

Fall 9-2015

BMKT 325.03: Principles of Marketing

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BMKT 325 – Principles of Marketing Fall 2015

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CLASS RESOURCES: Moodle
OFFICE HOURS: M/W 12:30pm – 2:00pm and by appointment
CLASS HOURS: Section 1 M/W 9:40am – 11:00am L11
Section 2 M/W 11:10am – 12:30pm L11
Section 3 M/W 2:10pm - 3:30pm 201

Reading Materials:

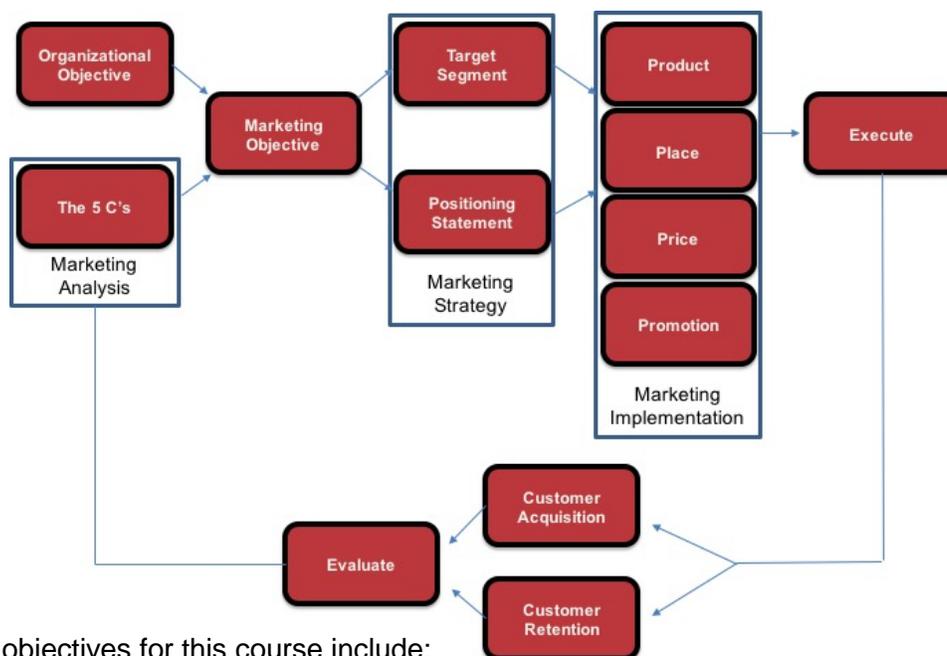
There is no required text for this class; however, there are regularly scheduled, required readings and Course Notes. A complete schedule of these readings is provided in the Course Outline. All readings and Course Notes are posted on Moodle. For reference purposes, there is an optional text:

Marketing: Real People, Real Choices (2012), M. Solomon, G. Marshall, and E. Stuart, Prentice Hall, 7th edition (available as a custom-published 3-hole punched notebook for UM students).

Power Point slides/lecture outlines and related course documents will be posted on Moodle throughout the course.

Course Philosophy & Objectives:

This course will be a semester-long development and application of a theoretical model of marketing – **The Big Picture**. Together, we will work to understand the constructs within this model, apply them to real and hypothetical business situations, and understand the model's strengths and weaknesses.



Learning objectives for this course include:

- Develop a theoretical understanding of marketing
- Develop a basic working knowledge of marketing in today's organizations
- Hands-on practice in marketing problem solving, applying modern marketing tools
- Develop ability to critically evaluate marketing problems from a variety of perspectives, including managerial/ strategic, as well as ethical/social
- Explore career objectives and planning as they relate to marketing.

Course Structure and Assignments:

The course consists of class exercises and discussions, short lectures, 2 projects, a two-phase individual writing assignment, as well as 2 quizzes. It is interactive by design, so you must be prepared to engage in each class session. Your reading assignments are intended to prepare you to make valuable contributions during class discussions.

1) The Big Picture Translation: This comprehensive team project will guide our work throughout the semester. Working in teams, you will select a firm within a designated industry and develop a demonstration of that firm's Big Picture. Your work will be documented in weekly blog posts and will culminate with a dynamic presentation in a format of your choice. Substantial in-class time will be dedicated to this project, but it is also imperative that your team communicate well and meet outside of class. This project is detailed in a separate document available on Moodle.

2) Lectures: Each lecture will focus on a construct within The Big Picture. A typical class session will consist of a 20 to 30-minute lecture/discussion, followed by project work time dedicated to work-shopping the day's topic. Each lecture follows a corresponding Course Note, which is to be read ahead of class. In addition, there are often readings from the popular press to demonstrate the topic. Remember, lectures are a complement to your readings. Without thoroughly reading the assigned Course Notes and articles, you won't be able to extract the maximum value from the lectures.

2) Two-phase Individual Writing Assignment: Details of this assignment are provided in a separate document posted to Moodle. *NOTE: Paper topics must be chosen and submitted to me via the Moodle questionnaire by 5:00 pm on Friday 9.4.*

3) Quantitative Analysis Exercise: This brief set of mathematical problems offers basic practice in the quantitative concepts fundamental to marketing. This is a team exercise. The complete assignment and answer submission sheet are available on Moodle. All answers must be submitted via the form provided on Moodle. 1 paper copy per team, turned in at the beginning on class on Monday 9.14. **I strongly recommend showing all of your work in an attached document.** This will maximize your potential for partial credit.

4) Customer Lifetime Value Exercise: This team exercise is outlined in detail in a document available on Moodle.

5) Class Participation: This course provides a safe environment to practice and improve your ability to communicate in public. Thus, your perspective and insights are crucial during lectures, and in-class exercises. To monitor the frequency of your participation, refer to the "Rule of 3."

6) Quizzes: There will be two non-cumulative quizzes given throughout the semester. Each will consist of a series of short-answer questions and administered through Moodle.

* Full credit make-up quizzes will only be provided in case of (1) University sanctioned events (verification required) or (2) extraordinary circumstances (verification required e.g., physician's note). Cheating of any kind will result in an F on the quiz (or assignment) in question.

A note on attendance: It is your responsibility to attend class regularly and arrive promptly. Missed classes or arriving late will also result in a loss of points on your participation grade. Attendance will be taken at random intervals. Attendance is the best way to prepare for the quizzes. If it's not covered in class, it won't be on the quiz.

7) Peer Evaluation: There is a lot of team oriented work in this class. You are expected to be a reliable and productive teammate and contribute your fair share to the team tasks. At the end of the semester, your teammates will each grade your performance (anonymously via online survey) and the average of these grades will constitute your Peer Evaluation score (10% of your final course grade).

8) Career Development Work: BMKT 325 is one of a few courses participating in the SoBA Career Development process. As such, several small assignments will be required throughout the semester that emphasize career development activities. These requirements and associated procedures are outlined in a separate document available on Moodle.

Grading Breakdown:

Team (50%)	Quantitative Analysis Exercise	5%
	Customer Lifetime Value Exercise	10%
	Big Picture Translation	25%
	Big Picture Blog/Documentation	10%
Individual (50%)	Quiz 1	10%
	Quiz 2	10%
	Writing Assignment, Phase 1	10%
	Writing Assignment, Phase 2	5%
	Peer Evaluation	10%
	Career Development Work	5%

This table presents the weights applied to each of the evaluation components. Each component will be graded on a 0-100 points scale. Your final grade will be based on the weighted average of all of the graded assignments.

Course grades will be assigned as follows (grades are not curved):

A	93 or more points	(93% and up)
A-	90-92.9 points	90-92.9%
B+	87-89.9 points	87-90.9%
B	83-86.9 points	83-86.9%
B-	80-82.9 points	80-82.9%
C+	77-79.9 points	77-79.9%
C	73-76.9 points	73-76.9%
C-	70-72.9 points	70-72.9%
D	60-69.9 points	60-69.9%
F	59.9 or fewer points	(<59.9%)

The Fine Print – please read this stuff!

Academic Integrity

Academic misconduct is any activity that may compromise the academic integrity of the University of Montana. Academic misconduct includes, but is not limited to, deceptive acts such as cheating and plagiarism. Please note that it is a form of academic misconduct to submit work that was previously used in another course.

The following message about academic integrity comes from the Provost's office:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, "Students at the University of Montana are expected to practice academic honesty at all times." (Section V.A., available at http://www.umt.edu/vpsa/policies/student_conduct.php). All students need to be familiar with the Student Conduct Code. It is the student's responsibility to be familiar the Student Conduct Code.

In addition, the SoBA Code of Professional Conduct can be found at:

<http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>.

Classroom Etiquette

This class will provide you an opportunity to develop skills necessary for success in the workplace. For example, **regular attendance** is required in both this class and in your future job. Respect for your classmates is also required in order to provide the best learning environment. Classroom etiquette refers to **no sidebar discussions during lecture or class discussion, no newspapers or crossword puzzles, no cellular phone use during class (this includes text messaging), no surfing the web, and no other disruptive actions** (i.e. leaving abruptly during class without prior notification – not including restroom breaks). If you are disruptive in class (talking, text messaging, etc.), you will be asked to leave class and any points awarded that day will be forfeited (attendance, participation, extra credit).

Students with Disabilities

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://www.umt.edu/disability>.

Email

According to University policy, faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, students must use their GrizMail accounts (netid@grizmail.umt.edu or fname.lname@umontana.edu). Email from non-UM accounts will likely be flagged as spam and deleted without further response. To avoid violating the Family Educational Rights and Privacy Act, confidential information (including grades and course performance) will not be discussed via phone or email.

Mission Statements and Assurance of Learning

The University of Montana's School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Learning Goal 3: SoBA graduates will be effective communicators.

Learning Goal 4: SoBA graduates will possess problem solving skills.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.

PRINCIPLES OF MARKETING — BMKT325

FALL 2015 COURSE OUTLINE

COURSE INTRODUCTION

Date	Session	Topic	Prepare	Course Note/Reading	Submit
8/31	1	Course Introduction What is Marketing? Estella Anderson visit	Course Syllabus	<i>The Big Picture Overview</i>	
9/2	2	Assignment Overview The Writing Center: Kelly Webster	Big Picture Assignment Individual Writing Assignment		DUE: 5:00 PM on 9/4, Paper Topic
9/9	3	Mission and Objectives	The 6 Ingredients That Make the Right Marketing Candidate	<i>Organizational Objective</i>	DUE: Industry Rankings

SITUATION ANALYSIS: USING THE 5 CS TO UNDERSTAND THE MARKET

Date	Session	Topic	Prepare	Course Note/Reading	Submit
9/14	4	Customer Analysis: Understanding Value	Beyond Customer Loyalty Programs	<i>The 5 Cs (Customer)</i>	DUE: Quantitative Analysis Exercise
9/16	5	Customer Analysis: Understanding Value (continued)	What You Need to Know About Segmentation	<i>The 5 Cs (Customer)</i>	
9/21	6	Customer Profile Team Exercise	Value Proposition Design (ppg. 9-25)		

Note: All readings available on Moodle

9/23	7	Company, Collaborator, Competitor, & Context Analysis: Understanding the Marketing Environment	What Clif Bar's Athlete Drop Means...	<i>The 5 Cs</i>	
9/28	8	Marketing Research	Data Mining	<i>Marketing Research</i>	

MARKETING OBJECTIVES & MARKETING STRATEGY: SMART GOALS & STP

Date	Session	Topic	Prepare	Course Note/Reading	Submit
9/30	9	Marketing Objectives/ SMART	Amazon Phone	<i>Organizational Objective (Review) Marketing Objectives</i>	
10/5	10	Marketing Strategy: Segmentation, Targeting, and Positioning		<i>Marketing Strategy</i>	
10/7	11	Marketing Strategy: More STP	Colleges With Distinct Focus		
10/12	12	Quiz 1	NOTE: Sections 1 in L26, Section 2 in 213 and Section 3 in 213		
10/14	13	Project Work Day			

Note: All readings available on Moodle

IMPLEMENTATION: THE MARKETING MIX

Date	Session	Topic	Readings	Prepare/Consider	Submit
10/19	14	Product Decisions: Designing the Offer	Publishers Attract More Mobile Readers Than Ads	<i>Marketing Mix Execution Product</i>	
10/21	15	Price Decisions: Capturing Value	Here's The Secret to Getting a Lower Cable Bill	<i>Pricing</i>	
10/26	16	Place Decisions: Delivering Value	Doctor and Patient: Increasing Organ Donor...	<i>Place</i>	
10/28	17	Project Work			
11/2	18	CLTV Presentations and Discussion			DUE: CLTV Exercise
11/4	19	Promotion Decisions: Communicating Value	Nike Takes Marketing Gold	<i>Promotion</i>	
11/9	20	Promotion Decisions: Communicating Value (continued)	The Rise of Video Content Marketing on Social Media	<i>Promotion</i>	
11/16	21	Quiz 2	NOTE: All sections on meet in 213		

Note: All readings available on Moodle

THE FINAL COUNTDOWN

Date	Session	Topic	Readings	Prepare/Consider	Submit
11/18	22	Project Work			
11/23	23	Project Work			
11/30	24	Group Presentations			DUE: Big Picture Translation Explanatory Document
12/2	25	Group Presentations			
12/7	26	Group Presentations			
12/9	27	Course Wrap-Up		<i>The Big Picture</i>	DUE: Peer Evaluations

Note: All readings available on Moodle