Course of Study

BUS 230, Marketing

An introductory course to the field of marketing. Its purpose is to give a general understanding of the forces operating, institutions employed, and methods used in the marketing of goods and services. Areas such as advertising, sales promotion, retailing, and wholesaling will be covered. Three hours lecture per week.

Prerequisite: No prerequisite
Instructor: Jerry Healy
Phone: 410-822-5400, ext. 2351; Delaware: 302-653-2030
Email: jhealy@chesapeake.edu
I. **Statement of Goals:** The goals of the course are:

- To familiarize the students with the marketing concepts.
- To acquaint the student with the importance of marketing in the American economy.
- To develop a working knowledge of the managerial marketing system approach.

II. **Behavioral Objectives:** The student will:

- Describe the functions of marketing.
- Explain how to develop a Macro Marketing System.
- Describe the various types of Marketing Specialist.
- Describe the Marketing concept and how it should affect a firm’s strategy planning.
- Identify the elements of a Marketing Manager job.
- Explain a target market.
- Describe the four “P”s in the marketing mix
- Explain the difference between a marketing strategy, a marketing plan, and a marketing program.
- Name and define relevant generic markets and product markets.
- Describe how the resources and objectives of the firm can help in the search for opportunities.
- Explain why a firm should match its opportunities to its resources and objectives.
- Explain how to screen and evaluate opportunities.
- Describe the uncontrollable variables the marketing manager must work with.
- Identify the trends in population and income.
- Explain how the economic and technological environment can affect strategy planning.
- Describe the effect of the different kinds of market situations on strategy planning.
- Construct the entire marketing function of a large firm and explain the relationship of each function.
- Explain the scientific approach to marketing research.
- Describe how to obtain secondary and primary data.
- Identify the use of observing questioning, and experimental methods in marketing research.
- Describe marketing information systems.
- Identify the necessary demographics for three various consumer products.
- Describe how final consumer spending is related to population, income, family life cycle, and other variables.
- Describe the likely consumer purchases for broad classes of products
- Explain how the consumer uses the problem-solving processes.
- Describe the relationship between manufacturers, wholesalers, agents, brokers, and retailers.
- Explain the problem-solving behavior of manufacturers’ purchasing agents.
- Identify the basic methods of industrial buying
- Name and identify the various types of middlemen.
- Explain market segmentation.
- Describe the dimensions that may be useful for segmenting markets.
• Describe how to segment markets into sub-markets.
• Describe several forecasting approaches that extend past behavior.
• Describe several forecasting approaches that do not rely on extending past behavior.
• Describe the differences among the various consumer and industrial goods classes.
• Explain what branding is and how it can be used in strategy planning.
• Identify the strategic importance of packaging
• Construct a product life cycle and explain each stage.
• Describe what is involved in designing new products and what “New Products” really are.
• Explain a new product development process.
• Describe product positioning.
• Explain the need for product or brand managers.
• Explain how and why specialists adjust discrepancies of quantity and assortment.
• Explain why physical distribution is such an important part of place and marketing
• Describe the transporting and storing possibilities a marketing manager can use.
• Explain the various kinds of channel systems.
• Construct a break-even analysis.
• Identify the many kinds of retailers that might become members of producers’ or wholesalers’ channel system.
• Describe the differences among the conventional and non-conventional retailers including those who accept the mass merchandising concept.
• Explain scrambled merchandising and the “Wheel of Retailing.”
• Describe what wholesalers are and the wholesaling function.
• Explain when and where the various kinds of merchant wholesalers and agent middlemen would be most useful to the channel planner.
• Implement various types of pricing techniques in order to regain investments on a break-even model.
• Explain the advantages and disadvantages of the promotion methods that a marketing manager can use in strategy planning.
• Describe the importance of promotion objectives.
• Explain how the communication process should affect promotion planning.
• Describe how the typical promotion budgets are blended.
• Explain who plans and manages promotion blends
• Explain the importance of personal selling
• Explain when and where the three types of Sales presentations should be used
• Describe when the various kinds of advertising are needed.
• Explain how to go about choosing the “Best” medium.
• Explain how to plan the “Best” message that is, the copy thrust
• Explain advertising agencies.
• Describe how to advertise legally.
• Describe how pricing objectives should guide pricing decisions.
• Explain the legality of price level and price flexibility policies.
• Explain the many possible variations of price structure, including discounts,
allowances, and who pays transportation costs.
- Describe the relationship between personal selling and advertising in order to have a successful marketing campaign.
- Explain how most wholesalers and retailers set their prices using markups.
- Describe why turnover is so important.
- Explain how to find the most profitable price and quantity.
- Identify the various ways that businesses can get into international marketing.
- Describe the multi-national corporation.
- Explain the kinds of opportunities in international markets.


IV. **Course Requirements:**
The course week runs from Monday to Sunday night at 5:00 pm. The weekly assignments are due to me online every Sunday by 5:00 p.m. Students will need a reliable computer and a stable Internet connection (DSL or broadband/cable are preferred). If you need assistance logging in to ANGEL or need help learning how to use the course management system, contact the ANGEL helpdesk (410-822-5400, ext. 2386) or email to: onlinelearning@chesapeake.edu

V. **Instructor Response Time:**
You can expect me to respond to your emails generally within 48 hours, technology allowing. Your papers will be returned graded within a week or less after the due date depending on the size of the class. I will be monitoring the discussions and will frequently jump in to guide you in new directions or to add to your comments. Do not wait for me to carry the discussions. This is your opportunity to share ideas and to experience new ways of thinking. Your final paper/project will be graded before the finals week.

VI. **Attendance Policy:**
As your instructor for this class, I challenge you to get the most you can out of this course. This course will provide the environment for learning, however, the learning is up to you! Regular and active participation is an essential, important aspect of this online course. An online course does not provide the structure of a face to face class on campus. Therefore, online courses require extreme self-discipline. For this reason, it is imperative that you keep up with the work assigned. Not submitting your research paper on time is unacceptable. I do not accept later papers! You must plan to spend 6+ hours per week reading, preparing, and submitting assignments. My expectation is that you will logon a minimum of three times every seven days. It is critical that you read all of the assignment materials as well as participate in the public discussion area in order to pass this class.

VII. **Academic Instruction Emergency Management Plan:**
In the event that Chesapeake College needs to close for an extended period of time due to a flu pandemic, severe weather event, or other emergency situation, consideration will be given to the timing and duration of the closure as follows:
1. Closure during the semester for up to one week – there will be an opportunity to make up work missed without significant alteration to the semester calendar.

2. Closure extending beyond one week (or in situations where classes are cancelled on the same days/evenings over multiple weeks) – the College may extend the length of the semester. Depending on the timing of the closure, scheduled breaks, end of semester dates, and/or the processing of final grades might be impacted.

Students can acquire information about closures on the College website or by calling 410-822-5400 or 410-228-4360. Chesapeake College courses held at off campus sites will follow the protocol of the host facility

VIII. Chesapeake College Academic Misconduct Policy:
Definition: Academic dishonesty includes, but is not limited to, the following:

1. Cheating on examinations

2. Plagiarism, the representing of another’s ideas or writing as one’s own, including but not limited to:
   
   a. Presenting all or part of another person’s work as something one has written;
   
   b. Paraphrasing or summarizing another’s writing without proper acknowledgement;
   
   c. Representing another’s artistic or technical work or creation as one’s own.

3. Willingly collaborating with others in any of the above action(s) which result(s) in work being submitted which is not the student’s own.

4. Stealing examinations, falsifying academic records, and other such offenses.

5. Submitting work previously presented in another course without permission of the instructor.

6. Unauthorized duplication of computer software

7. Unauthorized use of copyrighted or published material.

IX. Learning Resources:
- Canvas course management system, newspapers, business magazines,
- World Wide Web resources

X. Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>80 - 89</td>
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<tr>
<td>C</td>
<td>70 - 79</td>
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XI. Grading System:
Multiple measures of evaluation are used in the course, allowing students opportunities to demonstrate their learning in more than one way and giving consideration to individual learning styles. There are assignments that are due in each week.

<table>
<thead>
<tr>
<th>Exams (3 Equal Weight)</th>
<th>50%</th>
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<tbody>
<tr>
<td>Discussions (12)</td>
<td>25%</td>
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<tr>
<td>Case Studies (20)</td>
<td>25%</td>
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<td>Total</td>
<td>100%</td>
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XII. Discussions:
The very nature of an online course dictates that we communicate often. In addition, much of the instruction as well as your learning will rely heavily on group discussions and reflection. Periodically, discussion questions will be posted and points will be accumulated for participation (Discussions – 25% of grade). Participation involves giving in-depth thought to the topic before responding, creating an original post, then reading and responding to two or more of your classmate’s posts. Do not wait until the last day of the discussion assignment to begin posting! Typically, first posts are created during the first three days of the week and replies to peers are posted on Wednesday through Sunday. All Discussions close on Sunday night at 5:00 p.m. Therefore, it is MANDATORY that all reading assignments be completed on an ongoing basis in order to ensure credible participation. Credible participation requires each student to actually reflect throughout posted discussions.

Below is an example of what the instructor views as “credible participation” and what is NOT credible participation:

Good Example:
The goals of sexual education should be to educate youths about the physical and emotional changes that will be taking place during adolescence (and the dangers i.e....diseases associated with sex) – I think children should also be educated on the whole process associated with human reproduction – in depth - from conception (and how to prevent conception) through the birth process. At one time, almost every child witnessed the birth process in a natural wholesome setting such as the birth of farm animals and pets. From that experience a natural curiosity and conversation would ensue with the parents exploring natural life processes but we have become so insulated from nature that unfortunately our children are learning about human sexuality through the mass media, and the messages today are often not wholesome and natural. Marketing is moving towards younger and younger audiences with highly sexually charged messages. Sex sells and advertising knows this. Movies, Musical lyrics, Television shows, comedy, even cartoons (i.e. south park) all have explicit sexual lyrics and topics, and today’s children are immersed in them. Although, in past years there were sexual connotation to lyrics and movies – I feel there was almost innocence to them. It was more about relationships less about the actual sex act. Sex was veiled or implied (except in pornography – which was at that time - socially unacceptable). The sexual connotation often went “over the heads” of children. Today, it is open, it is graphic, it is in the music, and it is on television, on cable and in the movies. Value is placed on sexual desirability and the sexual act. Often the sexual message is intertwined with violence. Very little is said about commitment and stability; and our children are unfortunately getting the message. Years ago I might have said that it is a parent’s job to educate children on morals, values, and sex education. That it does not belong in the schools and is not a teacher’s job, but now, because of the sexual nature of the messages being aimed at our children and the mixed messages they are receiving… I feel sex education now does has a place in the schools. Children do not live in a vacuum and even though we try to insulate our children from these messages - we cannot – they live in the real world, and we cannot protect them. We can only do damage control. In an idealized society, parents should be the ones teach about the morals and values – but not all parents are ideal, and some parents are just uncomfortable with the subject. At least, if it is taught in the schools, a developed,
balanced curriculum could be established. I feel it should be started early (adolescence may be too late to get started)– be on going - and age appropriate. By the time they reach their teens, adolescents could then have the opportunity, (hopefully with some parental input) to explore and establish their own views of sexuality based on facts and morals, instead of the slanted, biased view put forth by the media.

**Bad Example:**
I read the chapter assigned for this week. I found the chapter really interesting and useful. I mean, these are all important, so every teacher should use this stuff in their own classroom often.

**XIII. Written Assignments:**

**Case Studies:** There are 20 Case Study assignments in this course. Each written Case Study assignment needs to be in APA/MLA style formatting and include a title page, in-text documentation, and reference page. The 20 Case Study assignments are worth 25% of your final grade. They must reflect college level writing and thinking.

**XIV. Exams:**
Three exams will be given to determine the creativity of the student. All exams must be taken in the Testing Center of the College, either at the main campus or in Cambridge and you will need a photo ID to take the exam. If an alternate testing facility is required, please contact the instructor for information. The exams are 50 percent essay and 50 percent objective (true/false, multiple choice). All essay questions need in-depth answers. You will have the choice of completing the essays online or free hand in Blue Books, which will be provided. The 3 Exams are worth 50% of your total grade.

**XV. Course Schedule:**
All Assignments are due by the end of each week (Sunday night by 5:00 PM)

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<thead>
<tr>
<th>Week 1 – 8/26 – 9/1</th>
<th>Read:</th>
<th>Everything in the Welcome Folder</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Chapters 1 &amp; 2 in textbook</td>
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<tr>
<td><strong>Review:</strong></td>
<td></td>
<td>Chapters 1 &amp; 2 PowerPoint and Chapters 1 &amp; 2 Textbook Resources (Take practice quiz - not graded)</td>
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<tr>
<td><strong>Due:</strong></td>
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<td>Information Data Sheet</td>
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<td>Discussion 1</td>
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<td>Case Study 1: McDonald's &quot;Seniors&quot; Restaurant (#1), pg. 607</td>
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<td>Case Study 2: Polystyrene Solution (#5), pg. 610-611</td>
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<tr>
<th>Week 2 – 9/2 – 9/8</th>
<th>Read:</th>
<th>Chapters 3 &amp; 4 in textbook</th>
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<tr>
<td><strong>Review:</strong></td>
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<td>Chapters 3 &amp; 4 PowerPoint and Chapters 3 &amp; 4 Textbook Resources (Take practice quiz - not graded)</td>
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<td><strong>Due:</strong></td>
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<td>Discussion 2</td>
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<td>Case Study 3: Golden Valley Foods, Inc. (#3), pg. 607-608</td>
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<td>Case Study 4: Walker-Windle Mills,</td>
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<td>Week</td>
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<td>3 – 9/9 – 9/15</td>
<td>Chapter 5 in textbook</td>
<td>Chapter 5 PowerPoint and Chapter 5 Textbook Resources (Take practice quiz - not graded)</td>
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<td>Week 4 – 9/16 – 9/22</td>
<td>Chapters 6 and 7</td>
<td>Chapters 6 &amp; 7 PowerPoint and Chapters 6 &amp; 7 Textbook Resources (Take practice quizzes - not graded)</td>
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<td>Week 5 – 9/23 – 9/29</td>
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<td>Week 6 – 9/30 – 10/6</td>
<td>Chapters 8 &amp; 9 in textbook</td>
<td>Chapters 8 &amp; 9 PowerPoint and Chapters 8 &amp; 9 Textbook Resources (Take practice quiz - not graded)</td>
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<td>Week 7 – 10/7 – 10/13</td>
<td>Chapters 10 &amp; 11 in textbook</td>
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<td>Week 8 – 10/14 – 10/20</td>
<td>Chapters 12 &amp; 13 in textbook</td>
<td>Chapters 12 &amp; 13 PowerPoint and Chapters 12 &amp; 13 Textbook Resources</td>
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<tr>
<td>Week</td>
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<td>9</td>
<td>10/21 – 10/27</td>
<td>Chapter 14 and 15</td>
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<td>Case Study 12: The Buckeye Group (#15) pg. 620</td>
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<td>10</td>
<td>10/28 – 11/3</td>
<td>Exam 2 (Taken in Testing Center)</td>
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<td>Case Study 14: Global Chemical, Inc. (GCI) (#21) pg. 627-628</td>
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<td>Chapter 16 &amp; 17 in textbook</td>
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<td>Case Study 16: Long Beach Plastics (#25) pg. 631-632</td>
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<td>Chapter 18</td>
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<td>Case Study 18: Kennedy &amp; Gaffney (K&amp;G) (#33) pg. 641-642</td>
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<td>Chapter 19</td>
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<td>Case Study 19: Simply Pure H2O4U, Inc. (#17) pg. 622-623</td>
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<td>Chapter 19 PowerPoint and Chapter 19 Textbook Resources (Take practice quizzes - not graded)</td>
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<td>Week 14 – 11/25 – 12/1</td>
<td>Fall Break!</td>
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<td>Week 15 – 12/2 – 12/8</td>
<td>Read: Chapter 20</td>
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<td>Review: Chapter 20 PowerPoint and Chapter 20 Textbook Resources (Take practice quizzes - not graded)</td>
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<td>Due: Discussion 12</td>
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<td>Case Study 20: Chess Aluminum Worldwide (CAW) (#34) pg. 641-643</td>
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<td>Week 16 – 12/7 – 12/12</td>
<td>Due: Exam 3 (Taken in Testing Center)</td>
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<td>Parting Comments</td>
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