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Fall 9-1-2017

BMKT 325.02: Principles of Marketing

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BMKT 325 – Principles of Marketing Fall 2017

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CLASS RESOURCES: Moodle
OFFICE HOURS: M/W 12:30pm – 2:00pm and by appointment
CLASS HOURS: Section 3 M/W 9:30am – 10:50am 119
Section 2 M/W 11:00am – 12:20pm 119

Reading Materials:

There is no required text for this class; however, there are regularly scheduled, required readings and Course Notes. All readings and Course Notes are posted on Moodle.

PowerPoint 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 conceptual 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:

This course employs a hybrid model, utilizing both traditional in-class structure as well as extensive online engagement. The course consists of class exercises and discussions, short lectures, team projects, online discussion forums and quizzes, and a two-phase individual writing assignment. It is interactive by design, so you must be prepared to engage with your classmates both in person and online. Your reading assignments are intended to prepare you to make valuable contributions to class discussions, forum assignments and team projects.

1) The Big Picture Translation: This comprehensive team project will guide our work throughout the semester. Working in teams, you will essentially compete in a bookselling competition. The University of Montana Press is our “client” and your task is to use The Big Picture framework to develop and execute a marketing plan. Your work will be documented in weekly Application Memos as well as two Milestone Papers and will culminate with a Dynamic Exposition video submission. Substantial in-class time will be dedicated to this project, but it is also imperative that your team communicates well and uses asynchronous learning tools. 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 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) Individual Position Paper: Details of this assignment are provided in a separate document posted to Moodle. *NOTE: Your paper due date must be chosen and submitted to me via the Moodle questionnaire by 11:59 pm on Friday 9/15.*

3) Quantitative Analysis Exercise: This brief set of mathematical problems offers a basic refresher in the quantitative concepts fundamental to business and marketing. This exercise requires both an individual (pass/fail, due on 9/15) and team submission (letter graded, due on 9/22). The balance between the individual and group grading is simple: if you make an individual submission, your grade on the assignment will be the grade of the subsequent team submission. If you do not make an individual submission, you will be given a grade of zero. The complete assignment and answer submission sheet are available on Moodle. All answers must be submitted via the form provided on Moodle and uploaded via the Moodle submission box. **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 case-based team exercise is outlined in detail in a document available on Moodle. The exercise is due via Moodle on 11/17.

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

6) Quizzes: There will be 10 short quizzes throughout the semester. These are based on the Course Notes and Readings that will be covered in a particular week. The quizzes are available on Moodle and are to be done individually prior to 9:30am on the day the respective materials are to be covered in class, in most cases Monday morning. Check Moodle for the due dates. The quizzes are “open book,” but there are to be done individually.

7) Discussion Forums: The Discussion Forums are a central part of this class and are a major component of your course grade (20%). The discussion areas provide you with the opportunity to deeply engage with the course material and apply the concepts to real-world scenarios. On six occasions throughout the course, I will assign one or two questions that require considerable reflection and thought before responding. Once you submit your response you will then have the opportunity to view and respond to other students in your team. You must respond to each question individually and then offer a substantive comment (i.e. "I agree" is not a sufficient comment) on at least 2 of your teammates' postings. These discussions are essential to this course and require focused and consistent participation. In other words, the discussions carry the same weight as traditional exams.

Please follow the following guidelines for discussion posts:

1. Use academic writing style (proper capitalization, punctuation, spelling and grammar) in all messages to avoid misunderstandings. Do not use emoticons, e-mail acronyms such as lol (laughing out loud), imho (in my humble opinion), tl;dr (too long; didn't read) and other informal, abbreviated forms of electronic writing. Some students may be using screen readers or other assistive devices that will not properly read such abbreviations. Be courteous and write in ways that are accessible and understandable to all of you teammates. Finally, high quality writing is expected in all posts. Please carefully proofread your responses prior to submitting.
2. Pay close attention to the due dates for each discussion. Typically your response to each question will be due a day or two before the discussion closes (i.e., initial contributions are typically due on Fridays by 11:59PM and follow-up comments are due by 11:59PM the following Sunday. This allows ample time to respond to your peers posts before the discussion closes. Failure to meet the published deadlines will result in a zero for the discussion.
3. Be sensitive to the perspective of others when expressing ideas. Do not use an authoritarian or judgmental style of writing that discourages open group discussion and trust.
4. Stick to the topic and contribute with comments/questions that move the dialogue forward or into deeper reflection.
5. Be concise.
6. Base comments on the assigned readings and make sure to refer to them as needed.
7. Engage others in the discussion. Respond to comments and encourage responses. Direct interaction with your teammates is essential.
8. Debate and humor are welcome here.

8) Peer Evaluation: There is a lot of team-oriented work in this class. You are expected to be a reliable and productive teammate, attend all work-shopping sessions and contribute your fair share to the team tasks. **At multiple intervals during the semester**, you will evaluate the relative contributions of all team members (via confidential online survey) to produce a Peer Evaluation Grade. This counts for 10% of your course grade. The peer evaluation process is fully outlined in a separate document available on Moodle.

Grading Breakdown:

Team (~50%)	Quantitative Analysis Exercise – Team	3%
	Customer Lifetime Value Exercise	10%
	Big Picture Translation	
	Application Memos	5%
	Milestone Paper #1	10%
	Milestone Paper #2	10%
	Dynamic Exposition	10%
	References Document	2%
Individual (~50%)	Discussion Forums	20%
	Quizzes	10%
	Individual Position Paper	10%
	Peer Evaluation	10%

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
A-	90-92.9 points
B+	87-89.9 points
B	83-86.9 points
B-	80-82.9 points
C+	77-79.9 points
C	73-76.9 points
C-	70-72.9 points
D	60-69.9 points
F	59.9 or fewer points

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. If cheating of any form is detected, you could be given a failing grade the assignment in question.

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 UM email accounts (netid@umconnect.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.