CALIFORNIA STATE UNIVERSITY, SACRAMENTO
College of Business Administration

MKTG 101 Principles of Marketing
Spring 2013 Section 02-Lec 31447

COURSE OUTLINE
MW 1:30 p.m. - 2:45 p.m.
January 28-May 24, 2013
Tahoe Hall 1003

General Information:
Office: TAH2010
Office Phone: 278-7036
Office Hours: MW 12:00 Noon-1p.m., 3 p.m.-4 p.m. and by appointment
E-mail: ptong@csus.edu (No attachment will be opened)
SacCT: Study guide, lecture notes, and grades etc. will be posted on SacCT 9.1 course

Textbook (required):
e-book option: A digital version of this textbook is available from Follett’s CaféScribe. Check with the Hornet Bookstore for more details.

Suggested Readings:

Course Objectives:
The Purpose of the course, as in the CSUS Catalog, is to understand the:

Social and economic implications of marketing for profit and nonprofit institutions; market structure and behavior; marketing institutions; channels of distribution for consumer and industrial goods; marketing costs; pricing; and public relations.

As such, this course is designed to help students develop a basic understanding of marketing and marketing functions. As a course of marketing principles, it focuses on basic marketing vocabulary, principles, and strategies and builds a foundation for advanced marketing courses.

Upon completion of this course, students should be able to:

1. Understand the marketing concept and the marketing orientation in analyzing organizations and society; explain main functions of marketing;

2. Analyze and evaluate the environment in which organizations market their products, how environment may affect the effectiveness of marketing strategies;

3. Describe elements of marketing mix, analyze marketing strategies, develop market mix strategies, and explain how such strategies deliver values for customers;

The course emphasizes an integrated marketing approach and a customer orientation, particularly how basic principles, marketing mix elements, customers, and market competition work together to create marketing synergies.
Course Description:

This course uses a mix of lectures and in-class activities and discussions on topics identified in reading assignments (see Course Schedule). Students are expected to have read assigned material prior to attending each session and are prepared to discuss various implications. Additional materials may also be used to highlight particular topics, encourage critical thinking, and practice analytical skills. Material from outside sources will be made available to you in class SacCT or through library reserve.

Grading Scale: Course letter grades will be assigned using the following scale:

- 93 – 100 A
- 90 – 92.99 A-
- 87 – 89.99 B+
- 83 – 86.99 B
- 80 – 82.99 B-
- 77 – 79.99 C+
- 73 – 76.99 C
- 70 – 72.99 C-
- 67 – 69.99 D+
- 60 – 66.99 D
- Below 60 F

Grade Appeals and Deadlines: If a student feels that the grade given on an exam is incorrect, she/he may appeal the grade by providing written appeal to me within one week of the date the exam is returned. If a student feels that the grade given on an assignment is not correct, she/he may appeal the grade by providing written appeal to me within two weeks of the time the graded work is returned.

Classroom Etiquette:

1) Be on time and plan to attend the entire class session especially on quiz days and exam days. If a student must leave early, please inform me prior to class and sit near the exit for the least disruption.

2) Students attending class should behave in an attentive, respectful, and professional manner. Please do not distract others by carrying on conversations during any class session. If, at any time, these courtesy guidelines are being unreasonably challenged, violating students may be asked to leave the classroom.

3) Laptop/Cell Phone Policies

Laptops may be used during class sessions strictly for note-taking purpose only. Any other use of computer in class will be considered inappropriate, and the privilege of using a laptop in class will be revoked. If a student chooses to take notes using a laptop, please be courteous to other students by using a quiet keyboard and minimizing any noise that may be distracting.

Cell phones may be left on during class sessions if and only if:

1. a student’s cell phone is set on buzzer prior to each class session AND
2. a student will leave the room to answer phone calls if she/he feels compelled to take them during class time.
Assessment and Student Evaluations (Total 600 points):

Students’ overall performance in this course is determined on the basis of

I. Three exams (75%)
   II. Quizzes (20%)
   III. Attendance and participation (5%)

I. Three (3) Exams, (150 pts each, 450 pts total; 75%)

   1) Three midterm exams will be administered during the semester. Each exam contains approximately 60-70 multiple choice questions. All three exams are required. Each exam is worth 150 points. Individual exams (out of 150 points) will not be curved.

   2) Each exam focuses on materials that are covered in respective session. However, due to the nature of the subject, students should expect to build upon previous materials (i.e. tested in previous exams) in order to successfully develop answers in each midterm exam. This is especially applicable to Exam 2 and 3.

   3) Students should attend the debrief session after each exam to review exam questions, especially the ones they answered incorrectly. All exams will be collected after debrief and kept in the professor’s office. Students are welcome to review them anytime during office hours or by appointment.

II. Quizzes (120 points; 20%)

   1) A number of unannounced quizzes and/or written assignments will be given throughout the semester. Quizzes may be given online at SacCT course Assessment or any time during a class session. Once an in-class quiz is collected or an online quiz expires, all additional submissions are considered late and are NOT accepted.

   2) All quizzes and assignments are individual based. Late assignments are not accepted unless otherwise arranged prior to the due date. In case of medical or unforeseeable emergency beyond a student’s control, contact the professor within 72 hours (3 days) for possible consideration of alternative arrangements.

   3) Due to confidentiality reasons and to use class time efficiently, all graded work is to be picked up at the professor’s office (TAH2010) during office hours 7 business days after it is collected.

Make-up exam / make-up quiz policy

Unless arrangements are made prior to an exam/quiz, NO make-up exam/quiz will be considered, with the following two exceptions:

   a) Medical emergency. Students with medical emergency are encouraged to stay home and rest well. If it happens to be on an exam/quiz day, students should inform the professor within 72 hours (3 days) via Email or phone to be considered for a make-up exam/quiz.

   b) Documented and excused absence. If a student must miss an exam/quiz for any reason other than a medical emergency, official documentation must be presented to the professor before a make-up exam/quiz can be considered. Only if the documentation supports a legitimately excused absence, will a make-up exam/quiz be given. No exceptions.

No make-up exam will be given beyond 14 days (two weeks) from the original exam date. Each student may take no more than one (1) make-up exam for the entire semester. Please review course schedule and plan accordingly. All make-up exams will take place in the Testing Center (note that there may be a fee for using the testing center).
III. Attendance and participation (30 points; 5%) 

Students are expected to attend all scheduled class sessions. Although formal attendance may not be taken for all class sessions, random attendance check will be conducted and counted towards students’ grades. Students are also expected to have completed assigned readings and prepared to discuss marketing implications prior to each class session and to actively and constructively participate in class discussions and in-class activities.

Disability Resource Center Accommodations:

Reasonable accommodations are available for students who have a documented disability. If you have a disability and require accommodations, you need to provide disability documentation to Services to Students with Disabilities (SSWD), Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester. Specifically, please notify me with your documentation from SSWD during the first three weeks of class of any accommodations that may be needed. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through SSWD.

To receive the accommodations requested, students must have documentation of their disability on file at the Services to Students with Disabilities. It is the student’s responsibility to complete all documentation and bring the paper to the instructor for signatures. Please follow the instructions from the Services to Students with Disabilities.

Academic Honesty:

All students are expected to uphold the CSUS standard of conduct relating to academic honesty. “California State University, Sacramento expects that faculty, staff, and students will honor these [academic truth and honesty] principles, and in doing so, will protect the integrity of academic work and student grades. Students are expected to know and abide by University policy about cheating, including plagiarism (CSUS 2006-2008 Catalog p. 98).” In brief, all students should assume full responsibility for the content and integrity of their academic work, such as exams, assignments, reports, and projects. All submitted work must be students’ own work. Unauthorized collaboration on exams/assignments or unauthorized access to materials such as test banks, teachers’ manuals, etc. are considered academic dishonesty. If it is evident that behaviors of academic dishonesty occurred, the offense may be punishable by automatic failure in the course and be handed over to university authorities for further actions. If you have questions regarding CSUS academic honesty code and/or what constitutes cheating and plagiarism, please refer to policies and procedures in CSUS 2006-2008 Catalog p. 98-99. Further information regarding Policies and Procedures Regarding Academic Honesty is also available from the University website and CSUS Student Affairs (916-278-6060). Please review the definitions, sanctions, and students’ right regarding academic dishonesty and possible consequences. In addition, a student tutorial on the appropriate research process and how not to plagiarize is available at http://library.csus.edu/content2.asp?pageID=352. More citation guides are available at http://library.csus.edu/content2.asp?pageID=372
Some Tips For "Doing Well" in This Course:

1) READ THIS SYLLABUS AND BE FAMILIAR WITH COURSE POLICIES.

2) The most basic thing a student can do to help him/herself is to come to class regularly. Getting notes from someone else is not as good as being exposed to the lecture yourself. Of course, if you can't come to class, you should get someone else's notes for the day(s) that you missed – it's certainly better than not having any notes for the day. If you plan to come to class, plan to actively participate – ask questions, make comments, be engaged in the discussion.

3) Take "good" notes. If, at the end of the hour, all you have in your notebook is a copy of what was shown on the transparencies and/or whiteboard, your notes will be grossly incomplete. It's important that your notes include the additional definitions/descriptions, commentary, and examples that were presented during the day's lecture. This note-taking strategy will make a significant impact on your preparation and performance on the exams! It is also recommend that as soon as time permits (and preferably within an hour or so after class is dismissed), you review the day's notes, trying to fill in items you remember were discussed, but for one reason or another, you were unable to get in your notes during class-time. Research supports this notion: You will retain more information if you have reviewed it within 24 hours of first being exposed to it. With this in mind...

4) Compare your notes with those taken by other students from the class. Even with a good set of notes, you may find that you’ve missed some potentially important points from the day's discussion. And, comparing your notes with the notes of your fellow students may help alleviate a situation whereby you may have misinterpreted something that was presented in class, or didn't hear some point that had been made, or didn't consider it to be important (or noteworthy) at the time it was discussed. Most professors (including me) are likely to believe that anything stated in class is worthy of further consideration (on the exam). Therefore, it's better to have some "irrelevant" fact in your notes and not be tested on it, than to assume a discussion item was too trivial to be jotted down in your notes, only to find out that it constituted or was related to several questions on an upcoming exam.

5) When preparing for the exams, begin by reviewing the lecture notes. Most (if not all) of the material you will be examined on will have been presented in class. Then, why, you may ask, should students read the chapters? You will find that the Marketing Principles course requires an understanding of a multitude of terms and concepts. While many of these issues will be discussed and/or referred to in class, time often does not permit a complete and thorough discussion. Therefore, textbook reading helps fill in the gaps that may remain after the lecture material has been presented in class. My advice, then, is to use the lecture notes as your guide to reading and studying the textbook. Hopefully, if you have been attending class regularly, many of the concepts discussed in class will "pop out at you" as you read and reread the chapters prior to taking an exam. This procedure will also alert you to those concepts that have been discussed in class that are not found in the textbook (there are likely to be a significant number of them!).

6) Don’t procrastinate. Cramming the day before the exam may work for some students and classes, but it's not a recommended strategy. Given that this course is relatively "light" on daily assignments, try to set aside regularly some time to keep up with the reading assignments, reviewing your notes, and generally keeping abreast of what's been going on in class. That way, when it's time to prepare for the test, much of the groundwork (and hard work) will have already been completed. Recognize that the majority of your grade depends upon how well you do on the exams. So, it's important you do the things necessary to improve your chances of doing well on the exams.
7) Ask questions... before class, during class, after class. It may sound corny (and I'm sure you've heard it before), but there are likely to be other students who would also benefit from some additional discussion and clarification of material presented during the lecture, if only someone would ask a question. If you don't understand something, the easiest way to get assistance is to ask the professor. And, be persistent. If my response doesn't shed light on the problem, ask your question again. (On the other hand, if I believe it is not in the best interest of the entire class to elaborate on an issue during class time, I may ask you to seek me out during my office hours for further discussion)

8) Be responsible for your own actions. I truly hope all students will have a positive experience by taking this class. However, this “experience” is much like a partnership – the professor doing his part, students doing theirs. You can expect me to offer the best I can, but more importantly students’ success in this class can only be realized if they give their best as well and make a contribution to enhance learning. That means maintaining a positive attitude, being conscientious in completing all assignments, and relying upon themselves to get things done.

Good luck. I hope you do well in this course.

1 These tips are credited to Dr. Joan Giese, Professor of Marketing at University of Oregon.
# Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>01-28</td>
<td>M Class Orientation</td>
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<tr>
<td>01-30</td>
<td>W What is marketing? (1)</td>
<td>Chapter 1</td>
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<tr>
<td>02-04</td>
<td>M What is marketing? (2)</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>02-06</td>
<td>W Business Ethics (1)</td>
<td>Ch2 (p40); Ch3 (p.80-81, 86-87); Ch5(p153-155)</td>
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<tr>
<td>02-11</td>
<td>M Business Ethics (2)</td>
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<tr>
<td>02-13</td>
<td>W Marketing Strategic Planning (1)</td>
<td>Chapter 2</td>
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<tr>
<td>02-18</td>
<td>M Marketing Strategic Planning (2)</td>
<td>Chapter 2; Ch3 (p88-94)</td>
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<tr>
<td>02-20</td>
<td>W Catch-up &amp; Review</td>
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<tr>
<td>02-25</td>
<td>M <strong>Exam 1</strong> (Ch 1, 2, 3(p80-81, 86-94), and 5(p153-155)</td>
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<tr>
<td>02-27</td>
<td>W Exam 1 Debriefing</td>
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<tr>
<td>03-04</td>
<td>M Target Marketing Strategy (1)</td>
<td>Chapter 7</td>
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<tr>
<td>03-06</td>
<td>W Target Marketing Strategy (2)</td>
<td>Chapter 7</td>
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<tr>
<td>03-11</td>
<td>M Consumer Behaviors (1)</td>
<td>Chapter 5, Ch3(p83-86)</td>
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<tr>
<td>03-13</td>
<td>W Consumer Behaviors (2)</td>
<td>Chapter 5, Ch3(p83-86)</td>
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<tr>
<td>03-18</td>
<td>M Business-to-Business Marketing</td>
<td>Chapter 6</td>
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<tr>
<td>03-20</td>
<td>W Market Research</td>
<td>Chapter 4</td>
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<td>03/25-29</td>
<td><strong>Spring Recess, class not held</strong></td>
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<td>04-01</td>
<td>M Cesar Chavez Birthday Observed (Holiday) Campus Closed</td>
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<td>04-03</td>
<td>W Creating a Product (1)</td>
<td>Chapter 8</td>
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<tr>
<td>04-08</td>
<td>M Creating a Product (2)</td>
<td>Chapter 8</td>
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<tr>
<td>04-10</td>
<td>W Catch up &amp; Review</td>
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<tr>
<td>04-15</td>
<td>M <strong>Exam 2</strong> (Ch4, 5, 6, 7, and 8; Ch3:p83-86)</td>
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<td>04-17</td>
<td>W Exam 2 Debriefing</td>
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<tr>
<td>04-22</td>
<td>M Product Management (1)</td>
<td>Chapter 9</td>
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<tr>
<td>04-24</td>
<td>W Product Management (2)</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>04-29</td>
<td>M Pricing and Strategies (1)</td>
<td>Chapter 11</td>
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<tr>
<td>05-01</td>
<td>W Pricing and Strategies (2)</td>
<td>Chapter 11</td>
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<tr>
<td>05-06</td>
<td>M Channel and Strategies (1)</td>
<td>Chapter 15</td>
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<tr>
<td>05-08</td>
<td>W Channel and Strategies (2)</td>
<td>Chapter 15</td>
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<td>05-13</td>
<td>M Promotion Communications</td>
<td>Chapter 12</td>
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<tr>
<td>05-15</td>
<td>W Catch up &amp; Review</td>
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<tr>
<td>05/20</td>
<td>M <strong>12:45pm-2:45pm; Exam 3</strong> (Chapter 9, 11, 12, and 15)</td>
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2 This schedule is tentative and subject to change at the professor’s discretion.