COURSE NUMBER: MKT 320
COURSE TITLE: Principles of Marketing, 2020 Spring 100% Online
CREDITS: 3:3

PREREQUISITES/COREQUISITES:
- Pre-requisites: ACC 201 (or ACC 218), ECO 201, CST 105, ISM 110, and any one of the following: MAT 115, MAT 120, MAT 150, MAT 151, MAT 191, MAT 292; and major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.
- Students complete all of these courses before taking this course. You cannot take any pre-requisites concurrently (a.k.a. co-requisites) with MKT 320. In other words, the same semester you are taking MKT 320.
- If you believe you have an exception, please contact the Bryan advisors.

FOR WHOM PLANNED: This is a required course for juniors and seniors in Marketing, other Bryan School majors, or UNCG students.

1. CONTACT INFORMATION:
   1.1. Classroom: None – 100% online
   1.1.1. Email: haroehm@uncg.edu
      - All emails should contain a SUBJECT line that identifies which class, meeting time and group (if assigned) along with summary of inquiry (e.g., MKT320_20S Online Group?? question about assn. 1)
      - Note: If it is urgent please feel free to email as frequently as deemed necessary. Understand in normal situations, if you do not get a response in 24 hours consider re-sending your message.
   1.2. Office location: 376 Bryan
   1.3. Office hours:
      - 1.3.1. Tuesday 2pm-2:20pm and Thursday 11am-12pm. If you do not or cannot meet physically, we can set up a free Webex or Google Hangout). You can find directions on how to use the free chat software in the Canvas course homepage. Other appointments, including; Google Hangout or face to face, and/or times, by request.
      - 1.3.2. If you want to meet face-to-face:
         - 1.3.2.1. You can stop by anytime, if I am in my office we can chat.
         - 1.3.2.2. You can also contact me to set up a time.
      - NOTE: Please knock because I keep the door closed at all times.
   1.4. Contact information for MEHT Administration – Office 441 Bryan Building:

   Terri L. Sparks (336) 334-3797
tlspark2@uncg.edu

   Diana Brandt: (336) 334-4547
djbrandt@uncg.edu

   Fax 336-334-5580

   Mailing Address
   Attn: Harper Roehm
   MEHT Department
   The University of North Carolina at Greensboro
   Bryan School of Business and Economics
   441 Bryan Building
   Greensboro, NC 27408

2. The Bryan School of Business and Economics’ Mission Statement
In the Bryan School of Business and Economics, we create and disseminate knowledge about the theory and practice of business. In addition to our courses and research, we accomplish this through hands-on projects, global experiences, and outreach to the community. Our work produces principled leaders and exceptional problem solvers who have a
global perspective, an innovative mindset, a broad understanding of sustainability, and a commitment to improve the organizations in which they work and the communities in which they live.

3. Bryan School Student Learning Goals
Each program within the Bryan school has separate learning goals as listed with the degree program. The essential components of a professional education in business (excluding the B.S. and B.A. in Economics, the B.S. in Consumer, Apparel, and Retail Studies and the B.A. in Sustainable Tourism and Hospitality) include common courses for breadth and opportunities for advanced work for depth in the various business disciplines. These core business programs share the following common learning goals:

1. Students will implement the various steps of the critical thinking process, supported by the appropriate use of analytical and quantitative techniques, to formulate recommendations for subsequent decision making.
2. Students will apply appropriate ethical standards when making recommendations for business decision making.
3. Students will evaluate business decisions in the context of sustainability goals, balancing environmental, social, and economic needs, conditions, and potential decision impacts.
4. Students will formulate appropriate strategies, in the context of global issues and forces, to improve business performance in the world economy.
5. Students will explain the roles of innovation and innovation management in achieving successful business strategies, decisions, and performance.
6. Students will be able to plan, schedule, contribute to, and lead projects.

4. Impact of this Course on the Program Student Learning Goals
Upon successful completion of Principles of Marketing (MKT320), students will have met the various components of the Critical Decision-Making: (#1), Ethical Marketing practices (#2), Role of innovation in creating new products (#5) and Team Collaboration, Communication, and Knowledge-Integration in developing an implementable marketing plan (#6) Goals.

5. BADM (BS) Marketing CBK Learning Objectives (MKT 320):
In every business class, we have learning objectives. These indicate what you should be learning from each course. At the end of the semester, you will be asked to evaluate how well this class met the learning objectives. In addition to the learning objectives below, you will find that there are specific learning objectives for each class.

1. The marketing student will be able to prepare a research survey project
   1.1. Produce descriptive statistics from a research data set
   1.2. Interpret statistical information

2. The student will be able to develop a marketing strategy
   2.1. Critique a marketing strategy
   2.2. Develop a marketing plan

3. The marketing student will understand the consumer perspective
   3.1. Identify the steps in the consumer decision-making process
   3.2. Plan actions based on target market data

6. Student expectations of Faculty
6.1. I have two very important goals:
   6.1.1. Provide students with the marketing concepts that assist them in becoming productive contributors in the community (see Course Learning Objectives above).
   6.1.2. Create a learning environment where students feel fairly treated.
6.2. If you have a question/issue, please feel free to contact me.

7. Academic Integrity Policy
7.1. Students can refer to the Bryan School’s Guidelines for Ethical and Professional Behavior of Students and Faculty found in Canvas homepage.
7.2. It is also important to note that the course policies stated in this syllabus are intended to provide both individual students as well as the entire class roster a fair learning environment.

8. Health and Wellness
Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at https://shs.uncg.edu/ or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.

9. Academic Accommodations
The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you feel you will encounter any barriers to full participation in this course due to the impact of a disability, please contact the Office of Accessibility Resources and Services (OARS). The OARS staff can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can learn more about OARS by visiting their website at https://ods.uncg.edu/ or by calling 336-334-544 or visiting them in Suite 215, EUC.

10. Course design: The class has four parts. I will post all of the lectures and activities, assignments, exam study guide and sessions ONE PART at a time. Once the exam for a completed part is finished, the information for the next PART will become available. The four course parts as follows:
10.1. Part 1: Sessions 1 2 and 3 then exam 1
10.2. Part 2: Sessions 4, 5 and 6 then exam 2
10.3. Part 3: Sessions 7, 8, 9 and 10 then exam 3
10.4. Part 4: Session 10 Marketing Simulation. You can read details in the syllabus.
   10.4.1. It costs each student 25 dollars to participate. You do NOT have to get the license at the beginning of the semester. I will announce when you need it.
   10.4.2. If you do not purchase a license and participate you will fail the course.

10.5. In addition to the assignments and exams there is a group marketing simulation. The simulation helps re-enforce the marketing concepts and experience the marketing planning process more interactively. There is a 25-dollar cost for each student and participation in the simulation is required. Since this is a 100% online class there is no requirement for groups to meet physically. Groups can use the free Webex and Google Hangout services for audio and/or video chats. I provide instructions on how to use.
11. Course Materials:


   Marketing, 6th Edition (NO connect or connectplus)
   Dhruv Grewal, BABSON COLLEGE
   Michael Levy, BABSON COLLEGE

11.1.1. There is a copy of the book at Libraries closed reserves.

11.1.2. The textbook serves as a reference, providing terminology, theories, models and frameworks that are commonly accepted in marketing. Thus, in this course it will be necessary for you to have some knowledge of the language and system of concepts inherent to marketing. We may not talk about the certain information contained a textbook reading unless you have specific questions about it. I welcome any questions, so feel free to contact me.

11.2. Marketing simulation license. MarketPlaceLive – Introduction to Marketing http://gm.marketplace-live.com/?moveTo=1. We will go over that information later in the semester. There is no need to purchase license at the beginning of the course. We will play in groups and playing against the computer. If you want to start early you need to contact me for access.

11.2.1. The cost to participate is 25 dollars.

11.2.2. STUDENTS WHO DO NOT PURCHASE A LICENSE, REGISTER AND PARTICIPATE IN THE GROUP ACTIVITY WILL FAIL THE COURSE.

12. Course Activities:

12.1. Assignments:

12.1.1. There are no late assignments, but there is an extra credit assignment 10 posted at the end of the semester and it is worth one assignment.

12.1.2. The due dates for these assignments are included in the class schedule at the end of this document.

12.1.3. These are assignments due throughout the course. The assignments will be graded based on promptness, completeness and professionalism that includes; grammar, writing style, spelling and format if applicable.

12.1.4. The values of these assignments are listed below in the Grade Break Down section.

12.2. Marketing Simulation:

12.2.1. This is a group activity.

12.2.2. The cost to participate is 25 dollars for each student.

12.2.3. STUDENTS WHO DO NOT PURCHASE, REGISTER AND PARTICIPATE IN THE GROUP ACTIVITY A LICENSE WILL FAIL THE COURSE.

12.3. Simulation Prep Project:

There will be a group activity marketing plan project that is submitted individually for credit. The goal of the project is to develop learn the steps in creating a marketing plan/strategy for an assigned company. Details for the project will be provided when students are assigned to their groups.

12.4. Attendance and Participation:

12.4.1. This is 100% online, so there are no required physical meetings. Students can voluntarily meet with themselves.
12.4.2. It is, however, your responsibility to manage your online class experience and participation.
12.4.3. You are responsible for due dates and checking Canvas (C) and email at least daily. I recommend you check twice a day. Once in the morning and once later in day/evening.
12.4.4. You are also responsible for participating in group work (see below peer evaluations).

12.5. Group Peer Evaluations:
The group Peer Evaluation is an extremely important tool to manage your group experience. Peer evaluations are based on the performance of your group. So, in this class, outcome/performance will be the basis/anchor for your group grades.

12.5.1. For many groups, all members participate equally. In those cases, group members all give equal or very similar scores to each other. So, a group with 4 members each member would give each member 5 points so the average would be 5. In those cases, the peer evaluation will be the same percentage as your group earned from all of the group activities. For instance, if your group earned a 80 percent of the peer evaluation points which would mean .80 X 7.5 points meaning you would earn 6 points for peer evaluations.

12.5.2. If you are having participation issues with any members, I suggest that your group contact the member(s) and express your desire for greater participation and inquire any possible reason and offer your assistance if needed. If this fails to work, you can follow up and indicate that if there is no change in participate it will negatively impact

12.5.3. If, however, you have well performing member, you can indicate that by providing that individual with high peer evaluation 5 out of 5. In these cases, their peer evaluation will be higher than the group’s average outcome. In the example earlier, this person’s evaluation will be higher than 80 percent. Typically, the most a student would be increased is 10-15 percent meaning 80% plus 10%-15%. For example, 95% would result in .95 X 7.5= 7.125 points. So, if an individual wants to score high, they need the group to perform well.

12.5.4. The peer evaluation can also be used in those unfortunate situations when a member is not performing to expectations. In such cases, you should first communicate to those individuals that their peer evaluation will be negatively affected unless there are improvements. Do this as early as possible. Also, when doing this please inquire what you as a group can do to help this member. This often times can remedy the situation. If it does not help and the member does not participate as expected, their grade will be SIGNIFICANTLY LOWER THAN THE GROUP’S including zero for peer evaluation. IT SHOULD BE NOTED CASES OF EXTREME NEGLECT OF GROUP RESPONSIBILITIES CAN RESULT IN EARNING A ZERO FOR ALL GROUP WORK.

12.5.5. Another important issue is evaluating participation when a group has face-to-face meetings. It is absolutely fine to have face-to-face group meetings but understand that many students are taking online courses because they may not have the ability to physically meet. In those cases, your group CANNOT deduct points for not making meetings. If you are having physical meetings and member(s) cannot meet they should provide work product on a timely basis for the group meeting. If you cannot meet you should contact your group and negotiate some deliverable you can provide before the meeting and any actions following the meeting. If a non-physically meeting group members who do not provide deliverable and/or follow up activity should be penalized in that case. IT SHOULD BE NOTED THAT CASES OF EXTREME NEGLECT OF GROUP RESPONSIBILITIES CAN RESULT IN EARNING A ZERO FOR ALL GROUP WORK.

12.5.6. For students who do not complete peer evaluations, they will earn 0 for their peer evaluation.
12.5.7. You should feel free to contact me about participation issues AS SOON AS POSSIBLE.

12.6. EXAMS:
12.6.1. There will be three non-cumulative exams in this course. A study guide and exam instructions will be provided for each exam. The date, times and locations of exams can be found in the schedule in course Canvas homepage.

12.6.2. I want to make sure students are fairly treating with regards to testing. Challenges that require testing accommodations such as a quite setting and/or additional time are welcome. Student needs to provide me with the appropriate documentation from Office of Accessibility & Services (OARS formerly ODS). See below Academic Accommodations” section. Ideally the student will do so at the beginning of the semester or at least a week before the first exam. Those students with said challenges, but who are not registered are encouraged to contact OARS immediately because there are no retro-active make-up exams for not
providing documentation before the exam.

13. Academic Accommodations:

13.1. MAKE-UP EXAMS:
There are two types of make-ups. One, *excused make-up*. Two, *not excused make-up*. The difference is that if you do not have an excuse you earn a 25-percent penalty to your exam score if exam is taken within 48 hours of exam window closing.

13.1.1. Excused Make-up Requirements:

13.1.1.1. Encounter a serious, unexpected and valid emergency or part of an official school related activities, not including voluntary school activities/groups you are eligible for a make-up exam. In such situations to earn an excused make-up you need to:

13.1.1.1.1. Contact me immediately. As soon as you know of the situation. The latest I will accept the excuse is before the exam buffer begins (see above and/or exam instructions). After that exam buffer deadline, you are taking a not excused make-up exam unless it is determined you were unable.

13.1.1.1.2. Provide written documentation that; one, identifies/explains the situation, two, provides the dates and times of the event and, three, contact information from someone who the professor can contact to verify the situation. All three pieces of information are required.

13.1.1.1.3. It should be noted that the requirement of written documentation is my effort to ensure that all students in the course feel fairly treated. This serves as verification of a valid excuse, so the students who complete the exam on time have assurances that make-ups are not an unfair advantage. At the same time, it ensures students with unexpected, valid emergencies who follow the instructions are not disadvantaged.

13.1.2. Not Excused Make-up Requirements:

13.1.2.1. Contact take me immediately.

13.1.2.2. Take the exam 48 hours of the exam window closing.

13.1.2.3. Understand after the exam buffer begins no excuse will be accepted and you receive the 25 percent penalty. For example, you earn 80 on the exam with the penalty you will receive 55 percent of the points the exam is worth.

13.1.2.4. Also, after 48 hours after the exam window you earn a zero on the exam.

13.2. OARS - I want to make sure students are fairly treating with regards to testing. Challenges that require testing accommodations such as a quite setting and/or additional time are welcome. Student needs to provide me with the appropriate documentation from Office of Accessibility & Services (OARS formerly ODS). Ideally the student will do so at the beginning of the semester, or at least a week before the first exam. Those students with said challenges but are not registered are encouraged to contact OARS immediately because there are no retro-active make-up exams for not providing documentation before the exam.

OARS Contact Information:
Suite 215 EUC, PO Box 26170
Greensboro, NC 27402-6170
VOICE/TTY 336.334.5440
FAX 336.334.4412
EMAIL oars@uncg.edu

13.3. Absents due to Religious Observance:

13.3.1. Regarding online classes, religious observance typically will not affect student’s ability to complete assignments, exams and participation in group projects by the assigned due date because time between access to the activity (e.g., exam) and the associated due dates span are typically greater than one day. In most cases, the professor will suggest that you complete your work before the holiday.
13.3.2. If you believe you do have any religious holidays that might result in an absence affecting the completion of a class activity, please contact me at least two weeks before the holiday. I prefer to be contacted in the first two weeks since these dates are set and widely known and it gives us plenty of time to make accommodations.

13.3.3. There are a limited number of such absences, so you can find the policy in the Undergraduate Bulletin and the Office of the Provost’s web site. If you still have questions, please contact the Dean of Students (see contact information below) if you have any questions.

Dean of Students contact information:
210 Elliott University Center, PO Box 26170
1.336.334.5514 EMAIL deanofstudents@uncg.edu

14. Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 91.99</td>
</tr>
<tr>
<td>B+</td>
<td>88 to 89.99</td>
</tr>
<tr>
<td>B</td>
<td>82 to 87.99</td>
</tr>
<tr>
<td>B-</td>
<td>80 to 81.99</td>
</tr>
<tr>
<td>C+</td>
<td>78 to 79.99</td>
</tr>
<tr>
<td>C</td>
<td>70 to 77.99</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69.99</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</table>

15. Grade Break-down

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class assignments</td>
<td>15</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20</td>
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<tr>
<td>Exam 2</td>
<td>20</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20</td>
</tr>
<tr>
<td>Group Training &amp; Marketing Math</td>
<td>5</td>
</tr>
<tr>
<td>Marketing Simulation</td>
<td>7.5</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>7.5</td>
</tr>
<tr>
<td>Marketing Plan Project</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>100</td>
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</tbody>
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