I. COURSE DESCRIPTION

A. Introduction to the marketing mix functions and process. Includes identification on consumer and organizational needs and explanation of environmental issues.

B. MRKG 1311 is a required course in the Business Management and Marketing and Sales Management degree and certificate programs and the Entrepreneurship certificate program.

C. This course is occupationally related and serves as preparation for a career in marketing or general business management.

D. Prerequisites: None

E. Alphanumeric coding used throughout this syllabus denotes integration of the Secretary’s Commission on Achieving Necessary Skills (SCANS) occupational competencies (CA, C1, 2, B, etc.) and foundation skills (B, C1, 2, FA, etc.) for this course. The instructor will ensure the designated SCANS competencies and skills are addressed in the course. A detailed description of each competency/skill is contained in “A SCANS Report for America 2000,” Executive Summary, furnished separately.

II. LEARNING OUTCOMES

A. Upon successful completion of this course, MRKG 1311, the student will be able to:

1. Identify the marketing mix components in relation to market segmentation.

2. Explain the environmental factors which influence consumer and organizational decision-making process.

3. Outline a marketing plan

B. The instructor will ensure the following Secretary’s Commission on Achieving Necessary Skills (SCANS) foundation skills and competencies are addressed in the course: (NOTE: Parts of the syllabus applicable to a specific SCANS area are coded as
shown below.) A detailed description of each skill/competency is contained in "A SCANS report for America 2000, Executive Summary", furnished separately.

1. Competencies
   a. Resources
      (1) Time (CA1)
   b. Interpersonal Skills
      (1) Serves customer (CB3)
      (2) Cultural diversity (CB6)
   c. Information
      (1) Acquires/uses (CC1)
      (2) Organizes/maintains (CC2)
      (3) Interprets/communicates (CC3)
      (1) Uses computer (CC4)

2. Foundation Skills
   a. Basic Skills
      (1) Reading (FA1)
      (2) Writing (FA2)
      (3) Listening (FA4)
      (4) Speaking (FA5)
   b. Personal Qualities
      (1) Responsibility (FC1)
      (2) Self-esteem (FC2)
      (3) Sociability (FC3)
      (4) Self-management (FC4)
      (5) Integrity/honesty (FC5)
      (6) Interprets/communicates (CC3)

III. INSTRUCTIONAL MATERIAL

A. The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. Class Attendance: (Refer to CTC Catalog for detailed policy). You are expected to attend each class period, be on time and stay the full class period or be counted absent. You are responsible for all course material missed due to absence. The instructor does not provide class notes for classes missed. (FC1 & 4)

B. Reading Assignments: Read text assignments prior to class and be prepared to discuss the text material, answering instructor questions orally with well-organized thoughts and ideas. (CA1, CC2, CC3, FA1 &5)
C. **Current Event Article Reports:** In addition to text readings, each student may be required to prepare two *Marketing-Related* current event article reports. Select an article from a current (within the past 30 days) publication (newspaper, news magazine, etc -- one must be from the Internet). Summarize the article by stating the main points in your own words.

State your conclusions (opinion) about the article in the space provided. The summary and your conclusions must not exceed the space allotted on the prescribed one-page format (Attached). A copy of the article must be furnished with the report. **REPORTS MUST BE MARKETING-RELATED.** Appendix A contains grading criteria for the article reports.

Each student will present one article report orally to the class (NO MORE THAN 2 MINUTES).

Deadlines for turning in the two article reports are in the course outline. There is a five point penalty for each late report. This requirement counts 90 points on the final grade (40 for each written report and 10 for the oral presentation). The report format is attached as Appendix B.

NOTE: Instructor may substitute a 5-7 page research paper on a marketing topic or two case studies for the two written article reports.

**OR**

**Discussion Board Assignments** – Discussion prompts are located under the lessons in Blackboard. Students are responsible for posting your reply and also replying to a peer of an ethical dilemma in the field of marketing.

D. **Video Assignments** – Students are responsible for completing video case studies for each chapter.

E. **Mindtap Quizzes** – Students are responsible for completing the Mindtap quiz for each chapter.

V. **EXAMINATIONS (CC1-2, FC2)**

A. **Major Exams:** There will be four exams, each worth 150 points. Makeup exams will be given only in cases of excused absences.

B. **Spot Quizzes:** The instructor *may* administer “pop” or spot quizzes from time to time throughout the semester. There will be no make-ups available for spot quizzes.

C. **Extra Credit:** The instructor *may* offering summarizing the assigned chapters and turning them in at the time of the scheduled exams will result in additional points (one per chapter), if done adequately. These points are added into the total score, but will count only to bring the final grade to a “C”.
VI. **GRADE COMPUTATION**

Course grades will be determined by total points earned as follows:

<table>
<thead>
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<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>900 – 1000</td>
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<tr>
<td>800 – 899</td>
<td>B*</td>
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<td>C*</td>
</tr>
<tr>
<td>600 – 699</td>
<td>D*</td>
</tr>
<tr>
<td>0 – 599</td>
<td>F</td>
</tr>
</tbody>
</table>

VII. **NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR**

A. **Course Withdrawal:** It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal. The withdrawal form must be signed by the student.

The form will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows.

- **10-week session:** Friday of the 8th week
- **8-week session:** Friday of the 6th week
- **5-week session:** Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" for scholastic dishonesty.

B. **Incomplete Grade:** The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work, but because of personal illness, death in the immediate family, or military orders, the student is unable to complete all the requirements for a course.” Prior approval from the instructor is required before the grad of “IP” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

C. **Cellular Phones and beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
D. Americans with Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

E. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

F. Civility: (FC3) Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

G. Honesty and Integrity: (FC5) All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following will be considered examples of scholastic dishonesty:

1. Plagiarism: The taking of passages from writing of others without giving proper credit to the sources.
2. Collusion: Using another’s work as one’s own; or working together with another person in the preparation of work, unless joint preparation is specifically approved in advance by the instructor.
3. Cheating: Giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and will be subject to disciplinary action.

VIII. COURSE OUTLINE

A. Unit One: (Chapter 1-4)

1. Learning Outcomes: Upon successful completion of this unit the student will be able to:

   Chapter 1
   1. Define marketing and how it creates utility.
   2. Contrast marketing activities during the five eras in the history of marketing.
   3. Explain the importance of avoiding marketing myopia.
   4. Describe the characteristics of not-for-profit marketing.
   5. Explain each of the five types of nontraditional marketing.
   6. Explain the shift from transaction-based marketing to relationship and social marketing.
   7. Identify the eight universal functions of marketing.
8. Demonstrate the relationship between ethical business practices, social responsibility, sustainability, and marketplace success.

Chapter 2
1. Distinguish between strategic planning and tactical planning.
2. Explain how marketing plans differ at various levels in an organization.
3. Identify the six steps in the marketing planning process.
4. Describe successful planning tools and techniques, including Porter’s Five Forces model, first and second mover strategies, SWOT analysis, and the strategic window.
5. Identify the two basic elements of a marketing strategy.
6. Describe the environmental characteristics that influence strategic decisions.
7. Describe the methods for marketing planning, including business portfolio analysis and the BCG matrix.

Chapter 3
1. Identify the five components of the marketing environment.
2. Explain the types of competition marketers face and the steps necessary for developing a competitive strategy.
3. Describe how marketing activities are regulated and how marketers can influence the political-legal environment.
4. Outline the economic factors that affect marketing decisions and consumer buying power.
5. Discuss the impact of the technological environment on a firm’s marketing activities.
6. Explain how the social-cultural environment influences marketing.
7. Describe the ethical issues in marketing.
8. Identify the four levels of the social responsibility pyramid.

Chapter 4
1. Explain social media and the differences between social media platforms and social media tools.
2. Describe the ways in which consumers and businesses use social media for their buying decisions.
3. Outline the four key elements of a written social media marketing plan.
4. Discuss the importance of setting goals and developing strategies, including targeting an audience, for a social media marketing initiative.
5. Identify the seven qualities of effective social media content and the rules of engagement with social media.
6. Describe the different means of monitoring, measuring, and managing the social media marketing campaign.
7. Discuss the ethical and legal issues encountered by marketers in social media marketing.
8. Explain the different types of positions in social media marketing and how to land an entry-level job.

Chapter 5
1. Describe the growth of Internet use worldwide.
2. Explain e-business, e-marketing, and the opportunities e-marketing presents.
3. Distinguish between a corporate website and a marketing website.
4. List the six major forms of business-to-business e-marketing.
5. Explain business-to-consumer (B2C) e-marketing.
6. Describe online buyers and sellers.
7. Describe the challenges associated with online marketing and e-business.
8. Discuss how marketers use the communication function of the Web as part of their online marketing strategies.
2. **Learning Activities:**

   a. Classroom lecture/discussion (FA4)
   b. Reading assignments (FA1)
   c. Homework and other assignments, including Internet exercises, designated by the instructor. (CC1, CC4, FC1)

3. **Unit Outline:** Follow the sequence of unit Learning Outcomes.

   B. **Unit Two:** (Chapters 6-8)

   1. **Learning Outcomes:** Upon successful completion of this unit the student will be able to:

      Chapter 6
      1. Describe consumer behavior and its role in marketing decisions.
      2. Describe the three interpersonal determinants of consumer behavior.
      3. Explain the five personal determinants of consumer behavior.
      4. Distinguish between high-involvement and low-involvement purchase decisions.
      5. Outline the six steps in the consumer decision process.

      Chapter 7
      1. Explain the four components of the business-to-business (B2B) market.
      2. Describe the major approaches to segmenting business-to-business (B2B) markets.
      3. Identify the major characteristics of the business market and its demand.
      4. Discuss the decision to make, buy, or lease goods and services.
      5. Describe the major influences on business buying behavior.
      6. Outline the eight steps in the organizational buying process.
      7. Describe the three organizational buying situations.
      8. Explain the buying center concept.
      9. Discuss the challenges and strategies for marketing to government, institutional, and international buyers.

      Chapter 8
      1. Describe the importance of global marketing from the perspectives of the individual firm and the country as a whole.
      2. Identify the five major components of the environment for global marketing.
      3. Outline the basic functions of GATT, WTO, NAFTA, FTAA, CAFTA-DR, and the European Union.
      4. Identify the six alternative strategies for entering foreign markets.
      5. Differentiate between a global marketing strategy and a multidomestic marketing strategy.
      6. Describe the alternative marketing mix strategies used in global marketing.
      7. Explain the attractiveness of the United States as a target market for foreign marketers.

2. **Learning Activities:**
a. Classroom lecture/discussion (FA4)
b. Reading assignments (FA1)
c. Homework and other assignments, including Internet exercises, designated by the instructor. (CC1, CC4, FC1)

3. Unit Outline: Follow the sequence of unit Learning Outcomes.

C. Unit Three: (Chapters 9-11)
   1. Learning Outcomes: Upon successful completion of this unit the student will be able to

   **Chapter 9**
   1. Identify the two essential components of a market.
   2. Outline the role of market segmentation in developing a marketing strategy.
   3. Describe the four components necessary for effective segmentation.
   4. Explain the geographic approach to segmenting consumer markets.
   5. Discuss the demographic approach to segmenting consumer markets.
   6. Outline the psychographic approach to segmenting consumer markets.
   8. Identify the four steps in the market segmentation process.
   9. Discuss the four basic strategies for reaching target markets.
   10. Explain the four types of positioning strategies and the reasons for positioning and repositioning products.

   **Chapter 10**
   1. Describe the development of the marketing research function and its major activities.
   2. Explain the six steps in the marketing research process.
   3. Distinguish between primary and secondary data.
   4. Explain probability and nonprobability sampling techniques.
   5. Describe the three principal methods marketing researchers use to collect primary data.
   6. Explain the challenges of conducting marketing research in global markets.

   **Chapter 11**
   1. Contrast transaction-based marketing with relationship-based marketing.
   2. Explain the four basic elements of relationship marketing.
   3. Identify the three levels of the relationship marketing.
   4. Explain how firms can enhance customer satisfaction.
   5. Describe how companies build buyer-seller relationships.
   6. Explain customer relationship management (CRM) and the role of technology in building customer relationships.
   7. Describe the buyer-seller relationship in business-to-business marketing and identify the four types of business partnerships.
   8. Describe the six key elements of business-to-business marketing.
   9. Describe the six techniques used to evaluate relationship marketing programs.
   10. Identify the two major types of sales forecasting methods.
2. **Learning Activities:**

   a. Classroom lecture/discussion (FA4)
   b. Reading assignments (FA1)
   c. Homework and other assignments, including Internet exercises, designated by the instructor. (CC1, CC4, FC1)

3. **Unit Outline:** Follow the sequence of unit Learning Outcomes

   **D. Unit Four:** (Chapters 12-13)

   1. **Learning Outcomes:** Upon successful completion of this unit the student will be able to:

      **Chapter 12**
      1. Define the term product.
      2. Distinguish between goods and services and how they relate to the goods-services continuum.
      3. Outline the importance of the service sector in today’s marketplace.
      4. Describe the three classifications of consumer goods and services.
      5. Identify the six types of business goods and services.
      6. Discuss how marketers use quality as a product strategy.
      7. Explain why firms develop lines of related products.
      8. Describe the way marketers typically measure product mixes and make product mix decisions.
      9. Explain the four stages of the product lifecycle.
     10. Describe the four strategies for extending a product's lifecycle and why certain products may be eliminated.

      **Chapter 13**
      1. Discuss how to define a brand.
      2. Identify the five different types of brands.
      3. Explain the strategic value of brand equity.
      4. Explain the benefits of category and brand management.
      5. Discuss how companies develop a strong identity for their product or brand.
      6. Describe the four new-product development strategies.
      7. Describe the five steps in the consumer adoption process.
      8. Explain the six steps in the new-product development process.

2. **Learning Activities:**

   a. Classroom lecture/discussion (FA4)
   b. Reading assignments (FA1)
   c. Homework and other assignments, including Internet exercises, designated by the instructor. (CC1, CC4, FC1)

3. **Unit Outline:** Follow the sequence of unit Learning Outcomes.

   **Unit Five:** (Chapters 14-15)
1. **Learning Outcomes:** Upon successful completion of this unit the student will be able to:

**Chapter 14**
1. Describe the four types of marketing channels and the roles they play in marketing strategy.
2. Outline the three major channel strategy decisions.
3. Describe the concepts of channel management, conflict, and cooperation.
4. Describe the three different vertical marketing systems.
5. Explain the roles of logistics and supply chain management in an overall distribution strategy.
6. Identify the six major components of a physical distribution system.
7. Compare the five major modes of transportation.
8. Discuss the role of transportation intermediaries, combined transportation modes, and warehousing in improving physical distribution.

**Chapter 15**
1. Explain the wheel of retailing.
2. Describe five key strategies for selecting target markets.
3. Describe how the four elements of the marketing mix apply to retailing strategy.
4. Explain the concepts of retail convergence and scrambled merchandising.
5. Describe the three functions performed by wholesaling intermediaries.
6. Describe the two major types of independent wholesaling intermediaries and the appropriate situations for using each.
7. Compare the six basic types of direct marketing and nonstore retailing.
8. Describe how the Internet has altered the wholesaling, retailing, and direct marketing environments.

2. **Learning Activities:**
   a. Classroom lecture/discussion (FA4)
   b. Reading assignments (FA1)
   c. Homework and other assignments, including Internet exercises, designated by the instructor. (CC1, CC4, FC1)

3. **Unit Outline:** Follow the sequence of unit Learning Outcomes

**Unit Six:** (Chapter 16-17)

1. **Learning Outcomes:** Upon successful completion of this unit the student will be able to:

**Chapter 16**
1. Describe integrated marketing communications and how it relates to the development of an optimal promotional mix.
2. Describe the communication process and how it relates to the AIDA concept.
3. Identify the seven components of the promotional mix.
4. Name the three basic advertising objectives and the two basic categories of advertising.
5. Identify the four major advertising strategies.
6. Describe the various types of advertising appeals and discuss their uses.
7. Compare the seven different advertising media.
8. Explain the roles of public relations, publicity, and cross-promotion in an organization's promotional strategy.
9. Discuss the five factors that influence the effectiveness of a promotional mix and how marketers measure promotional effectiveness.
Chapter 17
1. Describe the role of today's salesperson.
2. Describe the four sales channels.
3. Describe the three major trends in personal selling.
4. Discuss the three basic sales tasks.
5. Outline the seven steps in the sales process.
6. Identify the seven functions of a sales manager.
7. Explain the role of ethical behavior in personal selling.
8. Describe the role of sales promotion in the promotional mix and the different types of sales promotions.

2. Learning Activities:
   a. Classroom lecture/discussion (FA4)
   b. Reading assignments (FA1)
   c. Homework and other assignments, including Internet exercises, designated by the instructor. (CC1, CC4, FC1)

3. Unit Outline: Follow the sequence of unit Learning Outcomes

Unit 7: Chapters (18-19)
1. Learning Outcomes: Upon successful completion of this unit the student will be able to:

Chapter 18
1. Discuss the legal constraints on pricing.
2. Identify the four major categories of pricing objectives.
3. Explain price elasticity and its determinants.
4. Describe the three practical problems involved in applying price theory concepts to actual pricing decisions.
5. Explain the two major cost-plus approaches to price setting.
6. Discuss the three shortcomings of using breakeven analysis in pricing decisions.
7. Explain the use of yield management in pricing decisions.
8. Identify the five major pricing challenges facing online and international marketers.

Chapter 19
1. Describe the three alternative pricing strategies and explain when each strategy is most appropriate.
2. Explain how prices are quoted.
3. Identify the five pricing policy decisions marketers must make.
4. Discuss the relationship of price to consumer perceptions of quality.
5. Contrast competitive bidding and negotiated prices.
6. Explain the importance of transfer pricing.
7. Compare the three alternative global pricing strategies.
8. Relate the concepts of cannibalization, bundle pricing, and bots to online pricing strategies.

2. Learning Activities:
   a. Classroom lecture/discussion (FA4)
   b. Reading assignments (FA1)
   c. Homework and other assignments, including Internet exercises, designated by the instructor. (CC1, CC4, FC1)

3. Unit Outline: Follow the sequence of unit Learning Outcomes
# Appendix A: Article Report Grading
– if used by instructor

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<tr>
<td>Copy of the article included with report.</td>
<td>5</td>
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<tr>
<td>Submitted on time.</td>
<td>5</td>
</tr>
<tr>
<td>Business related and current.</td>
<td>10</td>
</tr>
<tr>
<td>The report must be in the correct format with all items completed, all information is typed, it must not exceed one typewritten page.</td>
<td>10</td>
</tr>
<tr>
<td>The report must be predominantly in your own words, as opposed to quotes, and all quotes must be indicated by quotation marks.</td>
<td>5</td>
</tr>
<tr>
<td>The writing must be correct with regard to grammar, spelling, punctuation, and sentence structure.</td>
<td>5</td>
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<td>TOTAL</td>
<td>40</td>
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**Oral Presentation** (one report only)

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<td>Completed presentation within time limit</td>
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<tr>
<td>Remarks were audible to the entire class</td>
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<tr>
<td>Words were spoken clearly</td>
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</tr>
<tr>
<td>Grammar was correct</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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ALL ENTRIES MUST BE TYPED
CENTRAL TEXAS COLLEGE CURRENT EVENT ARTICLE REPORT

NAME: ____________________________________________ DATE: ________________.

ARTICLE NUMBER: __________________________ COURSE: __________________________.

REFERENCE DATA:
Publication ____________________________.
Title: ________________________________.
Issue Date: ____________________________.
Pages: ________________________________.

APPLICABLE CHAPTER IN COURSE TEXTBOOK(Number & Title):

ARTICLE SUMMARY/Main Points:

CONCLUSIONS (Reaction, Agree/Disagree, ETC.)

CERTIFICATION OF AUTHORSHIP: I certify that I am the author of this paper, and that it is written in my own words except where indicated by quotation marks.

Student’s Signature ________________________________.