 these steps:

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

If you still don’t know the answer to your question, you may email me or attend office hours. Please help me maintain my sanity by following these steps!

Email
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., “Hello Professor”)
• fully sign your name
• use complete sentences
• proofread your email
• Don’t use all CAPS or “shout”

Typically, I will respond to your email within 24 hours, although my response time will be slower on weekends (24-36 hours). I stop responding to emails after 6pm

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

Zoom Office Hours and Zoom Appointments
You may also make an appointment with me for anytime! Please email with more than 24-hour notice for when you want to meet. I have a full-time job outside of teaching for CofC and may not be able to meet right away. The more advance time the better.
What do I expect from you?

I treat class like a job and I expect students to do the same. Thus, I take professionalism very seriously and I hope you will, too. A professional is courteous, focused, motivated, and reliable. A professional also contributes to the community, whether that community is a classroom or workplace. In this course, being a professional involves several elements:

**Attendance**
Just like any organization, this class is a community whose success is dependent on everyone’s participation. As mentioned above, your performance is tied to how frequently you log into the course and how actively you participate.

While I don’t like to be “Big Brother,” I do have the ability to monitor your OAKS activity. This includes number of logins, materials accessed, and time spent. I won’t be looking over your shoulder unless you give me a reason.

**Class Climate & Netiquette**
As stated on page 75 of the Student Handbook: “a college classroom requires a higher level of courtesy than many people exercise in ordinary public space. Everyone in a classroom is there for the purpose of learning, and no one should be able to deprive another person of the chance to learn. Expressions of rudeness and even carelessness degrade the high purpose of learning that should be paramount in a college classroom.” This applies equally to the online classroom. Don’t be a troll!

To maintain a respectful and supportive environment, please uphold these rules of netiquette. Netiquette is network etiquette, the do’s and don’ts of online communication.

- **Be kind and ethical.** Avoid using sexist, racist, and homophobic language in your writing and speaking; it will not be tolerated. Ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite. [I'm assuming here that you would not feel comfortable saying rude or harassing things to a person's face. . .]
- **Be aware** of how your communication may be perceived by others. For example, if you use ALL CAPITAL LETTERS, will folks feel like you are angry or shouting? Or, if you have a dry sense of humor, will your sarcasm be evident or might folks misinterpret your message?
- **Be forgiving.** We all make communication faux pas, so ask clarifying questions rather than attacking. But if you experience any questionable or outright inappropriate behavior from your colleagues, please let me know.
- **Respect disagreement.** I expect everyone in the class to respect others’ rights to speak, to listen attentively to what is said, and to use discretion and sensitivity when speaking. This does not mean you have to agree with everything said. Debate is a
valuable component of a learning community. However, I expect you to be respectful of me and of your colleagues.

• **Share your knowledge.** As Bill Nye says, “everyone you will ever meet knows something you don’t.” You are an expert in something (perhaps many things), so if that expertise becomes relevant, share your knowledge!

• **Cite your sources.** When you share opinions, it’s important to support your claims with sources. This doesn’t mean that you must have a citation for *everything* you post, but providing evidence will strengthen your arguments and will also provide additional resources for your colleagues. But whenever you are using the intellectual property of others, you must always cite your sources.

• **Help each other.** If you notice a colleague has asked a question or written about a problem, jump in and help. This is especially true in the Course Lounge discussion board.

**Late Work**
I expect you to treat this class like a job and deadlines must be met. **LATE WORK WILL NOT BE ACCEPTED.** Please don’t make things awkward by asking for an extension. If emergencies arise, and you absolutely need an extension, you must ask BEFORE the date the assignment is due. You can’t wait until the last minute and ask for an extension. If you ask last minute for an extension due to an emergency, I will ask you to send me what you have done so far to prove you haven’t procrastinated.

• If *extraordinary* circumstances arise (e.g., hospitalization), notify me as soon as possible so arrangements can be made.

• If you know you will not have access to OAKS when an assignment is due, it is your responsibility to turn in the assignment early.

**Submitting Assignments**
• All written assignments should be submitted electronically to the Drop Box in OAKS.

• They should be **saved as word documents or pdfs**

**Assignments that are emailed, left in my mailbox, or slid under my office door will not be accepted.**

• *Murphy’s Law:* “Anything that can go wrong, will go wrong.” Laptops are stolen. Hard drives crash. Your wireless connection fails. So, do not wait until the last minute to submit your assignments and SAVE OFTEN.

• Always save duplicates of your work on an external source (e.g., thumb drive, one drive, Google Drive, Dropbox.com). Every single semester, a student loses their work because of a hard drive crash or the Library computer logging off unexpectedly.

• For your protection, keep all assignments that are graded and handed back to you until final grades have been submitted at the end of the semester.

**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 using these methods:

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
Format: It is expected that all written assignments in this course be word-processed, double-spaced, 1-inch margins, closely proof-read, and saved as PDFs.

APA: Since Communication is a social science, we utilize the American Psychological Association (APA) style manual. Accurate APA documentation and formatting will be standard in this course. One resource you may find helpful is the Writing Lab at Purdue University (“the OWL”), which you can find at: http://owl.english.purdue.edu/owl/resource/560/01/

Grammatical Errors Policy: I take a tough stance on grammatical errors to encourage students to edit their work carefully.

I will stop reading your written work after five (5) grammatical, sentence structure, and/or formatting errors.

- Errors include, but are not limited to, inappropriate verb tense shifts, incorrect semi-colon use, spelling mistakes, run-on sentences, sentence fragments, missing punctuation, “text speak,” and incorrect formatting. These are mistakes no college student should make in a final draft!
- If you make five or more errors, you will be required to edit the paper and resubmit it for a one-letter grade reduction. Therefore, edit your work carefully: read your papers out loud; have someone else proofread your work; make use of the Writing Lab; request a Google Hangout with me to discuss your drafts. Remember, good writing requires rewriting.

SNAP Accommodations
- This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, 843.953.1431 or me so that such accommodation may be arranged.
• Students approved to receive accommodations are responsible for contacting me at least one week before any accommodation is needed. Please plan ahead.

**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/](http://deanofstudents.cofc.edu/honor-system/studenthandbook/)."

**OAKS** (3.10, for all instructional modalities)
OAKS will be used for communication in this course throughout the semester to provide the syllabus and other class materials.

**Inclement Weather, Pandemic or Substantial Interruption of Instruction**
If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. 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.

**You Are NOT Alone**
The College and myself 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. Covid-19 and related financial and mental stress may create or exacerbate difficulties in your learning environment. Please check in with yourself regularly and consider letting us help you for any concerns great or small.

**Center for Student Learning**
The Center for Student Learning’s (CSL) academic support services provide 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 career 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](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 CofC 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](http://studentaffairs.cofc.edu/about/salt.php)). Also, you can go to [http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php](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 Professor ABC if you are comfortable in doing so.

**Inclusion**
The College of Charleston offers many resources for LGBTQ+ and minority students, faculty, and staff along with their allies. I will not tolerate discrimination in any form.

- 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 CofC and LGBTQ+ Issues
How will I earn my 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.

- Students often expect a higher grade because they “worked hard.” This will be my response if you tell me you worked hard: “That’s fantastic! I hope you continue to work diligently. Let’s talk about strategies to make your efforts more successful.” I expect you to put forth considerable effort to produce work that reflects your intellectual and creative capabilities.

- If you are having difficulty with the class, please ask me for help. I want you to succeed, but I won’t be able to help if you ask for assistance the night before an assignment is due. Also, waiting until the end of the semester to express concern will not allow me to assist you.

- Typically, I use rubrics when I grade assignments. I will post these rubrics in OAKS so you can use them as checklists to ensure you have followed instructions.

- I also use the OAKS gradebook, but will not update it *immediately* after every assignment is returned. So you should keep track of the points you earn during the semester so you always know how you’re progressing.

- Please do not ask your parents to contact me regarding your grades. You are responsible for your grades, not your parents. Furthermore, federal legislation (FERPA) prohibits me from discussing your academic record with your family.

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**Grading Scale**

- **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**

*A note about “rounding up”:* At the end of the semester, it is possible you may be at the cusp of a higher grade. I make these decisions based upon your performance and professionalism throughout the semester. Please keep that in mind. . .

**Grade Appeals Process:** I encourage you to talk with me regarding your grades. To ensure a
productive and thoughtful conversation, please follow these procedures:

- Please wait at least 24 hours after you receive your grade before appealing. Use this time to read my feedback and develop a thoughtful appeal that details your concerns and justification. After emailing your appeal, make an appointment to talk either over the phone or via Google Hangouts.

**What assignments will I complete and Where?**

<table>
<thead>
<tr>
<th>Technology Used</th>
<th>Graded Item</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td>CONNECT</td>
<td>16 Chapter Quizzes in Connect</td>
<td>16 Points (1 point each)</td>
</tr>
<tr>
<td>OAKS Dropbox</td>
<td>Individual Case Write Up – Small Business Strategic Plan with Experiential Audit</td>
<td>14 Points</td>
</tr>
<tr>
<td>OAKS Assignments</td>
<td>1 Exam</td>
<td>40 Points</td>
</tr>
<tr>
<td>Presentations</td>
<td>Group Project + Presentation – Full Marketing Strategic Plan, Breakeven Analysis and 5 Year Forecast, Marketing Mix recommendations, IMC campaign and mock communications and advertisements, formal presentation.</td>
<td>30 Points</td>
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<tr>
<td>TOTAL POINTS POSSIBLE</td>
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<td>100 Points</td>
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**What will those assignments entail?**

**Connect Chapter Quizzes (16 Points)**

Students are expected to complete the Connect Smart Learning quiz for each chapter assigned in the book. You are required to read and complete connect quizzes for Chapters 1-4, 6-17. In total, you are assigned 16 chapters. Each student is to study the chapter and then independently complete the chapter quiz by the deadline as specified in the class schedule. Students have two attempts to complete each quiz and the higher score of these two attempts will count toward your grade. Each Chapter quiz on Connect is worth 1 Point of your final grade. No late quizzes will be accepted. Chapter quiz questions are frequently used in exam material and are a great way to ensure you keep up with material.

Note: Students need to register with the access code provided with your textbook purchase. There is a link to access the connect module in OAKS.

**Exam**

There is one exam that will evaluate your knowledge of marketing concepts. Worth 40 points (40 points in total). Chapters for each test are listed in the class schedule of this syllabus. I highly recommend studying prior chapter quizzes in preparation for the exam multiple
choice questions as well as the exam study guide for short answer questions. You will have one week to complete, must be taken at one time, and will have 3 hours to complete.

**Individual Case Write Up (14 points)**

**Small Business Strategic Plan**

The Marketing Audit is a 3 page, single-spaced individual assignment designed to engage the student in critical assessment skills in determining problems with current and existing marketing strategies, consumer engagement, brand/product/service perceptions, and product/service offerings for a restaurant. Students will be provided with videos about the business and asked to act as consultants. This assignment challenges the students to think as a marketing consultant, and to make recommendations. Students will also be asked to critique the recommendations of the official marketing consultants given in the video.

**Students must turn in the following:**

- 1-page single spaced problem identification and analysis covering issues in marketing strategy and consumer perceptions
- 1 to 1.5 page single-spaced marketing strategic plan covering a new STP strategy recommendation with positioning statement (with full clusters and justifications).
- ½ page critique and problem analysis of the show’s marketing consultants’ recommendations.

**Final Group Project + Presentation (30 points)**

Students will be assigned to OAKS-generated groups of 4 students for this group project. Each group will act as a consulting group for Hershey’s Ice Breakers and receive a formal case briefing outlining the company’s problems in launching a new Ice Breaker’s Product, “Chews”. Groups are responsible for developing a complete Marketing Strategic Plan, Breakeven Analysis and 5 Year Forecast, Marketing Mix recommendations including product development and repackaging, IMC campaign and sample advertisements. Students should use **Appendix A: Marketing Plan (52-65)** in the textbook as a template for the marketing plan. Students are expected to provide additional material and evidence beyond the template where instructed by the Instructor.

The performance of the group project will be determined by the quality of the written report and presentation. The project report must use 12-point TNR font, 1-inch margin and a minimum of 10 double-spaced pages, plus cover page, references, and/or tables. A general template/format of marketing plan can be found in **Appendix A: Marketing Plan (52-65)**. In addition to a written report of the project, there is a 10-minute presentation that aims to effectively pitch to the audience about the practicality and feasibility of the marketing plan.

**Students will turn in and present as part of the marketing plan:**

1. 3C’s Analysis, SWOT Analysis, Business Portfolio Analysis, Diversification Analysis,
2. Segmentation, Targeting, and Positioning Plan that is supported by consumer research, perceptual mapping and blue ocean identification, target market analysis, and competitor analysis.
3. Marketing Mix Plan including:
a. Product: new product name and packaging to appeal to the new target market and stand out in the new chosen competitive category
b. Place – which stores and where in the stores to sell to reach the target audience, other ideas to deliver the product to the target audience
c. Price - a new pricing strategy given current competition in the category and consumer perceptions, with a breakeven analysis and 5-year product forecast that is attractive + sustainable
d. Promotion: a new promotion strategy that includes an IMC campaign that can go global with one digital, one print, and one TV sample advertisement to attract the target audience.

You may choose to work alone and submit your final project alone up to one month before the final project is due without penalty. If you drop out of your group during the last month before the due date, you will be penalized one grade letter. Groups who have a student drop out during the last two weeks of class may email and ask for a reduction of work on the final project

<table>
<thead>
<tr>
<th>Dates</th>
<th>Live Classes</th>
<th>Topic(s)</th>
<th>Online Content</th>
<th>Assignment</th>
<th>Due This Week</th>
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<tbody>
<tr>
<td>1/24</td>
<td>Intros</td>
<td>Introduction, Syllabus, Connect</td>
<td>Who am I? Who are you?</td>
<td>Secure book &amp; Connect Code this week!</td>
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</tr>
<tr>
<td>1/31</td>
<td>Customer Relationships</td>
<td>Overview of Marketing</td>
<td>Chapter 1 &amp; 2</td>
<td>Chapter 1 &amp; 2 Connect Quiz; book secured!</td>
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<td>2/7</td>
<td>Marketing Environment /Consumer Behavior</td>
<td>Ethics to Social / Consumer Behavior</td>
<td>Chapter 3 &amp; 4</td>
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<td>Global Marketing</td>
<td>Global and Environmental Influences</td>
<td>Chapter 6</td>
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<tr>
<td>2/21</td>
<td>Marketing Research</td>
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<td>Chapter 7</td>
<td>Chapter 7 Connect Quiz completed</td>
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<tr>
<td>2/28</td>
<td>Designing for your target market</td>
<td>The 4 P’s: Product Innovation &amp; Adoption</td>
<td>Chapter 8 &amp; Chapter 9</td>
<td>Chapter 8 Connect Quiz completed</td>
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<tr>
<td>3/7</td>
<td>NO CLASS - SB</td>
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<tr>
<td>Date</td>
<td>Section</td>
<td>Topic</td>
<td>Chapter</td>
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