

MKTG 3031 – 02
PRINCIPLES OF MARKETING
SPRING 2014

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Office:	BAYOU 3121-14	Office Hours:	TTh 9:00 a.m. – 10:00 a.m.
Class Times:	TTh 10:00 a.m. – 11:20 a.m.	Class Room:	Pearland 112

Note: An attempt will be made to respond to e-mails and in a timely manner. E-mails sent after 5:00 pm on Thursdays will not be addressed until the following Monday.

Prerequisite: Six semester hours of principles of economics or equivalent

Textbook: *Marketing*, 4th edition, by Grewal and Levy (McGraw-Hill/Irwin) - ISBN: 0078029007
<http://www.mhhe.com/grewal4e>



Applied Critical Thinking Statement: This course has been authorized by UHCL as an Applied Critical Thinking (ACT) course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life).

Based on the Foundation for Critical Thinking (<http://www.criticalthinking.org/>), critical thinking involves thinking for *a purpose, asking questions, using information, applying concepts, drawing inferences and conclusions, identifying assumptions, anticipating implications and consequences, and recognizing points of view*. The *Universal Intellectual Standards* that are applied to these *Elements of Thought* of critical thinking in order to develop *Intellectual Traits* include *clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness*.

COURSE DESCRIPTION – HOW CRITICAL THINKING IS PRESENT

MKTG 3031 is an introductory look at the marketing function from the managerial perspective. Major topics include the marketing environment, consumer behavior, the marketing mix, global marketing, technology, and marketing research.

Marketers must have the ability to analyze situations, think critically about solutions to customers' problems, and creatively provide the necessary customer value.

The goal is to develop an understanding of marketing *theory*, marketing *definitions*, and the marketing *concept* as they *logically* contribute to the success of an organization in a competitive business environment.

STUDENT LEARNING OUTCOMES (SLO)

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

1. *Define* the role of marketing in organizations with *precision*.
2. Discuss the *significance* of ethical issues on marketing decision-making and the resulting *implications*.
3. Explain why marketers must consider *relevant* macroenvironment and consumer *information* in order to make *precise* decisions.
4. *Accurately* articulate the *models* of the consumer and business-to-business buying processes.
5. Understand marketing *issues* in foreign markets and describe with *clarity* and *accuracy* the various market entry strategies.
6. Understand the *concepts* of marketing, including marketing research, market segmentation, targeting, and positioning and how they make a *significant* impact on customer value.
7. *Precisely* draw *inferences* and make *conclusions* of the product, price, place, and promotion strategies of organizations.

COURSE FORMAT

Students are expected to study the assigned readings in advance and be prepared to join in class discussions. There will be three exams, all of which will consist of multiple-choice questions. ***No make-up tests will be given.*** At least 2 weeks advance notice must be given in order to make other arrangements in case of dire circumstances. ***If you miss an exam, your lowest test score percentage will be doubled. The final exam is NOT optional.***

COURSE EVALUATION

Your grade is determined objectively from the accumulation of points acquired from the following assignments. There are no extra credit points available. Class participation and course respect are the best options for enhancing your grade. **Note:** a grade of "I" (Incomplete) will be awarded only in emergency situations where the student is unable to complete part of the course work due to uncontrollable circumstances, and provided that the student has a passing grade in the course. This decision is at the instructor's discretion.

Exam #1	100	grade points
Exam #2	100	grade points
Exam #3	100	grade points
Quizzes	40	grade points
CT Activities	60	grade points
Class Participation	100	grade points
Total	500	grade points

	B+ = 433 - 447	C+ = 383 - 397	D+ = 333 - 347	F = <298
A = 463 - 500	B = 413 - 432	C = 363 - 382	D = 313 - 332	
A- = 448 - 462	B- = 398 - 412	C- = 348 - 362	D- = 298 - 312	

Class participation may include class assignments, attendance, homework assignments, and participation in class discussions. It is expected that students will contribute questions, comments, and opinions to classroom dialogues. If you are an active participant, then your class participation score will be higher than your average on other course material. If you do not actively participate, then your class participation score will equal your average on other course material. Finally, if your attendance is low and/or you disrupt class by talking or other means, then your class participation score will be lower than your average on other course material.

Exams will consist of multiple-choice questions and cover material presented in the text, assigned readings, and in-class lecture. Your textbook publisher has a support site with practice quizzes: <http://www.mhhe.com/grewal4e>. Students who are not present for an exam after 30 minutes cannot take the exam.

3 quizzes will be given, unannounced (if you are not present when the quiz is being given, then you cannot take it) – the lowest score is dropped.

CRITICAL THINKING OVERVIEW

Critical thinking is that mode of thinking - about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.

(Taken from Richard Paul and Linda Elder, *The Miniature Guide to Critical Thinking Concepts and Tools*, Foundation for Critical Thinking Press, 2008)

The Paul-Elder framework has three components:

- The elements of thought (reasoning)
- The intellectual standards that should be applied to the elements of reasoning
- The intellectual traits associated with a cultivated critical thinker that result from the consistent and disciplined application of the intellectual standards to the elements of thought

ELEMENTS OF CRITICAL THINKING *

The elements of thought are as follows:

1. All reasoning has a *purpose*
2. All reasoning is an attempt to figure something out, to settle some *question*, to solve some *problem*
3. All reasoning is based on *assumptions*
4. All reasoning is done from some *point of view*

5. All reasoning is based on *data, information and evidence*
6. All reasoning is expressed through, and shaped by, *concepts and ideas*
7. All reasoning contains *inferences or interpretations* by which we draw *conclusions* and give *meaning* to data
8. All reasoning leads somewhere or has *implications and consequences*

UNIVERSAL INTELLECTUAL STANDARDS *

“Universal intellectual standards are standards which should be applied to thinking to ensure its quality. To be learned they must be taught explicitly. The ultimate goal, then, is for these standards to become infused in the thinking of students, forming part of their inner voice, guiding them to reason better (pg. 8).”

Clarity

- Could you elaborate?
- Could you illustrate what you mean?
- Could you give me an example?

Do we need to look at this from another perspective?

Do we need to consider another point of view?

Do we need to look at this in other ways?

Accuracy

- How could we check on that?
- How could we find out if that is true?
- How could we verify or test that?

Logic

Does all of this make sense together?

Does your first paragraph fit in with your last one?

Does what you say follow from the evidence?

Precision

- Could you be more specific?
- Could you give me more details?
- Could you be more exact?

Significance

Is this the most important problem to consider?

Is this the central idea to focus on?

Which of these facts are most important?

Relevance

- How does that relate to the problem?
- How does that bear on the question?
- How does that help us with the issue?

Fairness

Is my thinking justifiable in context?

Am I taking into account the thinking of others?

Is my purpose fair given the situation?

Am I using my concepts in keeping with educated usage, or am I distorting them to get what I want?

Depth

- What factors make this difficult?
- What are some of the complexities of this question?
- What are some of the difficulties we need to deal with?

Breadth

INTELLECTUAL TRAITS *

Consistent application of the “standards of thinking” to the “elements of thinking” result in the development of the following intellectual traits:

- Intellectual Humility
- Intellectual Empathy
- Intellectual Courage
- Intellectual Autonomy

- Intellectual Integrity
- Intellectual Perseverance
- Confidence in Reason
- Fair-mindedness

CHARACTERISTICS OF A WELL-CULTIVATED CRITICAL THINKER *

A well-cultivated critical thinker:

- Raises vital questions and problems, formulating them clearly and precisely
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, implications, and practical consequences
- Communicates effectively with others in figuring out solutions to complex problems

* Paul, R., and Elder, L. (2009). *Critical Thinking Concepts and Tools*. Tomales, CA: Foundation for Critical Thinking.

CRITICAL THINKING ACTIVITIES

Critical Thinking Activities #1 “Facts and Opinions about Consumer Issues” (20 points)

This activity is a written assignment where each student has to distinguish “fact” from “opinion” in regards to information provided for consumer decision-making. Upon completion, the student will be able to explain why marketers must consider *relevant* macroenvironment and consumer *information* in order to make *logical* decisions (SLO #3).

Critical Thinking Activities #2 “SEE-I (Segmentation, Targeting, and Positioning)” (20 points)

Upon completion, the student will be able to understand the *concepts* of marketing, including marketing research, market segmentation, targeting, and positioning and how they make a *significant* impact on consumers (SLO #6).

Critical Thinking Activities #3 “Drawing Inferences and Making Conclusions from Advertising” (20 points)

This activity is a written assignment where each student has to draw inferences about the kind of consumer the advertiser is targeting. Upon completion, the student will be able to *precisely* draw *inferences* and make *conclusions* of the product, price, place, and promotion strategies of organizations (SLO #7).

ASSESSMENT

The School of Business may use assessment tools in this course and other courses for curriculum evaluation. Educational Assessment is defined as the systematic collection, interpretation, and use of information about student characteristics, educational environments, learning outcomes and client satisfaction to improve program effectiveness, student performance, and professional success.

This assessment will be related to the learning objectives for each course and individual student performance will be disaggregated relative to these objectives. This disaggregated analysis will not impact student grades, but will provide faculty with detailed information that will be used to improve

courses, curriculum, and students' performance.

Of the four C's (curiosity, creativity, connections, or communication) of the University's Quality Enhancement Plan (QEP), this course primarily focuses on: *"Students will make connections to their particular issues or problems based upon evidence acquired by research methodologies and citation methods within the discipline."*

Each critical thinking activity will be aligned to one of the Elements of Thought/Universal Standards combinations identified in the Student Learning Outcomes listed in this syllabus. The percent correct for each combination will be calculated by aggregating the data from all 3 activities. The following assessment levels will apply:

Excellent: 90% - 100% / Acceptable: 60% - 89% / Unacceptable: 0% - 59%

6 DROP RULE

6-Drop Rule Limitation - Students who entered college for the first time in Fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6-drop rule count. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops. You should take this into consideration before dropping this or any other course. Visit www.uhcl.edu/records for more information on the 6-drop rule and the census date information for the semester/session.

ACADEMIC HONESTY

The Academic Honesty Policy at UHCL states: "Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior." Because honesty and integrity are such important factors, you should be aware that failure to perform within the bounds of these ethical standards is sufficient grounds to receive a grade of "F" in this course and be recommended for suspension from UHCL. The Honesty Code of UHCL states: "I will be honest in all my academic activities and will not tolerate dishonesty."

DISABILITY SERVICES

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact your University's student disability services center. [Disability Services Office (281) 283-2626].

STUDENT LIFE POLICIES

The Student Life Policies can be found at <http://www.uhcl.edu/student-services> and selecting "Student Life Policies."

Date	Content
January	14 Elements/Standards of Critical Thinking
	16 Chapter 01: Overview of Marketing
	21 Chapter 02: Developing Marketing Strategies and a Marketing Plan
	23 Chapter 03: Social and Mobile Marketing
	28 Chapter 04: Marketing Ethics
	30 Chapter 05: Analyzing the Market Environment
February	4 Chapter 06: Consumer Behavior
	6 Chapter 06: Consumer Behavior
	11 Chapter 07: Business-to-Business Marketing
	13 Exam #1, CHs 01 – 07 ONLY
	18 Chapter 08: Global Marketing
	20 Chapter 09: Segmentation, Targeting, and Positioning
	25 Chapter 10: Marketing Research
	27 Chapter 11: Product and Branding Decisions
March	4 Chapter 11: Product and Branding Decisions
	6 Chapter 12: Developing New Products
	11 SPRING BREAK
	13 SPRING BREAK
	18 Chapter 12: Developing New Products
	20 Chapter 13: Services: The Intangible Product
	25 Exam #2, CHs 08 – 13 ONLY
	27 Chapter 14: Pricing Concepts for Establishing Value
April	1 Chapter 15: Strategic Pricing Methods
	3 Chapter 16: Supply Chain and Channel Management
	8 Chapter 16: Supply Chain and Channel Management
	10 Chapter 17: Retailing and Multichannel Marketing
	15 Chapter 18: Integrated Marketing Communications
	17 Chapter 19: Advertising, Public Relations, and Sales Promotions
	22 Chapter 20: Personal Selling and Sales Management
	24 Chapter 20: Personal Selling and Sales Management
May	Exam #3, CHs 14 – 20 ONLY

I fully expect that you will ARRIVE to class ON TIME!

All statements in this syllabus are tentative and subject to change. The student is responsible for staying informed of all changes

CALENDAR OF IMPORTANT DATES

October 28 - November 7	Early Registration
November 8 - January 10	Open Registration
January 11 - January 21	Late Registration
January 6	Financial Aid Disbursements Begin
January 10	Fee Payment Deadline - Early and Open Reg. 5 p.m.
January 13 - February 12.....	Online Graduation Application Available
January 20	University Holiday (MLK Day)
January 22	Fee Payment Deadline for Late Reg. 6 p.m.
February 13 - March 14.....	Online Late Graduation Application Available
March 10 - March 16	Spring Break
April 26 - May 5.....	100% Online Courses may schedule finals
April 29 - May 5.....	Regular Session Finals week
May 10.....	Degree Conferral Date
May 10.....-	Official Closing of Spring Semester
May 18.....-	Commencement -Reliant Arena (Tentative Date)
May 21.....-	Graduation Clearances due by Noon
May 22.....-	Grades available over E-Services Online

Regular Session (15-Weeks)

January 13	First Class Day
January 29	Census Date
April 7	Last Day to Drop/Withdraw
April 28	Last Class Day
May 15.....	Grades due by Noon