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BADM 360.03: Marketing Principles

Jakki J. Mohr

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

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**Principles of Marketing
Badm 360, Sections 3 and 4**

Professor Mohr

Phone: 243-2920

Office: GBB 306

email: jakki.mohr@business.umt.edu

Classroom: GBB 123

Times: T/R 9:40-11:00; 11:10-12:30

web site: www.business.umt.edu/faculty/mohr

Office Hours: Monday 11:00-12:30; Wednesday 2:00-3:00 and by appointment

Required Text: *Marketing: Real People, Real Choices* (2000), M. Solomon and E. Stuart, Prentice Hall, 2nd edition.

Companion Website: www.prenhall.com/solomonstuart/. The web site includes current news articles related to class material on a chapter-by-chapter basis, Internet exercises and resources, a research area (useful for any term project), a chat area, as well as writing skills and tutoring assistance. Please give me any feedback on this site as you use it (which I will pass along to the publisher).

Required Reading Packet and Notes: Available at the UC.

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

- SWOT (strengths, weaknesses, opportunities, and threats) analysis
- marketing objectives and budgeting
- collecting and understanding information (marketing research) about markets, consumers, and business customers
- segmentation analysis, target selection, and positioning
- the "4 P's" of marketing: product, price, "place," and promotion.

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 on 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. 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
Paper	50
In-class assignments, Participation, discussion	50

Total Points	500

Exams. Four exams will be given, consisting of both multiple choice and short answer questions. The short answer questions will be application in nature, asking you to apply your knowledge to analyze and solve a particular firm's marketing problems.

*** * 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.

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, articles, speakers, 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. (50 points) Each student will select a paper topic (from the list of questions in your class packet). 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 three-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.
3. It gives you a sample of the sorts of skills I will expect you to demonstrate on the short-answer portion of the exams.

Papers should be between 4-6 pages (typewritten, 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.

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.

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

1. Students will find it advantageous to form groups of 2-4 students. These groups are more than just your back-up for notes and assignments in case you miss class; they are 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 is 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.
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. Go over the possible paper questions in your group. This will help you get practice in applying concepts; these questions are very similar to the short answer questions on the exam. 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.

5. 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.
6. Last, but not least, **read** the assigned chapter before class!

<i>Tentative Course Outline: Topic/Article</i>		<i>Chapter</i>
Tu Sep 4	Introduction: What is marketing?	1
Th Sep 6	Relationship Marketing	Packet Reading: Personal Information
Tu Sep 11	Marketing Planning Process	2
Th Sep 13	Begin Strategic Planning and Product Portfolio Models SWOT Analysis TQM and Customer Satisfaction	pp. 69-78 pp. 67-68
Tu Sep 18	Introduce Social Responsibility "Should Companies Care?"	pp. 57-67 Packet Reading
Th Sep 20	Global Marketing Exam Review	4
Tu Sep. 25	Exam 1	
Th Sep 27	Marketing Research	5
Tu Oct. 2	(Cont)	
Th Oct. 4	Consumer Behavior	6
Tu Oct. 9	Reading: "Gen-Y"	Packet Reading
Th Oct. 11	Segmentation and Targeting	8
Tu Oct. 16	Positioning	
Th Oct. 18	Review	
Tu Oct. 23	EXAM 2	
Th Oct. 25	Product Strategy, Gillette Case	9, 10
Tu Oct. 30	Product Strategy, Arizona Case	
Th Nov. 1	Pricing	12
Tu Nov. 6	Pricing and Math Examples	13
Th Nov. 8	(Cont) and Review	
Tu Nov. 13	Exam 3	
Th Nov. 15	Advertising	17
Tu Nov. 20	"This Plug's For You"	Packet Reading
Th Nov. 22	Happy Thanksgiving!	
Tu Nov. 27	Internet Advertising	4 Packet Readings
Th Nov. 29	Sales Promotion	18
Tu Dec. 4	Finish "Promotion" P	16
Th Dec 6	Distribution Channels	14 /Costco Reading

Tu. Dec. 11 Internet Channels
Thur. Dec. 13 Wrap-Up and Review

Final Exam for Section 3 (9:40 section): 10:10-12:10 Wednesday December 19
Final Exam for Section 4 (11:10 section): 10:10-12:10 Thursday December 20

Readings for Principles of Marketing
BADM 360, Sections 3-4
Fall 2001
Professor Mohr

(Readings are in your class packet following the chapter they are assigned with. For example, the reading on Personal Information follows the Ch. 1 PowerPoint slides. You will also find a list of discussion questions following each article for class preparation.)

Lynch, Stephen (2001), "Stores Often Asking for Personal Information," *Missoulian*, Sunday, June 17, pp. D1, D3.

Colvin, Geoffrey (2001), "Should Companies Care?" *Fortune*, June 11.

Neuborne, Ellen (1999), "Generation Y," *Business Week*, February 15, pp. 81-88.

Poniewozik, James (2001), "This Plug's For You," *TIME*, June 18, pp. 76-77.

Hwang, Suein (2001), "Ad Nauseam," *Wall Street Journal*, April 23, pp. R8, R15; Tran, Khanh (2001), "Its Own Language," *Wall Street Journal*, April 23, p. R8; Rewick, Jennifer (2001), "Choices, Choices," *Wall Street Journal*, April 23, p. R12; Frangos, Alex (2001), "How It Works," *Wall Street Journal*, April 23, p. R12.

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