

BA 517.731 - Advanced Marketing

Professor: Dr. Craig Martin

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**YOU ARE RESPONSIBLE FOR READING AND UNDERSTANDING THIS SYLLABUS.
PLEASE ASK IF THERE IS SOMETHING THAT YOU DO NOT UNDERSTAND**

Suggested Textbooks

1. *Marketing 2014*, William Pride and O.C. Ferrell, Cengage, 17th edition ISBN # 978-1-133-93925-2
2. *Principles of Marketing* –Kotler and Armstrong, 15th Edition, Pearson, ISBN# 978-0-13-308404-7

* These two textbooks are not **required** for the course. I have listed them as **optional** or **recommended** for students who would like to have reference books for the material that is covered in class. There will be a vast difference in the current levels of understanding of marketing concepts between the students taking this course. Some students are currently involved with marketing in their jobs and likely have a significant knowledge of marketing. Other students not only are not employed in a marketing-related field, they are also likely to have had a significant time lapse since their last marketing course at the university level. Therefore, I am leaving the textbook purchase decision open to each student based on his or her individual need for referencing marketing concepts. Finally, you will see later in the syllabus that I will be posting mini-lectures twice each week, introducing new topics that will be covered. The mini-lectures that I post will be based primarily on information from the Pride and Ferrell textbook. Some students might want to buy only one reference book instead of two. If so, my recommendation would be to purchase the Pride and Ferrell textbook. **Both textbooks are in sufficient supply through Amazon.com.**

General Class Objectives and Classroom Procedures

This course is designed to encourage the application of marketing principles as they are advanced in industry. Students will be exposed to a variety of innovations in the field of marketing and will be expected to obtain a thorough understanding of the application of these marketing innovations as they are used in business settings today. As students in a graduate level course, you will be expected to direct class discussions, interact at an advanced level with your peers, and generally strengthen the marketing education and knowledge of everyone involved with this course. As this is a graduate level course, students will also be expected to discuss course material as it relates to the workplace, either the student's workplace, or a workplace the student introduces into discussion. As a web-based course, a final objective of this course is to create as much interaction between students as possible. The overall goal for me is to act as a facilitator for student discussion about advances in marketing. The amount of learning or positive contributions that students receive from these discussions will greatly depend on the ability of the students in this course to successfully research the topics and contribute their thoughts and opinions.

This course will utilize Blackboard to allow interaction between students and the professor, available at <https://wku.blackboard.com/>. You will be required to utilize this component to post discussion board comments, contact individual students in the class, and participate in class. You **MUST** be adept at using Blackboard in this course. This includes having access to a computer **EVERY DAY** during the semester.

Cheating/Misconduct

Cheating will result in a score of 0 for any class assignment.

Course Evaluation - Your performance will be evaluated based on the following:

Company Profile Paper (100 points possible) – Each student will be responsible for writing a detailed paper describing marketing advances in a chosen organization. Your paper will be due **Wednesday, October 5, at 12:00 noon (Central Time)**. Paper evaluation guidelines/expectations appear later in the syllabus.

Mini-Lecture Discussion Board Comments (300 points possible) – Each student will be evaluated on the content of his/her contribution to the discussion board. Guidelines for discussion board posts appear later in the syllabus. **Discussion Board evaluations will be made THREE TIMES during the bi-term.**

*** Your first discussion board grade (100 points possible) will be posted after the first two weeks of discussion board topics**, and will be based on your contributions to the discussion board for Mini-Lectures 1, 2, 3, and 4.

*** Your second discussion board grade (100 points possible) will be posted after weeks three and four of discussion board topics**, and will be based on your contributions to the discussion board for Mini-Lectures 5, 6, 7, and 8.

*** Your third discussion board grade (100 points possible) will be posted after weeks five and six of discussion board topics**, and will be based on your contributions to the discussion board for Mini-Lectures 9, 10, 11, and 12.

Grading

<u>Task</u>	<u>Points</u>	<u>Grade Cutoffs:</u>
Company Profile Paper	100	90-100% = A
Weeks 1-2 Discussion Board Comments	100	80-89% = B
Weeks 3-4 Discussion Board Comments	100	70-79% = C
Weeks 5-6 Discussion Board Comments	<u>100</u>	60-69% = D
Total Possible Points	400	<60 = F

Mini-Lectures

Each week, I will post 2 mini-lectures on the discussion board. Students will find these lectures posted under the “**Discussions**” link on the left side on the Blackboard home page. These lectures will serve two purposes. First, the mini-lectures will introduce the marketing concepts and definitions that I think are important for you to know and understand in the class. Most of the material that will be discussed will be found in the Pride and Ferrell textbook that has been posted as a suggested textbook for this class. The mini-lectures will often contain references to recent popular press articles that contain information relevant for the particular topic being covered. It will be **the student’s responsibility** to find these articles and read them. The second purpose of the mini-lectures will be to initiate class discussion about the topic being covered. Although a portion of the material presented in the mini-lectures will focus on concepts and definitions, other parts of these posts will be designed to create discussion within the class. As students are **significantly** evaluated on their contribution via the discussion board, these mini-lectures will hopefully provide students the impetus to become involved in the topic discussion. The schedule for the mini-lecture postings appears on the next page. **Please be aware: Each topic will be open for discussion only for the week it is posted. You will need to discuss the topic under discussion during the week that it is posted. After the topic is removed at the end of a week (Saturday evening at 11:59 p.m. central time), no more discussion will be allowed on that topic.** Both mini-lectures for the week will be posted by 9:00 a.m. Sunday morning of each week.

<u>Date</u>	<u>Mini-Lectures Topic</u>	<u>Suggested Reading</u> (PF = Pride and Ferrell)
<u>Week 1 (August 21 – August 27)</u>		
Mini-Lecture #1	Target Market Selection	PF Chapter 6
Mini-Lecture #2	Consumer Behavior	PF Chapter 7
(Discussion for Mini-lectures #1 and #2 ends at 11:59 p.m. Central time, Saturday, August 27)		
<u>Week 2 (August 28 – September 3)</u>		
Mini-Lecture #3	Marketing Research and Relationship Marketing	PF Chapter 5
Mini-Lecture #4	Global and International Marketing	PF Chapter 9
(Discussion for Mini-lectures #3 and #4 ends at 11:59 p.m. Central time, Saturday, September 3)		
<u>Week 3 (September 4 – September 10)</u>		
Mini-Lecture #5	Environmental Influences	PF Chapter 3
Mini-Lecture #6	Marketing Ethics and Social Responsibilities	PF Chapter 4
(Discussion for Mini-lectures #5 and #6 ends at 11:59 p.m. Central time, Saturday, September 10)		
<u>Week 4 (September 11 – September 17)</u>		
Mini-Lecture #7	Products	PF Chapters 11, 12, 14
Mini-Lecture #8	Services Marketing	PF Chapter 13
(Discussion for Mini-lectures #7 and #8 ends at 11:59 p.m. Central time, Saturday, September 17)		
<u>Week 5 (September 18 – September 24)</u>		
Mini-Lecture #9	Distribution	PF Chapters 15, 16
Mini-Lecture #10	Promotion	PF Chapters 17, 18, 19
(Discussion for Mini-lectures #9 and #10 ends at 11:59 p.m. Central time, Saturday, September 24)		
<u>Week 6 (September 25 – October 1)</u>		
Mini-Lecture #11	Pricing	PF Chapters 20 and 21
Mini-Lecture #12	Sports Pricing	PF Chapter 20
(Discussion for Mini-lectures #11 and #12 ends at 11:59 p.m. Central time, Saturday, October 1)		
<u>Week 7 (October 2 – October 8)</u>		
No Mini-lecture		
Company Profile Paper due Wednesday, October 5, at 12:00 noon (Central Time)		

General Course Information and Recommendations

1. All documents uploaded by students for me to download must be in **Microsoft Word**.
2. When you have a question for me about the course or information pertaining to the course, please send me an email at Craig.Martin@wku.edu.

Company Profile Paper Guidelines

1. You are free to select a company, corporation, or conglomerate and write a paper about **RECENT** marketing techniques and procedures that are utilized to market products. In other words, you will be expected to write an in-depth analysis of one company, corporation, or conglomerate that has made significant **RECENT** improvements or advancements in its marketing.
2. You may not choose the same company as another student in the class. Therefore, email me when you have selected an organization and I will record your selection. Assuming you are the first to select that organization, no one else will be allowed to select that organization. Therefore, it will be to your benefit to select your company profile organization as quickly as possible. I will post and update a list of students and the organizations they have chosen under the “Content” component of Blackboard for all to see.
3. Select an organization that allows you to provide significant **RECENT** examples and illustrations of marketing advances to support your position. You are welcome to use the organization where you are employed if it is relevant.
4. Students should set a goal of **5 pages maximum for this paper**. My best advice is to be succinct in your writing while still covering all necessary information.
5. Have fun with this. Popular press publications are often the best place to start looking for these types of organizations. Success stories appear daily covering organizations that have risen to the top of their industry based on advances in specific marketing areas. A great place to start searching for relevant articles is the database “**ABI/Inform Global (ProQuest)**”. A direct link to it is available on the WKU Library main web page under the section “Databases”.

Company Profile Paper Evaluation Sheet

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|------------|---|--|
| 100 | = | The paper excelled in all areas, including using a variety of recent examples of marketing advances, covering advances in a variety of marketing mix components, confirming through outside sources that the advances were financial successes, integrating the material presented from outside sources with your own opinions or ideas, relating the ideas presented to the topics covered in our course, and organizing the paper into a logical presentation of material. |
| 95 | = | The paper excelled in most of the areas described above but failed to excel in one of the particular areas described above. |
| 90 | = | The paper was good in most of the areas described above but failed to excel in multiple areas. |
| 80 | = | The paper had insufficient material in one of the areas described above. |
| 70 | = | The paper had insufficient material in multiple areas described above. |
| 50 | = | The paper constituted an insufficient effort for a Masters-level program. |

Company Profile Paper Evaluation

1. Do you discuss **RECENT** marketing decisions and advances within the organization you have chosen, or do you simply summarize the organization and its general business operations? I want to see **RECENT** advances in the area of marketing (Product, Price, Promotion, Distribution, Target Marketing, Marketing Research, etc...) that you are researching. Reciting or reprinting definitions should occupy only a small section of your paper. I want the majority of your paper to focus on **RECENT ADVANCES** in marketing in your chosen organization. **Additionally, you must show that the marketing advances you discuss had a positive financial impact on organizational operations, justified through outside sources showing the advances were financial successes.**
2. How much thought did you put into the information that you provide in your paper? In other words, did you regurgitate paragraphs that others have written, or did you thoughtfully integrate the information from your sources to present a logical, coherent paper? Show me that you actually thought about what you were writing. Also, do not be afraid to take a point of opinion, justify it and explain to me why it is important. A simple coverage of different topics is boring to read and provides little relevant information. Find the true advances in your area of marketing and tell me why they are needed or not needed.
3. I will also be evaluating how well you organize and present the information in the paper.
4. You are allowed to select any company for the company profile paper. However, I want to make sure you understand that your company profile paper must have outside sources to validate your paper. **A significant part of the paper is to be able to show that the marketing advances you discuss in the paper are actually advances, and are seen as advances by customers and the industry. You need independent sources to provide this validation.** Often internationally-known, consumer product organizations are the best choices for this type of paper so that you will have sufficient material and sources for your paper.
5. Do you utilize citations and reference material, or do ideas, discussions, and statistics appear to spring forth from your mind as if you are channeling Edison, Einstein, and Buffett (Warren, not Jimmy)? This is a personal strike against the inordinate amount of undergraduate papers I read with line after line of company revenue information, verbatim mission statements, or glowing reviews of business operations, **ALL without one citation or reference listed.** My simple recommendation: If it is not your original thought or idea, provide a reference or citation. Additionally, you should utilize INDEPENDENT sources. Company websites are acceptable for providing minimal company background information, but marketing advances need to be validated through sources OUTSIDE of the company's control. **Additionally, Wikipedia and personal blogs are not considered valid sources for an academic paper at the graduate level.** Any reference style will be acceptable as long as it clearly identifies what information in your paper is being referenced, and from where the information originated. If you are looking for guidance for appropriate reference utilization, the following link should help:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_page_basic_format.html
6. I will also evaluate your grammar and basic writing skills. I am, by no means, an English professor, but I will be aware of sloppy writing and incorrect grammar throughout a paper. I find that it is often not the grammar and writing skills of the individual student that need to be addressed. More often, it is the motivation to proofread the manuscript that needs to be improved. I am not perfect, nor do I expect you to be. However, graduate level writing in English is expected from each student.
7. Reminder – the body of the paper should be a maximum of 5 pages.

Discussion Board Comments Guidelines

1. Discussion Board evaluations will be made **THREE TIMES** during the bi-term. Your first discussion board grade will be posted after the first two weeks of discussion board topics, and will be based on your contributions to the discussion board for Mini-Lectures 1, 2, 3, and 4. Your second discussion board grade will be posted after weeks three and four of discussion board topics, and will be based on your contributions to the discussion board for Mini-Lectures 5, 6, 7, and 8. Your third discussion board grade will be posted after weeks five and six of discussion board topics, and will be based on your contributions to the discussion board for Mini-Lectures 9, 10, 11, and 12. **Important: Each discussion board evaluation is worth 100 points. Additionally, these are separate discussion board grades. They do not affect each other.**
2. The discussion board is being utilized to encourage interaction. As we will not meet as a class in a physical sense, the discussion board becomes the interaction component between students. I firmly believe that the greatest benefit students obtain from a good MBA class is the growth of knowledge of how work is done in other organizations. Therefore, each student will be expected to contribute through professionally prepared and appropriate discussion board comments.
3. The number of comments will be important. I will also be looking at the quality of the comments made by students. I expect students to average 2-3 positive contributions per mini-lecture to the discussion board. **Overall, I expect students to make approximately 10 QUALITY contributions to the discussion board EACH EVALUATION PERIOD.**
4. My goal for the discussion board is to avoid meaningless responses to comments already posted. Simply stating that you agree with another student's point of view is not a positive contribution. Students need to find valuable information to contribute. This could include original ideas about topics under discussion, contributions of outside material that relate to the topic under discussion, or specific work-related situations that are applicable to the topic under discussion. This is not meant to be an exhaustive list of potentially valuable discussion board posts, just a helpful start.
5. I will monitor the discussion board and, if needed, moderate the discussion and its topics. **However, my goal is for the discussion board to be student-centered.** The discussion board comments made by students should allow for further discussion and elaboration on the topic. **Students should not expect me (the professor) to constantly stimulate class discussion on the discussion board. It is the responsibility of the students in the course to obtain and maintain class discussion.**
6. When you post information on the discussion board, it will be encouraged that you post your opinions on the topic and any supporting information that will help you make your points more objective. However, personal attacks on other students (or the professor) will not be permitted. Any comment that can be perceived as a personal attack will be removed from the discussion and the student posting the comment will receive an appropriate reduction in their final point total for the class. Please be civilized in the discussions. Disagreements and counterpoints can be discussed without resorting to personal attacks.
7. Quality comments made earlier in the discussion will be evaluated more favorably than those made later in the discussion. **You should be consistently involved in the discussion throughout the week, not just near the end of it. Students will get minimal credit for consistently contributing only at the end of the discussion.**

8. When posting information on the discussion board, **please do not post empty links to web sites.** Students often feel like they are providing quality input to a discussion by simply providing links to web sites that contain valuable information about the topic being covered. However, I request that if you choose to post links to a web site or multiple web sites, please provide either a brief introduction to the post, or a brief description of the information available at the web site, and why you feel this information is pertinent. Not only will this make it easier for all interested parties to be involved, it will give you the opportunity to exhibit your understanding of the topic at hand, an important component of your discussion board contribution score.
9. This is a graduate level course and I expect any written information to be presented in graduate level English.
10. Please do not plagiarize any material that you post on the discussion board. If you take information from any other source (a book, a person, especially an INTERNET site, or any other source), you **MUST** give credit to the source of information by providing a citation, and you must use quotation marks if the information is copied verbatim.

Discussion Board Evaluation

**Your discussion board comments will be evaluated based on the following scale
FOR EACH EVALUATION PERIOD.**

- | | | |
|------------|---|--|
| 100 | = | Students receiving this score far exceeded both the quality and quantity (approximately 10) expectations for the discussion board comments. These students consistently introduced outside information and sources, were leaders in both introducing information and the discussion of the information presented, and their comments and input initiated significant further discussion |
| 90 | = | Students receiving this score provided discussion board comments that met the expectations in both quality and quantity (approximately 10). Their comments initiated some further discussion. |
| 80 | = | Students receiving this score posted discussion board comments that were either lacking in quality or quantity. These students fell slightly short of the expectations of the discussion board comments. |
| 50 | = | Students receiving this score made one (or more) of the following mistakes:
a) Discussion board posts were insufficient in both quantity and quality
b) Discussion board comments were consistently posted near the end of the week after the topic was near completion, creating limited opportunities for others to be involved or respond to these comments
c) Discussion board posts were mostly of the variety of "I agree," "Good point," etc..., and did not initiate further discussion or provide significant discussion input |
| 0 | = | Limited to no participation in the discussion board |

ADA Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/ Discrimination & Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

COVID-19

The WKU administration strongly encourages all students to [get the COVID-19 vaccine](#). In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information.

<https://www.wku.edu/healthyonthehill/>

WKU Counseling and Testing Center

The WKU Counseling Center provides a variety of services to help strengthen students' capacity to tolerate distress, form healthy relationships, and seek healthy expressions of their ideals and values. If you would like to speak with someone, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159 or use their Here To Help service at <https://www.wku.edu/heretohelp/heretohelpemail.php>. If you need immediate help, please visit the Counseling Center in 409 Potter Hall or call the 24-hour emergency help line at 270-745-2548.

Regular and Substantive Interaction

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- 1) Detailed feedback pertaining to discussion board contributions
- 2) Faculty participation in weekly discussion boards
- 3) Weekly announcements
- 4) Timely and detailed feedback on your company profile paper provided within one week of submission.

Big Red Backpack

The Big Red Backpack program is the title of WKU's partnership with Barnes & Noble College for their First Day Complete initiative. Big Red Backpack is a course materials delivery program that ensures students have their required course materials on the first day of class and may reduce the costs of materials for many of their courses. Enrollment in the program occurs automatically when students register for classes. Students may opt out of the program each semester, as long as they choose to opt out for all of their classes.

Students **MUST** carefully and completely follow all instructions regarding the Big Red Backpack Program. Those instructions will be provided by:

1. An email to all Topper email addresses from the Big Red Backpack Program one month prior to the start of classes.
2. The Big Red Backpack Program site: <https://www.wku.edu/bigredbackpack/>.

Students should refer to the Big Red Backpack Program site referenced above for opt-out deadlines and any additional details.