

Fall 9-1-2005

## BADM 360.04: Principles of Marketing

Jakki J. Mohr

*University of Montana - Missoula*, jakki.mohr@umontana.edu

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**Principles of Marketing  
Badm 360, Section 4**

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**Professor Mohr**

**Phone:** 243-2920

**Office:** GBB 306

**email:** [jakki.mohr@business.umt.edu](mailto:jakki.mohr@business.umt.edu)

**Classroom:** GBB 119

**Times:** T/R 9:40-11:00

**web site:** [www.business.umt.edu/faculty/mohr](http://www.business.umt.edu/faculty/mohr)

**Office Hours:** Tuesday 1:10-2:30 and Wednesday, 2:10-3:30, or by appointment

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**Required Text:** *Marketing: Real People, Real Choices* (2006), M. Solomon, G. Marshall, and E. Stuart, Prentice Hall, 4<sup>th</sup> edition.

**Companion Website:** [http://wps.prenhall.com/bp\\_solomon\\_marketing\\_4](http://wps.prenhall.com/bp_solomon_marketing_4). The web site includes quiz items and concept checks. The publisher also has two other useful Websites: <http://www.researchnavigator.com/> for assistance in researching projects, and

**Required Reading Packet and Notes:** Available at the UC.

**Course Content:** This course will provide an introduction to and application of marketing tools, including:

- The need to build and maintain long-term relationships with customers over time (relationship marketing)
- Strategic marketing planning and SWOT (strengths, weaknesses, opportunities, and threats) analysis
- The role of corporate social responsibility in building marketing relationships
- Collecting and understanding information (marketing research) about markets, consumers, and business customers
- Segmentation analysis, target market selection, and positioning
- The "4 P's" of marketing: product, price, "place," and promotion
- Considerations of ethical implications of marketing practices.

For many of these topic areas, there will be an accompanying reading from the popular press about current marketing applications. The overall objectives of the course are to:

- Familiarize students with a basic working knowledge of marketing in today's organizations;
- Provide hands-on practice in marketing problem solving, applying standard marketing tools;
- Develop and enhance students' ability to critically evaluate marketing problems from a variety of perspectives, including managerial/ strategic, as well as ethical/social.

**Classroom Environment/Goals:** In order to provide an enjoyable, provocative learning experience, this will be a discussion-based course. Regular attendance, active learning, and participation are expected. My hope is to foster a challenging yet supportive environment where you can flourish and learn.

The above goals are in keeping with the mission of the School of Business, which states:

"The faculty and staff of the School of Business Administration at The University of Montana-Missoula are committed to excellence in innovative experiential learning and professional growth through research and service."

**Code of Conduct:** I assume that students are familiar with the Student Conduct Code, especially as it pertains to academic misconduct (cheating, plagiarism, etc.). Please note that it is a form of academic misconduct to submit work that was previously used in another course.

**Course Requirements**

Exams (4@100)	400
Participation	50
In-class assignments	50
Written Paper	100
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Total Points	600

**Exams.** Four exams will be given, consisting of multiple choice questions.

**\* No late exams or make-ups will be given. \*\***

Exams will be returned and discussed in class. Students not in class when the exams are returned will miss any discussion related to the exam.

**Class Participation:** My evaluation of your participation emphasizes the *quality* component of your comments and your contribution to the spirit of the class (questions, comments, examples shared, etc). *Quantity* of talking is not the basis for your evaluation; rather, it is your thoughtful, meaningful class contributions which should demonstrate advance preparation for each class (i.e., by reading, analyzing, and synthesizing assigned reading materials). *Merely attending class is a necessary but not sufficient condition for earning class participation points.*

Please ask me for feedback concerning your participation at any point during the semester. If you hope to make effective changes in your participation, it is best to do so before too late in the semester.

**Extra Credit:** Students may submit by 3:30 in the afternoon one week prior to each exam up to three multiple-choice questions that I will consider using on the exam. Any material is fair game: textbook, speakers, articles, films, class discussion. If I use your question(s), you will receive extra credit in the amount equal to the multiple-choice value of those points on the exam. An added bonus: You'll likely get that exam question correct. If I use only a portion of your question, you will receive partial points. No late questions accepted. Don't put me in an awkward position by even asking—it is not fair to me or your peers.

**Written Paper Assignment.** (100 points) Each student will select a paper topic (from the list of questions passed out separately). Note that each paper topic has a different due date. I will pass a sign-up sheet in class during the second week, for each student to sign-up for a paper. Once you have signed up for a paper, you are committed to that topic/due date.

**\* \* No late papers will be accepted. \* \***

The purpose of this assignment is two-fold:

1. It gives you practice in **applying** the concepts that we are learning in class to examples which you select. Note that this assignment is *application-oriented*.
2. It hones your critical thinking skills. You are asked to *evaluate* the particular example for its appropriateness or inappropriateness, *based on concepts learned in class*. I expect your critique to be thoughtful, meaningful, and constructive.

Papers should be between 4-6 pages (typewritten, 12-point font, double-spaced); the pages should be numbered, starting page 1 with the first full page of text.

My grading of your papers will be based primarily on your ability to provide a *systematic, critical analysis of your topic, based on class concepts*. In addition (because writing clearly, concisely, and accurately with correct grammar and spelling is very important, not only for this class, but also for your future), proficient use of writing skills will be part of my assessment.

**General:** You are encouraged to discuss your work and progress with me at any time in order to discuss specific problem areas, to further clarify material, or to provide you with more concrete suggestions on how to improve your performance.

### **SUGGESTED METHOD OF STUDY**

0. First: **read** the assigned chapter before class! Use your powerpoint outlines as a guide to what I will emphasize in class.
1. Students will find it advantageous to find a study partner/group. This partner/group is more than just your back-up for notes and assignments in case you miss class (please do not ask me for copies of my notes); relying on your study group is also the best way to prepare for exams.
2. You should meet with your study group periodically to compare and go over class notes. Because class is heavily oriented towards discussion, note-taking can be more difficult than in a straight lecture format. When you find areas of discrepancy or confusion in your notes, please ask for clarification during the next class period, or come and see me during my office hours.
3. Individually, you should supplement (weekly) your lecture notes with notes from the text, as appropriate, emphasizing those areas on which we spend more time in class.
4. You should know by memory an outline for *all* class materials, and you should have your own definitions for all terms. Especially an understanding of steps involved in designing marketing strategy and the criteria by which strategies are evaluated will be helpful.

5. Practice critical thinking. In your groups, you should quiz each other about real life applications/examples of marketing issues:
- What marketing characteristics/principles are being exhibited in the example?
  - Is the company/product following prescribed marketing practice? Why or why not?
  - What should the company do differently, or what should they consider as additional, factors in future strategy?

All answers should, at a minimum, address and rely on concepts learned in class.

<b><u>Tentative Course Outline: Topic/Article</u></b>		<b><u>Chapter</u></b>
Tu Aug. 30 Th Sept. 1	Introduction: What is marketing? Relationship Marketing focus <b>Packet Reading:</b> (handed out in class, day 1)	1  <i>Missoulian</i> article on Univ. of Montana
Tu Sept. 6 Th Sept. 8	Strategic Planning The Marketing Environment/SWOT Analysis	2 <i>Time Mag.</i> Article on « Twixters »
Tu Sept. 13 Th Sept. 15	Social Responsibility Globalization	3, and <i>Missoulian</i> article On Tsunami aid <i>Business 2.0</i> article on marketing in India
Tu Sept. 20 Th Sept. 22	Exam Review <b>EXAM 1</b>	
Tu Sept. 27 Th Sept. 29	Marketing Research (Continued)	4, and <i>Forbes</i> article on “Have it Your Way”
Tu Oct. 4 Th Oct. 6	Consumer Behavior (Continued)	5 “The power of us” in <i>Bus. Week</i>
Tu Oct. 11 Th Oct. 13	Segmentation , Targeting, and CRM (Continued)	7
Tu Oct. 18 Th Oct. 20	Review <b>EXAM 2</b>	
Tu Oct. 25 Th Oct. 27	Product Strategy Product Strategy (cont)	8 9

Tu Nov. 1	Pricing	11
Th Nov. 3	Pricing and Math Examples	Math Problems in Syllabus
Tu Nov. 8	Review	Two articles on food marketing
Th Nov. 10	<b>Exam 3</b>	
Tu Nov. 15	Advertising, PR, Direct Marketing, and M-Commerce	13
Th Nov. 17	(Continued)	
Tu Nov. 22	To Be Decided	
Tu Nov. 29	Sales Promotion and Personal Selling	14, pp. 427-439
Th Dec. 1	IMC	12, and <i>Bus. Week</i> article on marketing over cell phones
Tu Dec. 6	Distribution Channels	15, and
	E-Commerce	pp. 505-513
Th Dec. 8	Wrap-Up	Costco Reading

**Final Exam for Section 4 (9:40 section): 8:10-10:00 Thursday, December 15**

**Readings List—Principles of Marketing, Fall 2005**  
**MKTG 360, Section 4**  
**Professor Jakki J. Mohr, Ph.D.**

(Readings are available in the course pack you buy at the UC Bookstore)

Thursday, September 1.

Farrell, Allison (2005), "University officials recruiting nationwide," *Missoulian*, June 19, p. B1, B5.

Thursday, September 8.

Grossman, Lev (2005), "Grow up? Not So Fast," *Time Magazine*, January 24, pp. 42-53.

Tuesday, September 13.

Cooperman, Alan (2005), "Firms Find Goodwill is Good Business," *Missoulian*, January 30, pp. D1, D8.

Thursday, September 15.

Malik, Om (2004), "The New Land of Opportunity," *Business 2.0*, (July) pp. 74-79.

Tuesday, September 27.

Well, Melanie (2005), "Have it Your Way," *Forbes.com*, February 14.

Thursday, October 6.

Hof, Robert (2005), "The Power of Us," *Business Week*, June 20, pp. 74-82.

Thursday, November 3.

Pricing Problems in the Syllabus

Tuesday, November 8.

"Food Fight: Obesity Raises Difficult Marketing Questions," (2005), from Knowledge@Wharton.

Grant, Jeremy (2005), "Self-regulation and the junk food giants," *Financial Times*, January 22/23, p. 3.

Thursday, December 1.

Baker, Stephen (2004), "A Marketer's Dream: Your Cell Phone," *Business Week*, June 22.

Tuesday, December 6.

Moriwaki, Lee (1997), "Huge Profits on Slim Margins," *Missoulian*, September 7.