

# SYLLABUS

## SUNY MARITIME COLLEGE

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**COURSE:** Fundamentals of Marketing: GBMG 345 (Spring 2012)

**Instructor:** Professor Irwin Sperling

**Phone/Fax:** (914) 963-0189

**E mail:** isperling@sunymaritime.edu

**Contact Hours:** 9:30AM-4PM M-F

**Office Hours:** By appointment; Prefer immediately before or after class.

**Required Textbook:** Basic Marketing-A Marketing Strategy Planning Approach 18<sup>th</sup> Edition, by Perreault, Cannon, McCarthy, ISBN: 978-0-07-352-995-0 (available in School's Library)

**Prerequisite:** GBUS 100

### **I. Course Description**

This is an introductory course to marketing which will offer an overview of various functional areas of the business enterprise and insight into both the analytical as well as operational aspects of marketing and sales decisions. The Four "P's" (Marketing Mix) will be introduced. They include; Product, Price, Promotion, and Place. Topics include, the marketing role in a global economy and within an organization, market research, distribution of goods and services from suppliers and producers to consumers, the nature and scope of marketing challenges including motivation and behavior of consumers and industrial buyers, marketing information and decision-making, product design and introduction, channels of distribution, government and ethics, pricing, branding, advertising and sales promotion.

You will be able to define Marketing, explaining its role in the modern corporation and understand that Marketing, as it is studied and practiced, revolves around a model featuring the "Marketing Mix"

### **II. Learning Objectives**

You will acquire a basic understanding of Marketing skills. You will be engaged in learning activities that will enhance your skills in writing, critical thinking, quantitative reasoning, and oral communication. In addition, you will gain insights on how these functions affect managerial decision making, understanding the importance of global business growth, become familiar with the need for ethical business decisions, and understand corporate cultures and culture diversity.

### **III. Enabling Activities**

This course will use the following enabling activities:

1. **Reading assignments and discussion** will be assigned to chapters on the schedule, as well as, homework questions and cases to read and discuss.
2. **Chapter Assignments:** You will be given cases and questions to be answered at the end of assigned chapters. These assignments will be discussed, collected and graded on a periodic basis. In addition, articles may be given for further discussion.
3. You will be given a short quiz about every four weeks.

4. **Term Project:** You will be given a Term Project that will include research and evaluation of a company selected by you and approved by me. The results will be submitted in a typed format. You will also present your project in class. **Late Papers will not be accepted.**

5. **Class Participation:** Lectures, case studies, articles and homework question discussions are an important part of your course study. In addition, you will bring in a current event article summarized each week that is appropriate to course material for class discussion. Some sources to consider include, The Wall Street Journal, New York Times, Bloomberg Businessweek, Forbes etc

6. **Written Assignments:** Assigned cases and homework questions will assist your knowledge of business and marketing, while enhancing your writing skills. When completing written assignments, it should be computer generated and include the following: student name, course number, section, case name and one to two paragraph summary of the assigned questions and your response. Your answer should integrate reading assignments and class discussions. Case studies with three or more punctuation, grammar and spelling errors are subject to the loss of up to 5 points. Proof read your assignments carefully before submitting them. **Late assignments will not be accepted unless you had a written medical excuse.**

#### **IV. Outcome Assessment:**

Chapter Assignments (homework)	15%
Quizzes	20%
Term Project	25%
Final Exam	30%
Class Discussions/Participation	10%

#### **Grading Scale**

A	90+
A-	86-89
B+	84-85
B	80-83
B-	76-79
C+	74-75
C	70-73
C-	67-69
D	60-66
F	Under 60

**V. Examinations:** This course will include three formal exams (quizzes) and a final exam. Examinations may consist of multiple choice questions, true and false, completion and essay. I reserve the right to give short unannounced quizzes in class from time to time. There are no make-up exams for unexcused absences.

**VI. Attendance:** More than four unexcused/unexplained absences may result in a failing grade for the course. You are expected to be present on time and prepared for class. Three unexcused absences may result in a 10 point deduction from your final grade. Should you be absent from class, please E-mail, call me or arrange with fellow students to obtain missed materials. **Lateness** by more than 15 minutes will be considered an absence. Excessive lateness or absences may reduce your final grade by losing your participation grade

## VII. ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

*If you believe that you need accommodations for a disability (also referred to as IEPs and 504 plans), please notify me within the first week of class and contact the Office of Accessibility Services at (718) 409-7348 or email Dean Tardis Johnson at [tjohnson@sunymaritime.edu](mailto:tjohnson@sunymaritime.edu) for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible!*

## VIII. ACADEMIC INTEGRITY POLICY

Absolute integrity is expected of every Maritime student in all academic undertakings.

A Maritime student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Maritime students have a right to expect academic integrity from each of their peers.

Students are expected to do their own work in class, on assignments, laboratory experiments, and examinations or tests in accordance with the directions given by the instructor. It is the responsibility of all students to read and understand this statement of College policy on academic integrity. Maritime College considers the violation of academic integrity a serious matter, and one that will be treated as such.

A student who violates academic integrity may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, dismissal from the Regiment of Cadets, or dismissal from the College. Violations of academic integrity, also known as academic dishonesty, are subject to review by the Judicial Board. For details, go to:

[http://www.thezonelive.com/zone/02\\_SchoolStructure/NY\\_SUNYMaritimeCollege/handbook.pdf](http://www.thezonelive.com/zone/02_SchoolStructure/NY_SUNYMaritimeCollege/handbook.pdf)

## **ALL ACADEMIC INTEGRITY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENTS**

## **IX. Classroom Decorum.**

- No food is to be eaten during class: however, beverages are permitted.
- **ALL cell phones and Lap Tops must be in the off mode and put away.** Any student caught texting will be required to leave class.
- No leaving the classroom once class has begun; it is both discourteous and disruptive to the class.
- Take care of personal business prior to class.
- Side discussions are prohibited as they disrupt the academic environment. Students will speak when they are recognized by the instructor.
- Chewing tobacco will not be allowed in class

**X. Chapters/Topics for Discussion:**

Chapter	
21	Ethical Marketing in a Consumer-Oriented World
1	Marketing's Value to Consumers, Firms and Society
2	Marketing Strategy Planning
5	Demographic Dimensions of Global Consumer Markets
6	Final Consumers and Their Buying Behavior
8	Improving Decisions with marketing Information
9	Elements of Product Planning for Goods and Services
10	Product Management and New Product Development
13	Retailers, Wholesalers and Their Strategy Planning
14	Promotion – Introduction to Integrated Communication
16	Advertising and Sales Objectives
17	Pricing Objectives and Policies

**TERM PROJECT**

**Purpose:** This assignment will provide you an opportunity to examine the impact of effective Marketing on the overall success of an organization. You will need to utilize the resources available through the library and other sources, including the internet to obtain information. You will be required to examine an organization from a variety of points of view. A conclusion should be drawn regarding effective use of a broad range of marketing strategies and their impact on the success or failure of the company. You should use your own creativity as to some of the strategic changes that should be considered in improving your company's marketing and sales results.

**Introduction**

It is the belief that long term success of companies is based on the effective use of marketing strategies. You are to select a company and evaluate it in terms of successes, failures and mistakes that they have made in the market place. You are to consider some of the core management functions of planning, directing and controlling as they affect the marketing efforts of this company. You will examine the company you select utilizing a variety of research sources: business publications, the company's own external and internal communications, the mass media etc. From your research, you should be able to answer the following questions.

**Directions**

Either make your selection from the following list, or select a company of your own choice with my approval.

- Amazon.com
- General Motors
- Dell Computer
- Google
- Hewlett- Packard
- Microsoft
- Apple Computer
- Yahoo

You are the **Marketing Executive (role play)** for the company that you have chosen. As a marketing executive, you are to evaluate your company according to the following. Consider the management function of planning, directing and controlling in your consideration of these questions. **Your written paper should be in the sequence of these questions.**

- What do you believe is the business opportunity for your company or product?
- What, in the marketing environment, has made it easy or difficult for product entry? Consider government incentives (tax benefits, regulations, etc.) or restrictions, technological difficulties, competitive environment, consumer needs or wants, etc.
- Identify strategic advantages or disadvantages your company experienced in trying to develop a foothold in the marketplace. For example, has break through opportunity or the potential market size been helpful? Consider the market place and your competition.
- Who is your target market and what segmentation have you applied? Why?
- What positioning approach have you taken in order to optimize growth?
- Applying the Marketing Mix (4P's), what approach for each has your company taken (short and long term)?
- Has your company made any strategic marketing errors? If so, what strategies have you developed to overcome them to insure success?

### **Requirements**

1. Use library research, such as, business articles, annual reports, internet, statistical abstract, direct company contact, etc. Be specific with your evaluation. Your paper should follow the sequence of the above questions. Your report is to be typed, double spaced and be between 4-6 pages.
2. You should follow standard format for citations and presentations utilizing the APA guidelines. You **must include a bibliography.**
3. You will be making a short presentation of your paper. You are to use a power point presentation as needed.
4. **DUE DATE: April 10, 2012. Late papers will not be accepted**

**Note:** It is possible that some of areas of research may not be available. You are to indicate those areas.

**Class Assignments for GBMG 345 – Fundamentals of Marketing**

*(Please refer to the GBAT 345 Fundamentals of Marketing Outcome and Assessment Measurement Rubric (Appendix B) for the definitions of the Learning Outcomes.)*

**January 10 – Chapter 21 – Ethical Marketing in a Consumer-Oriented World: Appraisal and Changes**

This chapter evaluates the overall cost and benefits of marketing to society. This leads into an explanation of how to prepare a marketing plan. The marketing plan integrates all the decisions in the marketing planning process and thus guides the firm toward effective marketing. (Learning Outcomes 1,3,4)

**January 12, 19 – Chapter 1 – Marketing’s Value to Consumers, Firms and Society**

In this chapter, you will see what marketing is all about and why it is important to consumers. We will explore the reason that it is crucial to the success of individual firms and the impact that it has on the quality of life in different societies . (Questions and Cases will incorporate Learning Outcomes 1,2,3.)

**January 24, 26 – Chapter 2 – Marketing Strategy Planning**

Making good marketing strategy decisions is never easy yet knowing what basic decision areas to consider helps you to plan for successful strategy. This chapter provides a framework for marketing strategy planning. (Questions and cases will incorporate Learning Outcomes 1,2,3.)

**February 2, 7 – Chapter 5 – Demographic Dimensions of Global Consumer Markets**

Understanding consumer demographics, trends in population, income and life cycles, offers companies opportunities in spotting new marketing opportunities and retaining their present ones. (Questions and cases incorporate Learning Outcomes 1,2,3,4)

**February 9, 14, 16 – Chapter 6 – Final Consumers and Their Buying Behavior**

Many variables influence consumer buying behavior. As the Apple case highlights, successful marketing strategy planning requires a clear understanding of how targeted consumers buy and what factors affect their decisions. (Questions and cases incorporate Learning Outcomes 1,2,3,4)

**February 16, 21, 23 - Chapter 8 – Improving Decisions with Marketing Information**

The Crest case shows that successful marketing strategies require information about potential target markets and their likely responses to marketing mixes. Managers need information for implementation and control. You will see how marketing information can be effectively applied to all industries including transportation. (Questions and cases will incorporate Learning Outcomes 1,2,3,4,5)

**February 28, March 1, 6 – Chapter 9 – Elements of Product Planning For Goods and Services**

Targeting customers with a product or service is an essential element of effective marketing. A business student and football player at the University of Maryland did just that. He identified a need and a target and seized an opportunity. Developing a successful marketing mix requires that each of the four P’s (Product, Place, Promotion, Price), is carefully planned and works well with others. (The questions and cases incorporate Learning Outcomes 1,2,3,4)

**March 8, 13 – Chapter 10 – Product Management and News Product Development**

Developing new products and managing them for profitability are keys to success in most firms. However, many new products fail. Marketing strategies that support a product's initial success usually needs to change as the market evolves. This chapter will help in understanding the evaluation and how it relates to effective new product development and creative strategies for changes of existing products. (The cases and questions will incorporate Learning Outcomes 1,3,4)

**March 15, 20 – Chapter 13 – Retailers, Wholesalers and Their Strategy Planning**

Retail and wholesaling organizations exist as members of marketing channels. They also do their own strategy planning as they compete for customers. As the Best Buy case shows, these firms often make their own decisions about Product, Place, Promotion and Price. (Questions and cases will incorporate Learning Outcomes 1,2,3)

**March 22, 27, 29 – Chapter 14 – Promotion – Introduction to Integrated Marketing Communications**

The Geico case illustrates the many decisions that a marketing manager must make concerning promotion. In this chapter, we will discuss the many promotional options and the ways that this can be integrated into an effective marketing promotional plan. (Questions and cases incorporate Learning Outcomes 1,2,3)

**April 3, 10 – Chapter 16 – Advertising, Publicity and Sales Promotions**

Our discussion of the Subway case will show that advertising, publicity, and sales promotion are often critical elements in the success or failure of a strategy. However, many firms do a poor job with all three. Copying other firms usually is not effective. This chapter will help you understand important decisions that help make effective use of advertising, publicity, and sales promotions. (Cases and questions incorporate Learning Outcomes 1,2,3,4,5)

**April 17, 19 – Chapter 17 – Pricing Objectives and Policies.**

The Flip case shows a marketing mix that delivers value to its customers. Furthermore, this case demonstrates the importance of price and how it interacts with other marketing mix variables to influence customer behavior. This chapter will help you better understand pricing objectives and policies that influence how firms make pricing decisions. (Questions and cases incorporate Learning Outcomes 1,3,4)

## Appendix A

### Examples of Assessment Measurement Opportunities as Related to the Six Departmental Learning Outcomes

(See Appendix B for a detailed assessment measurement rubric)

1. Identify issues clearly, formulate hypotheses, collect data, and evaluate: Measurement opportunities include (a) participation in class discussions evidencing preparedness and an understanding of the material, topic and issues; (b) the team project, designed to ensure individual participation, involves research and application of business, economic, financial and marketing principals to examples of business corruption; and (c) various research and homework assignments relating to business, economic, marketing, and finance topics.
2. Apply leadership skills: Measurement opportunities include (a) participation in class discussions, including introducing new ideas and encouraging the development of other's ideas, and (b) the term project, designed to ensure individual participation allowing for opportunities to develop, practice, and improve presentation and written/oral communication proficiencies as well as leadership and managerial skills.
3. Express ideas clearly, concisely and persuasively: Measurement opportunities include (a) exams, including responses to short answer and essay questions; (b) class discussions; (c) various business, economic, marketing, and financial topics related research and homework assignments.
4. Integrate ethical viewpoints into one's life if only by demonstrating compliance with principles of academic integrity: This class includes source citation instruction with an emphasis on the ethical use of another's material. Measurement opportunities include (a) the reference and citation portion of the team research project, and (b) various course related research and homework assignments, all of which must be properly cited to receive full credit.
5. Understand the dynamic issues of transportation systems. While topics are not transportation specific in this business and organizational management course, students are to become fully aware of the basic principles of the skills and tools needed to compete effectively in international trade.
6. Know the basic principles, skills, and tools of international transportation management: While transportation per se is not a focus of this Organizational Management course, the application of course subject material contributes to an understanding of the dynamic issues of international trade supported with basic principles and information essential to effective management in the international arena.

## Appendix B

### GBMG 345 Fundamentals of Marketing

#### Outcomes and Assessment Measurement Rubric

GBAT Assessment Objectives: This course operates under the policies of the Global Business and Transportation Department (GBAT). GBAT recognizes six learning outcomes (leftmost column in the following table). This table describes the weight assigned each of the applicable learning outcomes for this course and the GPA associated with the four assessment levels.

<b>Learning Outcome</b>	<b>Applicable/Weight</b>	<b>Exceeds (3.0 – 4.0)</b>	<b>Meets (2.5 – 2.9)</b>	<b>Approaches (2.4-2.0)</b>	<b>Fails to Approach (1.9 – 0)</b>
1. Identify Issues clearly, formulate hypotheses, collect data, and evaluate	Yes  .3	Three or more critical issues are clearly identified, hypotheses are well formed and clearly linked to the issues, the data collection plan is appropriate as are the techniques and tools for evaluation.	One or two critical issues have been missed, the linkage between the issues and hypotheses are unclear, the data collection plan and evaluation techniques are not complete.	One critical issue has been identified, the hypotheses are poorly stated and exhibit loose linkage to the issues, the data collection plan and evaluation techniques are inadequate.	Little to no understanding of the critical thinking process is evident.
2. Apply Leadership Skills	Yes  .1	Communication, interaction and contributions continually exhibit leadership qualities, including acknowledging & encouraging contributions of others, active listening as well as guiding & motivating peers.	Communication, interaction and contributions exhibit leadership qualities in many situations, including acknowledging & encouraging contributions of others, active listening as well as motivating peers.	While not consistent, student is developing and often exhibits leadership qualities through communication, interaction and contributions.	Little to no understanding of or attempt to exhibit leadership qualities.

Learning Outcome	Applicable/Weight	Exceeds (3.0 – 4.0)	Meets (2.5 – 2.9)	Approaches (2.4-2.0)	Fails to Approach (1.9 – 0)
3. Express ideas clearly concisely and persuasively	Yes  .2	Oral and written communication demonstrates an excellent understanding of the topics and issues; reasoning is clear and compelling.	Oral and written communication demonstrates a good understanding of the topics and issues; reasoning and clarity is acceptable.	Oral and written communication demonstrates an adequate understanding of the topics and issues; reasoning and clarity is fair.	Oral and written communication is unacceptable.
		<p><b>Note on Oral and Witten Communication:</b> A student’s communication, oral or written, demonstrates an excellent understanding of the topics and issues, and reasoning is clear and compelling if:</p> <ul style="list-style-type: none"> <li>• One uses the appropriate grammar and syntax in an accepted fashion.</li> <li>• There is a structure – beginning, middle, and end – to the communication that tells a story.</li> <li>• Appropriate data and illustrations are used to support the points, and all material from elsewhere is properly cited.</li> </ul> <p>Poor spelling, grammatical errors, bad sentence structure, and a story structure that presents a disjointed argument all make it difficult for the reader. Consequently, the listener or reader is less likely to become involved and the hoped for outcome will not be attained.</p>			
4. Integrate ethical viewpoints into one’s life if only by demonstrating compliance with principles of academic integrity	Yes  .2	No ethical issues of any kind; sets an excellent example of ethical behavior; identifies and raises ethical issues that are real, but not readily apparent; clearly understand the meaning of ethics within the broader cultural context	No ethical issues of any kind; sets an excellent example of ethical behavior.	A small number of ethical lapses occur that, when brought to the attention of the student, are acknowledged and do not recur.	Ethical lapses are a common occurrence and require substantial effort to correct.

<b>Learning Outcome</b>	<b>Applicable/Weight</b>	<b>Exceeds (3.0 – 4.0)</b>	<b>Meets (2.5 – 2.9)</b>	<b>Approaches (2.4-2.0)</b>	<b>Fails to Approach (1.9 – 0)</b>
5. Understand the dynamic issues of transportation systems	Yes  .1	While topics are not transportation specific in this business & organizational management concepts course, student understands the dynamic issues of international trade supported with basic principles and information essential to effective international management.	Aware of current significant issues in international trade; discusses these issues in the classroom.	Occasionally aware of current significant issues in international trade; discusses these issues when prompted.	Little to no awareness of current significant issues in international trade; unable or unwilling to discuss these in class.
6. Know the basic principles, skills, and tools of transportation systems	Yes  .1	While topics are not transportation specific in this business & organizational management concepts course, student is fully aware of the basic principles, skills, and tools of international trade; frequently calls upon this awareness in oral and written communications to explain situations in business and management; fully aware of the shortcomings in the basic principles, skills, and tools.	Fully aware of the basic principles, skills, and tools of international trade;  occasionally calls upon this awareness in oral and written communications to explain situations in business and management.	Partially aware of the basic principles, skills, and tools of international trade; infrequently calls upon this awareness in oral and written communications to explain situations in business and management.	Little to no awareness of the basic principles, skills, and tools of international trade.