# MKT 337 Principles of Marketing [Sample Syllabus, Subject to Change]

##### FALL 2023 (UNIQUE NUMBER TBD)

Class Meets: [Time, Days, and Location]

**Instructor:** Ethan Pew, PhD (Dr. Pew)

Pronouns: he/him

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Office hours: bookable @ <http://calend.ly/profpew>

* In-Person (CBA 5.139) M: 10:00 AM – 11:00 AM, Tu: 1:00 PM – 2:00 PM
* Remote (Zoom) M: 10:00 AM – 11: 00 AM, Tu: 1:00 PM – 2:00 PM, Th: 1:00 PM – 2:00 PM
* and by appointment (email to suggest times if the options above do not work)

**TA:** [name and how you prefer to be addressed]

Pronouns: [e.g. she/he/they/zhe]

Email: [email]

Office hours: [Time] via Zoom [Link]

# Course Description

### University Catalog Course Description:

Designed to expand understanding of the marketing system and basic marketing activities and to provide a framework for marketing strategy development and implementation of marketing tools and tactics.

### What will I learn?

##### Main skills and attitudes to be developed:

* Learn foundational concepts and theories related to marketing
* Learn how foundational concepts and theories apply to marketing strategies and tactics
* Gain experience working as part of a high-performing team

### How will I learn?

Classes (held in person) will introduce concepts and techniques through lecture, discussion, and exercises that will be put into practice in assignments and developed further through a team project.

### Pre-requisites for the course:

Credit or registration for the following: Business Administration 324 or 324H; and Statistics 371G or 371H, or Statistics 235 or 235H and Decision Science 235 or 235H.

### How to succeed in this course:

This course is designed to introduce foundational marketing concepts for all business students regardless of major. Engage in course content and exercises. Complete assignments on time.

# Course Requirements

### Required Materials

Credit Marketing Management, 16th ed., Kotler, Keller & Chernev (ISBN: 9780137344161)

### Classroom expectations

**Overall expectations: Engagement, participation, and attendance are nested constructs – participation and engagement require being present. We are looking for students to approach the course with openness and an expectation to develop analytical skills.   
  
Class attendance:** We expect students will prepare for, attend, and participate in all class meetings. If you must miss a session due to illness or emergency, please let the professor and TA know as soon as possible, preferably beforehand. Ask a peer for notes and be sure to submit all assignments on time. In the interest of promoting collective wellness, the goal is to make it easy to stay home at any point you don’t feel well.

**Class participation and engagement:** Participation can take many forms including asking questions (both in person and through digital mechanisms), emailing, attending office hours, participating in workshops and small group discussions in class, and generally being attentive during class sessions.

### Grading for this Course

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

|  |  |
| --- | --- |
| Assignments | Percent of Total Grade |
| 1. Case Write Ups (3 total) | 15% |
| 1. Exams (3 total) | 45% |
| 1. Attendance & Participation | 15% |
| 1. Team Project | 25% |

### Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at

[utexas.instructure.com](https://utexas.instructure.com/). This will serve as the official record for the course schedule, deliverables, and due dates.

**Changes** to the schedule may be made if circumstances require. Any changes will be announced through Canvas. It is your responsibility to note any updates (I will do my best to ensure you receive as much notice as possible).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Date | Day | Class Topic | Assignments Due |
| 1. | Tu | 08.22 | Course Introduction |  |
| Th | 08.24 | Defining Marketing for the New Realities |  |
| 2. | Tu | 08.29 | Analyzing Consumer Markets |  |
| Th | 08.31 | Analyzing Business Markets |  |
| 3. | Tu | 09.05 | Conducting Marketing Research |  |
| Th | 09.07 | Guest Speaker |  |
| 4. | Tu | 09.12 | Identifying Market Segments and Target Consumers |  |
| Th | 09.14 | Crafting Customer Value Proposition and Positioning |  |
| 5. | Tu | 09.19 | Case 1 | Case 1 |
| Th | 09.21 | Exam 1 | Exam 1 |
| 6. | Tu | 09.26 | Designing and Managing Products |  |
| Th | 09.28 | Designing and Managing Services |  |
| 7. | Tu | 10.03 | Building Strong Brands |  |
| Th | 10.05 | Managing Pricing and Sales Promotions |  |
| 8. | Tu | 10.10 | Guest Speaker |  |
| Th | 10.12 | Case 2 | Case 2 |
| 9. | Tu | 10.17 | Exam 2 | Exam 2 |
| Th | 10.19 | Team Project Introduction + Work Day |  |
| 10. | Tu | 10.24 | Managing Marketing Communications |  |
| Th | 10.26 | Designing Integrated Marketing Campaigns |  |
| 11. | Tu | 10.31 | Personal Selling and Direct Marketing |  |
| Th | 11.02 | Driving Growth in Competitive Markets |  |
| 12. | Tu | 11.07 | Developing New Market Offerings |  |
| Th | 11.09 | Building Customer Loyalty |  |
| 13. | Tu | 11.14 | Case 3 | Case 3 |
| Th | 11.16 | Exam 3 | Exam 3 |
| 14. | Tu | 10.24 | *No class. Fall Break/Thanksgiving.* |  |
| Th | 10.26 | *No class. Fall Break/Thanksgiving.* |  |
| 15. | Tu | 10.28 | Team Project Presentations |  |
| Th | 10.30 | Team Project Presentations |  |
| Final | TBD | TBD | Final Project Write Up Due | Final Project Write Up Due |

# Policies

## Classroom Policies

### Statement on Learning Success

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course.

### Grading Policies

Final grades will be determined as indicated in the table below. Please note: to ensure fairness, all numbers are absolute, and the final grade will not be rounded up or down. Thus, a B- will be inclusive of all scores 80.000 through 83.999.

|  |  |  |
| --- | --- | --- |
| Grade | | Cutoff |
|  | A | 94% |
|  | A- | 90% |
|  | B+ | 87% |
|  | B | 84% |
|  | B- | 80% |
|  | C+ | 77% |
|  | C | 74% |
|  | C- | 70% |
|  | D | 65% |
|  | F | <65% |

### Late work

Assignments turned in past the deadline will be penalized 10% per day late.

### Absences

If you must miss a session due to illness or emergency, please let the professor and TA know as soon as possible, preferably beforehand. In the interest of promoting collective wellness, our goal is to make it easy to stay home at any point you don’t feel well.

### Policy on Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program’s Statement on Scholastic Dishonesty at <http://my.mccombs.utexas.edu/BBA/Code-of-Ethics>. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/>to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

### Class Recording Privacy

Any class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

### Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. The University is well aware of the sites used for sharing materials, and any materials found on such sites that are associated with a specific student, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](http://deanofstudents.utexas.edu/conduct) in the [Office of the Dean of Students](https://deanofstudents.utexas.edu/). These reports can result in sanctions, including failure of the course.

### McCombs Classroom Professionalism Policy.

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas BBA experience hinges on this.You should treat the Texas BBA classroom as you would a professional corporate environment. Faculty are expected to be professional and prepared to deliver value for every class session. Students are expected to be professional in all respects. The Texas BBA classroom experience is enhanced when:

* + Students arrive on time. On-time arrival ensures that classes are able to start and finish at the scheduled time. On-time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
  + Students display their name cards. This permits fellow students and faculty to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
  + Students are fully prepared for each class. Much of the learning in the Texas BBA program takes place during classroom discussions. When students are not prepared, they cannot contribute to the overall learning process. This affects not only the individual but their peers who count on them, as well.
  + Students respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
  + Students attend the class section to which they are registered. Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience and safety.
  + Technology is used to enhance the class experience. When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand, they are doing themselves and their peers a major disservice. Those around them face additional distractions. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of technology in class. Faculty will let you know when it is appropriate.
  + Phones and wireless devices are turned off. We’ve all heard the annoying ringing in the middle of a meeting. Not only is it not professional, but it also cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

### Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

### Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

### **Student Rights & Responsibilities**

* You have a right to a learning environment that supports mental and physical wellness.
* You have a right to respect.
* You have a right to be assessed and graded fairly.
* You have a right to freedom of opinion and expression.
* You have a right to privacy and confidentiality.
* You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
* You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

* You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
* You are responsible for acting in a way that is worthy of respect and always respectful of others. • Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers’ experiences.
* You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
* You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

### Religious Holy Days

By [UT Austin policy](https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/), you must notify me of your pending absence as far in advance as possible to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

## University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. There is also a range of resources on campus:

### Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact [Services for Students with Disabilities](https://diversity.utexas.edu/disability/about/), 512-471-6259 (voice) or (512) 410-6644 (video phone).

### Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful [resources](https://www.utexas.edu/campus-life/health-and-wellness) available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. A [Counselors in Academic Residence (CARE) Program](https://cmhc.utexas.edu/CARE_leblanc.html) is available in each college from the [Counseling and Mental Health Center](https://cmhc.utexas.edu/individualcounseling.html).

### The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit [Sanger Learning Center](https://ugs.utexas.edu/slc) or call 512-471-3614 (JES A332).

### Student Emergency Services

UT’s [Student Emergency Services](http://deanofstudents.utexas.edu/emergency/) provides assistance, intervention, and referrals to support students navigating challenging or unexpected issues that impact their well-being and academic success. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, please register with [Student Emergency Services](http://deanofstudents.utexas.edu/emergency/). SES will verify your situation and notify your professors.

## Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCCAL (the [Behavior Concerns and COVID-19 Advice Line](https://safety.utexas.edu/behavior-concerns-advice-line)): 512-232-5050. Your call can be anonymous. If something doesn’t feel right – it probably isn’t. Trust your instincts and share your concerns.

### Classroom safety and covid-19

To help preserve our in-person learning environment, the university recommends the following.

* Adhere to university [mask guidance](https://t.e2ma.net/click/fuzy1f/7f70iib/3gdvdxc).
* [Vaccinations are widely available](https://t.e2ma.net/click/fuzy1f/7f70iib/j9dvdxc), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
* [Proactive Community Testing](https://t.e2ma.net/click/fuzy1f/7f70iib/z1evdxc) remains an important part of the university’s efforts to protect our community. Tests are fast and free.
* Visit [protect.utexas.edu](https://t.e2ma.net/click/fuzy1f/7f70iib/fufvdxc) for more information.

### Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university’s [relevant policies](https://titleix.utexas.edu/policies).

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit the [Title IX Office](https://titleix.utexas.edu) or email [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

### Campus Safety

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](https://financials.utexas.edu/about/leadership/avp-campus-safety), 512-471-5767,

* Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
* Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
* Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
* In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
* For more information, please visit [emergency preparedness](https://preparedness.utexas.edu/).