



UNIVERSITY OF
ARKANSAS

Course Syllabus

MKTG 3433 - Introduction to Marketing Strategy

Section 002

Mon, Wed 4:35 PM - 5:50 PM

Room: WCOB 0257

Fall 2013

Instructor:

Matthew A. Hawkins

Office Location: 261 WCOB

Email: matthewallen.hawkins@esade.edu or matthewh@uark.edu

Office Hours:

From 2:00 to 4:00pm on Monday. You may also send me an email to schedule a meeting at any time.

Course Description:

In this course, we will be introduced to terminology related to marketing strategy and the elements of a marketing plan. The class is intended to provide a high-level view of the basic problems and issues involved in marketing goods and services. Additionally, we will get practice developing a cultural approach to marketing.

Course Materials:

Needed: Regular access to a computing device and the Internet.

Required Text:

Boone & Kurtz (16th Edition). *Contemporary Marketing*.

Cengage Learning. ISBN: 13-978-1-133-62846.

Non-Text Readings:

Bruner, Jerome (1990). *Acts of Meaning*. Chapter 1. Harvard University Press. Cambridge: Massachusetts.

Leigh, Thomas; Peters, Cara & Shelton, Jeremy (2006). The Consumer Quest for Authenticity: The Multiplicity of Meanings within the MG Subculture of Consumption. *Journal of the Academy of Marketing Science*, 34(4), p. 481-493.

Levitt, Theodore (1983). The Globalization of Markets. *Harvard Business Review*, 61(3), p. 92-102.

McCracken, Grant (1986). Culture and Consumption: A Theoretical Account of the Structure and Movement of the Cultural Meaning of Consumer Goods. *Journal of Consumer Research*, 13 (June), p. 71-84.

Muñiz, Albert & O'Guinn, Thomas (2001). Brand Community. *Journal of Consumer Research*. 27(4), p. 412-432.

Muñiz, Albert & Schau, Hope Jensen (2005). Religiosity in the Abandoned Apple Newton Brand Community. *Journal of Consumer Research*. 31(4), p. 737-747.

Schau, Hope Jensen, Muñiz, Albert & Arnould, Eric (2009). How Brand Community Practices Create Value. *Journal of Marketing*, 73(5), p. 30-51.

Von Hippel, Eric (1998). Economics of Product Development by Users: The Impact of "Sticky" Local Information. *Management Science*, 44(5), p. 629-644.

Wenger, Etienne (2000). Communities of Practice and Social Learning Systems. *Organization*, 7(2), p. 225-246.

Course Objectives and Learning Outcomes:

The primary objective of this course is to provide you with an understanding of basic marketing concepts. This knowledge could be extremely helpful to you because of the importance marketing plays in our society. Marketing touches your life each day: every time you log on to Facebook or visit a supermarket, you are exposed to some element of a marketing mix. So it is in your best interest to gain at least some understanding about how marketing functions in today's business environment.

- To gain a basic understanding of the functions of marketing.
- To develop a working vocabulary of marketing terminology and become familiar with marketing concepts.
- To define the role of marketing in a firm and how it can add value to a firm.
- To provide knowledge on marketing strategy so that we can become better informed consumers.
- To develop an understanding of the processes that companies go through to develop: marketing strategies, new products, pricing models, promotion & advertising strategies.
- To develop an understanding how markets are segmented and how target markets are selected.

Attendance & Late Work:

Although attendance is not required, research confirms that regular class attendance is positively correlated to course performance. In addition to the expectation of regular class attendance, you are expected to read any assigned readings ahead of lectures. It is your responsibility to get notes from a classmate if you miss class.

Unless changed by me, deadlines noted in the course schedule and subsequent handouts are firm. Be sure to allow adequate time to resolve unanticipated or anticipated (e.g., student athlete travel) problems with respect to course deadlines. Late assignments will not be accepted. Late is considered any time after the class period starts. Any exceptions to this will be given only in circumstances deemed extraordinary by the instructor.

Classroom Professionalism:

Classroom professionalism is to be maintained at all times. My goal is to create a positive, courteous, and respectful environment that is conducive to learning. Any person engaged in disruptive or distracting behavior (this includes excessive interruptions by cell phones or pagers, consistently arriving late or leaving early, not contributing to the class discussion, etc...) can lower your course grade by as much as one-letter grade. I will provide verbal notice of concern in advance of the grade reduction. Laptops are not allowed to be used in class.

- Avoid whispering and laughing with the person sitting next to you.
- Listen attentively, probably take notes, and manage your face and posture to convey interest and competence.
- Turn off your cell phone, beeper or pager to avoid disturbing the class.
- Do not read a newspaper or work on tasks unrelated to the class.
- Avoid interrupting people or being rude in any way.
- Wait until after class to discuss special accommodations for your personal situation.

As a member of this class, you are invited to think, talk, question, disagree, and offer alternatives. However, my expectation is that you will participate in a courteous manner. Failure to do so may result in disenrollment from the class.

Email Professionalism:

I expect all emails regarding this class to follow proper email etiquette. This is also what will be expected of you in the business world. Some necessities for writing a professional email include: staying concise, not writing in all lower case or capitals, using a meaningful subject line, making the email personally addressed, avoiding the words 'urgent' and 'important' and using proper spelling, grammar and punctuation. Emails that have been written to me in an unprofessional manner will be returned to the student with corrections to be made before a response is warranted.

Grading:

My goal is to make my classroom as fair as possible. Therefore, pleading for a better grade will not be tolerated. Remember: **grades are earned and not given.** Course letter grades will be assigned on a percentage basis of total points possible. Absolutely no rounding will occur. Note: an 89.999% will be a B.

Assignment	Points
4 Exams	400
In-Class Projects	50
Video Project	100
Narratives	100
Cultural Project	150
Total	800

5 In-Class Projects: (50 points total: 10 points each)

Throughout the course of the session there will be 5 in-class projects. Each one will be worth 10pts.

Cultural Project: (150 points total: Report 100 points, Presentation 50 points)

This project involves a presentation component and a written report component. The presentations will occur over the Dec 1-7 week. The final report will be due before 11:59 pm on November 26th. The project provides you with the opportunity to demonstrate how you would enter a cultural market with a new offering.

The project will need to be completed in groups of 3 or 4. As you are able to select groups, you are responsible for maintaining group dynamics.

More details regarding the project will be provided on the project grading rubric.

4 Exams & Optional Comprehensive Final: (400 points total: 100 points each)

There will be 4 exams. These exams will cover the content presented in the chapters before the exam. They will not intentionally cover content tested in prior exams, but the short essay answers could benefit from prior content. But, again, comprehensive type questions will not be the intention of the 4 exams. All exams and the final will be a mixture of multiple choice and short essay questions.

However, there will be an optional comprehensive final that can replace your lowest exam grade. You must have taken all four exams to have the option to take the comprehensive final. You can't skip one and think you can take the final.

Video Project: Video, Diagram & Narrative: (100 points)

This project has four (4) graded parts. But, prior to starting the project you need to identify and select one of your favorite activities to study. Furthermore, you need to select one brand to focus on within the activity; this will become your Focal Brand. You will then video record yourself engaging in this activity, from start to finish (part 1). A diagram will be developed that depicts the sequence brands, products and actions are used in order to complete this activity (part 2). Besides the diagram, a short narrative will be developed that verbally expresses the steps and objectives in completing the activity (part 3). Lastly, you will complete two surveys, one will address the activity and one will address the Focal Brand (part 4).

A detailed assignment sheet will be provided at a later date.

Narrative Projects 1 & 2: (100 points total: 50 points each)

The Narrative Projects involves writing another narrative about the focal brand and activity. The narratives will be based on the narratives submitted under the Video Project. A more detailed assignment sheet will be provided at a later date.

Video and Narrative Alternative:

In-lieu of completing the video and narrative projects, you may write a paper that compares the marketing strategy of two different firms. The paper is expected to be between 20-25 double spaced pages in 12 point, Times New Roman font with 1" margins. The two firms should be considered competitors in a particular market segment. The paper is due at the same time as the Narrative Project #2. You must tell me if you choose this option before the Video Project is due. The paper will be worth a total of 200 points. Proper citations and high quality work is expected.

Required Participation in Behavioral Research Lab Sessions:

The University of Arkansas is a research-focused institution. In fact, a number of important and interesting research questions are being generated by professors and doctoral students in the marketing department each semester. To contribute to the field of marketing and to garner a better appreciation of marketing research, ***Students enrolled in MKTG 3433 are required to participate in three (3) marketing research studies. Failure to participate will result in a 1% (8 points) reduction for each deficiency up to 3% (24 points) in a student's final semester total grade.***

These lab sessions will occur in the Behavioral Business Research Lab (J.B. Hunt 127). Each lab session will last 60 minutes or less. Your professor will give you information when lab sessions become available for sign ups.

In order to participate in lab sessions, students **must** have a SONA account (<http://waltoncollege.sona-systems.com>). To create an account, go to the website and click on "New participant? Request an account here", which is located on the lower left of the webpage. Please input the requested information and click on "request account." If you already have a SONA account, then no need to create a new one. Please just verify that it is still active by logging into SONA. If you have any questions about how to create a SONA account, then please contact the lab coordinator, Hunter Thomasson (mktglab@uark.edu). While there are enough seats for all students during the sessions, the available timeslots are filled on a first-come, first served basis. I encourage you to create your SONA account TODAY and to make sure you use an email that you check often. When sessions are opened for signups (approximately five days before the session begins), you will be notified via an email from SONA, not me.

This semester's sessions are scheduled as follows:

SESSION ONE: September 9 – 13

SESSION TWO: September 30 – October 4

SESSION THREE: October 23 – 25; 28 – 29

If you are unable or unwilling to participate in these sessions, you must let me know that you would prefer to analyze an academic article of my choosing from a top-tier Marketing Journal (4 – 5 double spaced pages in 12 point, Times New Roman font with 1" margins) **before** the session for which you are performing the alternative begins. In addition, this assignment must be turned in by 5:00 PM on the last day of the session. For example, to replace the lab credit for session one, you will need to let me know by 11:59 PM on September 8 and turn the assignment in to me no later than 5:00 PM September 13. No exceptions!

Calendar:

Week	Monday	Wednesday
August: 25-31	Syllabus review Ch 1: Marketing: The Art and science of satisfying Customer	Ch 2: Strategic Planning in Contemporary Marketing ->McCracken Video
September: 1-7	*****Labor Day = No Class*****	Ch 3: The Marketing Environment, Ethics, and Social Responsibility ->Patrick Brown Video Due: McCracken, Grant (1986).
September: 8-14	Ch 16: Integrated Marketing Communications, Advertising, and Public Relations ->Krink Video	Ch 17: Personal Selling and Sales Promotion Due: Leigh, et al (2006). Introduce Class: Video Project
September: 15-21	Exam #1	Ch 9: Market Segmentation, Targeting, and Positioning ->Stephan Ruiz video
September: 22-27	Ch 10: Market Research and Sales Forecasting	Ch 11: Relationship Marketing and Customer Relationship Management (CRM) Due: Von Hippel, Eric (1998).
September: 29-October 5	Ch 14: Marketing Channels and Supply Chain Management Due: Video Project	Ch 15: Retailers, Wholesales, and Direct Marketers Due: Web Survey (brand/activity)
October: 6-12	Exam#2 ->Menace Videos Part 1 & 2 Due: Web Survey (brand/activity)	Ch 6: Consumer Behavior Due: Muñiz & O'Guinn (2001).
October: 13-19	Ch 7: Business-to-Business (B2B) Marketing ->Zeng Han Video	Ch 8: Global Marketing Due: Levitt (1983).
October: 20-26	*****Fall Break: No Class*****	Ch 4: Social Media: Living in the Connected World Due: Wenger (2000).
October: 27-November 2	Ch 5: E-Business: Managing the Customer Experience	Exam #3 Introduce Class: Narrative #1
November: 3-9	Ch 12: Product and Service Strategies Due: Narrative #1	Ch 13: Developing and Managing Brand and Product Categories Due: Schau, Muñiz & Arnould (2009)
November: 10-16	Ch 18: Pricing Concepts	Ch 19: Pricing Strategies ->Philosophy of Language Video
November: 17-23	Exam #4 Introduce Class: Narrative #2	Due: Bruner (1990) Due: Narrative #2
November: 24-30	Due: Muñiz & Schau (2005) -> Calvin Klein Video	11:59pm Nov 26 Due: Final Report
December: 1-7	Class-> Presentations	*****No Class***** Class-> Presentations
December: 8-14	Exam week	