# "WBUlogo"

Virtual Campus

School of Business

# 2. UNIVERSITY 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.

# 3. COURSE NUMBER & NAME:

MKTG 5302 Marketing Analysis

# **4. TERM**:

Spring, 2018

# **5. INSTRUCTOR**:

Dr. Maria Church

# **6. CONTACT INFORMATION**:

Office phone: (520) 559-5106

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# **7. OFFICE HOURS, BUILDING & LOCATION**:

M/T/W/F 2:30-3:30 pm MST virtual

# **8. COURSE MEETING TIME & LOCATION**:

Meeting day & time: Virtual Campus weeks begin on Monday and end Sunday evening at 11:59 pm Central with the exception of Week 11, which ends at 11:59 pm Central on Saturday.

# **9. 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.

# 10. PREREQUISITE:

BUAD 5300

# **11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL**:

*A Preface to Marketing Management* 15e by J. Paul Peter and James H. Donnelly.

# 12. OPTIONAL MATERIALS:

None

# **13. COURSE OUTCOMES AND COMPETENCIES**:

* Apply the basic principles of marketing, including the marketing mix, the marketing concept, market segmentation, and the product life cycle.
* Utilizing actual marketing cases, analyze financial statements, marketing strategies, distribution challenges, and pricing issues.
* Synthesize historical perspective, analytical tools, and theoretical frameworks with current literature (research and practice) to design and conduct a market analysis.
* Synthesize market intelligence and customer data in the implementation of marketing strategies and tactics.
* Examine the challenges of globalization through research and practice.
* Identify and analyze ethical and social management issues.

# 14. ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

# **15. STATEMENT ON PLAGIARISM & 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.

# **16. 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 Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

# **17. COURSE REQUIREMENTS and GRADING CRITERIA**:

Please come to class prepared to discuss the class topics listed in the course schedule. The expectation is that all chapters and assignments are completed prior to attending class. We are moving quickly through the course, so be prepared!

**17.1 Participation**:

This course includes active participation in class exercises, activities, and contributions to class discussions. Overall course participation equates to the assigned points. The student must be present and actively involved to receive these points.

Student grades are earned through class readiness and preparedness, class participation, assignment completion and timeliness.

For online participation, students are expected to participate in weekly discussions. Discussion question (DQ) responses in the discussion forum on Blackboard will count towards the class participation requirement. DQ responses should be a minimum of 200 words each and reflect careful thinking about text materials, your own work experience, and critical thinking or analysis. You will earn full credit for your DQs ONLY when you (1) submit your initial responses to both DQs on time, and (2) respond fully to the question asked, and (3) respond to at least two other classmates post per week (one to each DQ), totaling 4 posts per week. **Initial responses (200 words) are due by 11:59 pm Central on Thursday and your replies to classmates’ posts are due by 11:30 pm Central on Sunday (except Week 11 is due on Saturday).**  Please remember that these should include proper APA Version 6 citations for any resources that you use to prepare your responses. I encourage you to look at your text and other resources to help you form a high quality, thoughtful response to each question. When a question specifically asks for the text or other readings to be incorporated, you must demonstrate that you have done so in your response (for example, by including the appropriate text citation and APA reference).

For discussion question responses in the discussion forum on Blackboard, please post responses to the posts provided and do not start a new one. To respond, click the appropriate thread, click on Reply, type your response, and send. Please do not start a new question post for the weekly discussion questions in the Discussion forum.

Unlike your formal written assignments, I do not require that your discussion question responses adhere to specific formatting requirements. However, please make sure to proofread carefully. Grammar and spelling errors may affect the grading. If you use a citation and reference, format in the appropriate APA style.

I expect your discussion question responses to reflect critical thought. Whenever possible, please try to relate the course content to real-world applications from your work experience.

**Please note: Submit all assignments to appropriate Blackboard Assignment link.**

**17.2 Individual Marketing Case Study Presentation:**

Prepare a 10-minute marketing case study presentation on an organization with which you are familiar. See Section 2 in *A Preface to Marketing Management,* 15e for case analysis support. Please use the following format:

• Overview

• Problems/Concern/Opportunities

• Suggested Strategy (including theories)

• Rationale

• Conclusion

Typically, for a 10-minute presentation, you will see 8 - 10 slides. You may either record your presentation with your voice and slides or you may put your verbal notes into the *notes* section.

**17.3 Marketing Plan Paper and Presentation:**

Choose an organization with which you are familiar. Create a Marketing Plan to launch (or re-launch) a product or service in APA format, 3rd person, typed in Times New Roman, font size 12, double-spaced, and a 15-minute Executive Summary PowerPoint presentation. Please provide the instructor with a hard copy of your presentation. Follow the Research Guidelines outlined below.

Marketing Plan paper must include the following information (Section 4 in *A Preface to Marketing Management,* 15e):

* Title page
* Executive summary
* Table of contents
* Introduction
* Situational analysis
* Marketing planning
* Implementation and control of the marketing plan
* Summary
* Appendix (Financial analysis)
* References

**17.4 Research Guidelines:**

Students must cite at least three professional-quality research information sources for their research. While students may cite the text for this class, they must use at least two other professional sources for the paper. Generally, an article may be considered to be of professional quality if it appears in a professional journal that is peer reviewed. Simply because an M.D. or Ph.D. writes a book or article does not mean it is of professional quality. For example, Forensic Examiner (the journal for the National Association of Forensic Counselors) is aimed at criminal justice professionals and uses judges and court psychologists to review the articles submitted to make sure they are accurate. Reader’s Digest and Ladies Home Journal are not professional sources- they are not edited by professionals in criminal justice, psychology, or sociology and they are not aimed specifically to improve the professional education or performance of persons in those fields. The Journal of Clinical and Consulting Psychology and Journal of Abnormal Psychology are examples of professional sources you may use. I will be happy to help you find resources once you have an approved topic. Beware the internet! While it is an excellent resource for information, you must be sure of the source of that information. There is a great deal of misinformation on the internet; you should only use information from reliable, recognized sources. You must cite all sources you use in your reference section and the entire paper must be written in APA style.

FAILURE TO FOLLOW THE CITATION OR COPYRIGHT GUIDELINES WILL BE CONSIDERED PLAGAIRISM AND YOU WILL RECEIVE A ZERO FOR THE PAPER. NO EXCEPTIONS.

**17.5 Late Policy:**

Late assignments are reduced by 10% per day. No assignments are accepted after the fourth day.

**17.6 Acceptable Academic Web Sites:**

Four types of websites will be accepted as source citations: government (i.e., US, State, local, etc.), academic (i.e., WBU and other libraries), companies and corporations (i.e., IBM, Raytheon, etc.), and organizations (i.e., Ethics.org; AMAnet.org, etc.). General-use sites, such as Wikipedia and Google are **not** acceptable academic web sites.

Writing and Documentation: APA 6th edition: Grammatically accurate and properly documented writing is paramount. A paper’s content is difficult to comprehend when there are numerous grammatical and documentation shortcomings. Students may receive writing assistance from the recently published WBU writing guide, any other writing style guide, and the American Psychological Association (APA) refresher at www.apa.org. In this course, the intent is to motivate students to elevate their writing skills to the next level of academic excellence. Graduate students are expected to know and apply APA 6th edition documentation.

**17.7 Points:**

| **Assignment** | **Due Date** | **Points** |
| --- | --- | --- |
| Class Participation | All Classes | 22 |
| Case Study presentation | April 7 | 20 |
| Marketing Plan paper | May 5 | 20 |
| Marketing Plan presentation | May 12 | 20 |
| Final Exam | May 18 | 18 |
|  |  | ***100 Total Possible Points*** |

**17.8 Grade Distribution:**

| **Grade** | **Points** | **Grade** | **Points** |
| --- | --- | --- | --- |
| A | 100 – 90 | D | 69 – 60 |
| B | 89 – 80 | F | 59 and below |
| C | 79 – 70 | I | Incomplete with approval |

**17.9 Grade Appeal Statement:**

“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/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.”

# 18. TENTATIVE SCHEDULE

| **Week** | | **Topic and Assignments** | **Dates** |
| --- | --- | --- | --- |
| 1 | | Introductions  Chapter 1: Strategic Planning and the Marketing Management Process  Section 4: Developing Marketing Plans | Feb 25 – Mar 3 |
| 2 | | Chapter 2: Marketing Research: Process and Systems for Decision Making | Mar 4 – Mar 10 |
|  | | *Spring Break* | *Mar 11 – Mar 17* |
| 3 | | Chapter 3: Consumer Behavior  Chapter 4: Business, Government, and Institutional Buying | Mar 18 – Mar 24 |
| 4 | | Chapter 5: Market Segmentation | Mar 25 – Mar 31 |
| 5 | | Chapter 6: Product and Brand Strategy  ***Marketing Case Study presentations*** | Apr 1 – Apr 7  ***Apr 7*** |
| 6 | | Chapter 7: New Product Planning and Development  Chapter 8: Integrated Marketing Communications | Apr 8 – Apr 14 |
| 7 | | Chapter 9: Personal Selling, Relationship Building, and Sales Management | Apr 15 – Apr 21 |
| 8 | | Chapter 10: Distribution Strategy | Apr 22 – Apr 28 |
| 9 | | Chapter 11: Pricing Strategy  ***Marketing Plan paper*** | Apr 29 – May 5  ***May 5*** |
| 10 | | Chapter 12: The Marketing of Services  ***Marketing Plan presentation*** | May 6 – May 12  ***May 12*** |
| 11 | Chapter 13: Global Marketing  ***Final******Exam*** | | May 13 – May 18  ***Please note: 6-day week*** |