**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: MKTG 5302 VC01 – Marketing Analysis

**Campus**

: Online

**Term/Session**

**:** Fall II 2022

**Instructor**

**:** Dr. Alan Christopher

**Office Phone Number/Cell #**

**:** 512-219-9297

**WBU Email Address**

**:** david.christopher@wayland.wbu.edu

**Office Hours, Building, and Location**

**:** I am an adjunct living in Austin, TX. Please contact to set up a time to talk.

**Class Meeting Time and Location**

**:** Online

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:**

| **BOOK** | **AUTHOR** | **ED** | **YEAR** | **PUBLISHER** | **ISBN#** |
| --- | --- | --- | --- | --- | --- |
| Marketing Strategy & Analysis with a Biblical Perspective  | Geesey, Chickering Christopher | 1st | 2021 | Kendall Hunt | 9781-79246-6137 |

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**Course Information**

**Catalog Description**

**:**

Marketing strategy and tactics in for-profit and not-for-profit sectors, including target marketing and marketing mix decisions in domestic and global settings. Case methodology, providing practice in marketing decision-making and the application of the strategic and tactical processes.

**Prerequisite:**

None

**Course Outcome Competencies**

**:**

* Apply marketing concepts, including the marketing mix, marketing strategy, target marketing, and current trends to improve organizational objectives.
* Design and conduct market analysis to evaluate or make marketing recommendations.
* Synthesize market intelligence to implement marketing strategies and tactics.

# Identify and analyze ethical and social management issues in marketing

**Attendance Requirements**

**<<**Select appropriate campus and delete the rest. Add your class attendance policy below the appropriate campus policy. >>

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

**Statement on Plagiarism and Academic Dishonesty**

**:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, trifilot@wbu.edu or call (806) 291-3745.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Course Requirements and Grading Criteria**

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Tentative Schedule**

You will be graded on active participation.

* Participate – You are expected to contribute, and we need everyone to be actively engaged in the discussions.
* Add value – teams benefit from the diverse opinions of the group – have confidence in your own ideas and insights and sell them;
* Be positive and proactive – in business, most people are smart. The biggest differentiator is attitude – successful teams need people that are upbeat, action-oriented and look for the good in other team members;
* Provide feedback – speak up if there is anything you do not like about how our team is operating. We are always open to a better idea – you have the power to change it;
* Be professional – The WBU mission states that we strive to educate students in a distinctively Christian environment for professional success, and service to God and humankind. This encompasses acts of kindness, respect, serving others, a positive attitude and commitment to our program (i.e. meeting deadlines, teamwork, and respectful communication with your team, cohort, professors, staff and our community).

**Discussion Boards**

This class has 8 discussion boards. You will be graded by the following:

1. Log in and answer the question (1 point) fully by Thursday night. As you are graduate students I expect more than a few sentences. I expect at least one scholarly resource (meaning that it is peer reviewed, such as an academic journal) (1 point). No \*pedia references. Company website boilerplate material is acceptable to make a point but does not substitute for an academic reference. I also expect to see a graphic detailing your point with a proper source (which is separate from your reference and citation) (1 point). These resources will be cited and referenced in proper APA7 format (1 point). You will also use APA headings based on the questions (1 point). Total possible 5 points.
2. For response credit, you must respond to at least two of your classmates’ original posts by Sunday night (2 points). Responding to me when I ask a question, or to your classmates within your post is recommended to keep the dialogue going, but these responses do not count towards your grade. Responses also require at least one academic, peer reviewed reference, properly cited and referenced each post (2 points), and at least one graphic or video to illustrate your post each post (2 points). Total possible 6 points.
3. Therefore, I expect you to have anywhere from 3 - 6 posts each week. This is where we learn in this class and if you do not participate it will affect your grade and your knowledge in this class.
4. I recommend that you do not wait until the last minute to engage in the discussions. The good topics and company examples will be taken, and I've had students with tech issues in the past. Don't be one of those people who call me Sunday night at 11:45 complaining they can't get on the boards because of some tech issue.

**Elevator Speech**

In week two you will give a 15 second elevator speech and post it on YouTube about what you want to accomplish with this MBA.

**LinkedIn**

In week three you will turn in a screen shot of your updated LinkedIn profile and the URL to your profile showing Wayland Baptist as your education and telling me something about yourself in one of the LI categories.

**Marketing plan written format**

Your marketing plans are to be submitted using APA 7 Guidelines. All charts and graphs are to be in the body of the paper, not as addendums. Be consistent in your headings and style type. Use APA 7 style for all sources, citations and references.

You will follow the marketing plan format found in Blackboard in the weekly modules. Please follow the alpha/numeric designations for your plan, to include a Cover Page listing all team members who worked on the plan that week, and a Table of Contents

**Marketing plan presentation format**

Your team will present your marketing plan to the class. As this is an online class, I cannot require that you meet on the designated night to do a Zoom meeting (during week 8 I will let the class know which night it will be). If you cannot make the online Zoom meeting, record your part of the presentation and give it to one of your team members to play during the team presentation.

**My Brand Campaign**

In week eight you’re going to turn in an individual video product titled “My Brand Campaign”. The best way to think about this is you’re going to do a video interview of yourself, selling yourself to me. Use the video function built into your computer or laptop, and just create a two-minute file in which you sell yourself to me. The job can be anything, whether you’re trying to sell me for an internship, a job interview, a business proposal, etc. What I want to see you do is take 3 of the concepts that we have learned in the last eight weeks and utilize them as if you were trying to sell yourself to me. Remember to make this about yourself and your capabilities, but market yourself to me. Check week 8 resources for an example of how the video should be done.

**Group Rating**

**At the end of the syllabus** you will see a form used to rate your group members as far as participation. This is very important as far as group dynamics but will be kept confidential. Please utilize the comments section at the bottom of each paper to tell me why you assigned the grade you did. There are nine questions worth 27 points, and 1 question regarding the text. If you do not give me individual comments on your classmates, or I think you have just gone through and given everyone threes, I will not give you the three points for your individual submission. Failure to submit, or submit the proper form, results in a zero.

Grading is a combination of the discussion forums, the marketing plan, and the brand (you) advertising campaign. There is also a peer evaluation within your group for the marketing plan.

* Discussion forums: 5 points initial post, 6 points for 2 follow up posts to your classmates’ initial posts, (11 points each week), times 8 forums. Initial posts are due by Thursday nights. Follow up posts are due by Sunday night.
* Weekly Marketing plan: 40 points each week times 7. Due Sunday night.
* Elevator Speech: 30 points
* LinkedIn profile: 100 points
* Final Plan (due week 8): 200 points
* Group Online Presentation: 100 points
* Your brand campaign: 100 points
* Peer review of group members: 30 points

Total: 928 points

Course Grading

A=90% and above

B=80% and above

C=70% and above

F=69% or below (Grades of “D” are not given at graduate level)

Grading Standards

A: The student demonstrates outstanding work appropriate for graduate level. A consistently high level of critical and independent thinking and proves it through providing excellent work and making a contribution to class discussions appropriate for graduate level work.

B: The student demonstrates more strengths than weaknesses and is consistent in high-level work. However, there are distinctive weaknesses in both the thinking and work product provided by the student.

C: The student produces the minimal amount required, and the work product and thinking are inconsistent, displaying as many weaknesses as strengths.

F: The student does not produce work acceptable at the graduate level,

fails to turn in the minimum requirements or fails or misunderstand the directions for the

assignment.

Class Participation: Class participation is a very important part of education. This class requires active class participation in the discussion board.

Other Important Information:

* + 1. Written work, including the term paper, is graded on content first, but also on the quality of grammar, punctuation, and APA formatting.
		2. All written assignments should be 12-point type, double-spaced, Arial, and using APA 7th Ed. Manuscript Writing Style formatting.
		3. Questions concerning grades received should be resolved within one week after the assignment has been returned.
		4. All work should be original work of the individual student.
		5. Academic honesty is expected of all students. Plagiarism, cheating, and other acts that lack academic honesty may result in a zero on a particular assignment.
		6. Students will need to use the Internet to access the textbook and assignments.
		7. Always contact the professor if you need assistance.
		8. Term Paper: Students will complete one team paper for this class

**See the discussion questions and assignments in Blackboard for the full discussion questions and written topics.**

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| --- | --- | --- |
| Week | Assignments | Deliverables |
| 1 | Chapters 1, 5 & 6 Assign groups (G) | Discussion question: What is your definition of marketing? (G) #1 Introduction |
| 2 | Chapter 3 & 4 | Discussion question: Should marketing people use primary or secondary data when doing research?  Or:  Discussion question: How are marketing services, products and experiences similar and different? (I) Elevator speech; (G) #2 Marketing Analysis  |
| 3 | Chapter 7, 8 & 9 | Discussion question: Tradition selling is designed to create long term loyalty among buyers. Or:Discussion question: Compare and contrast the traditional and digital forms of promotions. (I) LinkedIn Assignment; (G) #3 Market Strategy  |
| 4 | Chapters 11 & 12 | Discussion question: Is target marketing good or bad for companies and consumer? Or:Discussion question: Looking at the major influences in consumer behavior in Chapter 12, which of the 3 areas influence you the most in your consumer behavior. (G) #4 Action Plan |
| 5 | Chapter 2 & 5 | Discussion question: Independently of your teammates, list, define and defend 3 different metrics you think are important to measuring the success of your business (not your plan). Or:Discussion question: Porter’s Generic Strategy is a foundation theory in marketing (and business). (G) #5 Income Statement and Balance Sheet |
| 6 | Chapter 10 | Discussion question: Every business wants to grow. Is your business capable of an international expansion?  Or: Review the websites for [Google Analytics (Links to an external site.)](https://marketingplatform.google.com/about/analytics/?hl=en_US) and the [Google Analytics Academy (Links to an external site.)](https://analytics.google.com/analytics/academy/course/6) and create an account for the academy. (G) # 6 Controls, #7 Google |
| 7 | Chapters 13 & 14 | Discussion question: Social media is the next frontier for marketing and advertising. Or:Many companies talk a good game when it comes to corporate social responsibility. (G) #8 Contingency Plan, #9 Social Media , #10 Conclusion and Recommendations |
| 8 |  | Discussion question: Look back at your answer to the discussion in week 1. (G) Submit Case Study; Online Group presentation.(I) - turn in Group Evaluations and My Brand Campaign video. |
|  |  |  |

**Knowledge checks** are sprinkled throughout the chapters. These are non-graded activities if you’d like to use them to reflect on what you’ve just read. You will not get any feedback from me. Some professors use these as quizzes in the class, but I don’t quiz you here.

Professor reserves the right to alter this schedule as needed.

Please be sure to ask if you have questions or concerns during this course. Remember that while you are a student, you are also teaching the class with your education and experiences have taughtyou.

**MKGT 5302**

**GROUP EVALUATION FORM**

The purpose of this evaluation form is to provide your instructor with insights about the contributions made by each of your group members. Your evaluation form needs to be completed and uploaded to the Digital Dropbox on the Sunday night of week 8. Please name your file “GroupEvaluation\_YourLastName” without the quotes. Submit as one file, not multiple files.

Please be as fair as possible and provide written comments for each team member. Try to be as objective and open-minded about your evaluations of others as you would want them to be when doing your evaluation.

Please be sure you complete the entire evaluation for each group member, including a summary of his/her scores and your comments. Failure to put individual comments will result in -3 points in your evaluation. Failure to do the evaluations will result in a 0 for the grade. Failure to use this form for the evaluation will result in a -3 point deduction in your total grade for the evaluations.

DATE:

YOUR NAME:

YOUR GROUP NAME:

GROUP MEMBER NAME:

Please submit a form for each group member, but as one submission.

* *Evaluation Detail: Please rate this team member by indicating your level of agreement with each of the statements listed in the left-hand column by putting the appropriate number in the column to the right. For example, if you “Disagree” with statement #1, you would write “1” under the “Disagree” column.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | * **STRONGLY AGREE3**
 | * **NEITHER AGREE NOR DISAGREE2**
 | * **DISAGREE**

**1** | * **STRONGLY DISAGREE0**
 | *
 |
| * 1. The group member took an active role in helping to do the planning and execution of the project.
 |  |  |  |  |  |
| * 2. The group member contributed good ideas to help the team to accomplish the work.
 |  |  |  |  |  |
| * 3. The group member could be relied upon to do what he/she was assigned to do or had volunteered to do.
 |  |  |  |  |  |
| * 4. The group member contributed high quality work.
 |  |  |  |  |  |
| * 5. The group member helped and encouraged others in the group.
 |  |  |  |  |  |
| * 6. The group member did not dominate the group discussions.
 |  |  |  |  |  |
| * 7. The group member exercised proper netiquette.
 |  |  |  |  |  |
| * 8. The group member provided constructive feedback to other members.
 |  |  |  |  |  |
| * 9. The group member graciously received constructive feedback from other members.
 |  |  |  |  |  |
| * Points in Each Column:
 |  |  |  |  |  |
| * Total points
 |  |  |  |  |  |

* What one thing would you correct or change about the text (three points):
* Comments about this group member: