Welcome!

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)

We will also use Stukent's Marketing Principles Simternship™

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 to emulate experiences you may find in the business world. Although this course is completely online, we will emulate an in-class discussion format in a virtual (social) space. 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 (as you would in an in-person discussion-oriented course). Review the schedule on OAKS for details on Perusall and additional assignments.

The course content is organized into 10 modules (seen below) and will be assessed with Perusall content annotations, 2 exams, LinkedIn Assignment, and a final simulation project.

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Class Flow: The course has set deadlines, but modules will open as you complete each prior module. For example, when you complete Module 1, Module 2 will open automatically on OAKS. Note, all Perusall annotations are due on the date of the module no later than 11:59 pm. Exams and Additional Assignments are due by 11:59 pm on the dates indicated on the Schedule.

*** Reference OAKS for Welcome Video containing more detail on the course

School of Business Learning Goals (SB LGs)

This course integrates aspects the following SB LGs:

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. *Perusall discussions and Reflections will support the achievement of this goal.*

2. Quantitative Fluency: Students will demonstrate competency in logical reasoning and data analysis skills. *The exams and the Stukent Siminternship™ will 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 addressing these issues. *Perusall discussions and the exams will support the achievement of this goal.*

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.

1. Perusall Social Annotations (20%; 10 modules @ 3 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.). All module annotations are graded 11:59 pm based on the corresponding dates noted in the schedule (ex: Module 2 annotations are due 5/16/2023 at 11:59 pm). (LO 1, 2, 3)

*** Reference OAKS for video tips & access to Perusall

2. Individual LinkedIn Personal Brand Assignment (15%; 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 (and other channels). (LO 1, 2)

*** Reference OAKS for LinkedIn tips

3. Exams (40%; 2 @ 100 points each): There are two exams that evaluate your knowledge of marketing concepts from the content modules. All questions are multichoice. 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). (LO 1, 2, 3)

4. Stukent Marketing Principles Simternship™ (25%; 100 points): In marketing, you sometimes learn more when you have hands-on practice. In this simulation (or “simternship”), you will get to practice launching a new product and making all of the critical marketing decisions, including selecting a product, setting a price, creating promotions, managing ad spend, and working with distributors. The simulation will span the entire course and will allow you to apply many of the concepts learned in the course. (LO 1, 2)

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. As mentioned above, your performance is tied to 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 the number of logins, materials accessed, and time spent. I won't be looking over your shoulder unless you give me a reason.

Failure to participate in our OAKS class for three (3) business days in a row will result in a WA, which is equivalent to failing the course.
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 CoF Student Health:

- MUSC: https://campaigns.muschealth.org/virtual-care/index.html
- CoF: 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:

- Use a concise and clear subject line, including MKTG 302 in the subject line
- Include a respectful greeting and proper salutation (e.g., “Dear Dr. Anderson,” or “Hello Professor Anderson,”)
- Use correct grammar and spelling and proofread your email
  - Use complete sentences
  - Don’t use all CAPS or “shout”
  - Be respectful
- Use a formal closing (e.g., “Best regards,”; “Thank you,”) followed by your full name

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.

- **Announcements (& Email):** I will use OAKS to communicate to the larger class. This is the first page you see when you enter the course. Please scroll down to see all announcements. If you are signed up for notifications, these announcements will come through as an email, etc.
• **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 class.

**(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 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. 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 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 CoF 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 three business days 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 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). 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 CoFC. 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 Aldlestone Library Special Collections Project)
- College of Charleston Quality Enhancement Plan (QEP)
- Articles about CoFC and LGBTQ+ Issues