

Business Administration
Northwest College
MRKG 2374 Marketing Case Studies
Spring 2015 - CRN: 48681
3 credit hours-48 hours per semester-16 weeks
Distance Education

All assignments/ tests will be provided online.
SCANS Competencies Included

INSTRUCTOR: Linda Koffel, M.S.

INSTRUCTOR CONTACT INFORMATION:

Phone: 713-718-2895

E-mail: linda.koffel@hccs.edu

OFFICE LOCATION AND HOURS

Please feel free to contact me concerning any problems that you may be having in this course. It is very important to me that students learn in my class and do as well as they can. I am available to hear student concerns and just to discuss course topics. Once the semester begins, I will set 5 office hours and will let all students know those hours so students can come in and see me in person, or make an appointment to discuss situations, challenges, and the topics via the phone. This is an online course and I always check student requests and questions Monday – Friday at least once a day.

FINAL EXAM: There is no final exam. The “final exam” will be your “Final Case Study” assignment due May 13, 2015 by 11:00 p.m. (Wednesday taken online)

LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS: March 24, 2015 at 4:30 p.m. Verify in College Schedule Page.

COURSE DESCRIPTION

A study of marketing problems and challenges through the use of case histories and actual marketing situations involving advertising, prices, distribution, production selection, client or consumer behavior, marketing planning, marketing selection and international marketing.

Course Goals

- To provide a framework for marketing problem solving, planning and strategizing using case study format.
- To introduce the process of formal analysis of case study data and the development of strategies for that data.
- To introduce students to current issues and trends with a wide variety of real world applications.
- To provide students with resource information on how to process, define and analyze issues and problems and use that analysis for decision-making.
- To provide students with experience in analyzing how a marketer’s problem solving strategies affects his/her marketing strategies.
- To distinguish between effective and ineffective decision-making and analysis processes.
- To demonstrate how functional areas such as finance and production are interrelated, to apply theoretical frameworks to decision-making systems.

EGLS3 -- Evaluation for Greater Learning Student Survey System

During a designated time near the end of the term, students will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for in order provide for continuous improvement of instruction.

Distance Education and/or Continuing Education Policies

COURSE PREREQUISITE

None: ENGL 0300 or 0347 writing or above and MATH 0306 or above are recommended.

PROGRAM LEARNING OUTCOMES

- 1. Outline a marketing plan.**
2. Identify the marketing mix components in relation to market segmentation.
3. Explain the environmental factors which influence consumer and organizational decision-making process.
4. Identify the elements of the communication process between buyers and sellers in business.
- 5. Utilize marketing research techniques to implement competitive marketing decisions**

STUDENT LEARNING OUTCOMES

As outlined in the learning plan, students are to apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. **Resources:** An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.
2. **Interpersonal:** Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.
3. **Information:** An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.
4. **Systems:** An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.
5. **Technology:** The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The following skills will be developed in the course:

Using Resources: Identify, Plan, & Manage

- Developing Interpersonal Skills: Collaborate, Negotiate, & Lead
- Applying Technology: Select, Apply, & Enhance
- Understanding Systems: Connect, Support, & Improve
- Acquiring Information: Evaluate, Communicate, & Apply

The three SCANS foundation skills identified by the Commission are the following:

Basic Skills: Reading, writing, mathematics, listening, and speaking. classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

Thinking Skills: Creative thinking, decision-making, and problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

Personal Qualities: Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

16 WEEK COURSE CALENDAR
MRKG 2374 DE
Weekly Activity Schedule
16 WEEKS SESSION

| WEEK | TEXTBOOK CHAPTERS | |
|------------|-------------------|---|
| 1 1/21 | Chapter 1 | Strategic Marketing Management Syllabus Quiz Due Jan 28 |
| 2 1/28 | Chapter 2 | Financial Aspects of Marketing Management Assignment 1 Due Feb 4 |
| 3 2/4 | Chapter 3 | Marketing Decisions Assignment 2 (Case Study) Due Feb 11 |
| 4 2/11 | Chapter 4 | Making a Case Analysis |
| 5 2/18 | Chapter 4 | Making a Case Analysis Assignment 3 (Case Study) Due Feb. 18 |
| 6 2/25 | Chapter 5 | Integrated Marketing Communications Strategy Assignment 4 (Project Customer Questions) Due Feb 25 |
| 7 3/4 | Chapter 5 | Assignment 5 (Case Study) Due March 4, 2015 |
| 8 3/11 | Chapter 6 | Integrated Marketing Communications Strategy |
| 9 3/25 | Chapter 6 | Integrated Marketing Communications Strategy Assignment 6 (Tabulation/Analysis for Project) Due March 25, 2015 |
| 10 4/1 | Chapter 7 | Marketing Channel Analysis Assignment 7 (Case Study) Due April 1 |
| 11 4/8 | Chapter 8 | Pricing Assignment 8 (Market Review for Project) Due April 8 |
| 12 4/15 | Chapter 9 | Strategy Reformulation Assignment 9 (Case Study) Due April 16 |
| 13 4/22 | Chapter 9 | Strategy Reformulation |

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|------------|------------|--|
| 14 4/29 | | Assignment 10 (5 Ps for Project) Due April 29 |
| 15 5/6 | | FINAL PROJECTS DUE BY 11:00 PM on May 6, 2015 |
| 16 5/13 | FINAL WEEK | FINAL Case Study (Instead of Final Exam) / Case Study Project Recommendations DUE By 11:00 PM on May 13, 2015 NO MAKEUPS |
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Syllabus Quiz

You will have 1 week to complete the quiz. The syllabus quiz will be comprised of 10 questions. The quiz is located under the Assignment course tool. The purpose of this quiz is to make sure you READ the syllabus and to make sure you learn how to submit your assignments properly. No quiz will be accepted via any type of email. You must post the quiz via the Eagle on Line Assignments Tool.

Weekly Assignment Postings

Each week, I will post an Assignment related to the analysis of a case.. Most of the assignments will be part of your final assignment so that you will be doing your assignment in small assignments throughout the semester and you will only need to revise and refine it for the final project. You must turn in all assignments through the Eagle on Line 2 Assignments tool and on time. The computer system will not allow you to turn them in even one minute late and no assignments will be accepted via email without prior permission. Be sure to plan enough time to get your work in so that you can call the Distance Education Tech helpline if you have trouble submitting your work. Any assignments sent in by email will be a 0 and points may also be taken off of your grade for assignments/participation due to not following directions.

Individual Projects

The project in this course will be to develop a marketing plan for a service, utilizing information from research/ marketing plan information, and then to provide all the parts of the marketing plan. The Coleman Case in the book will be utilized. You will analyze the case, develop a short questionnaire, and then use the info from the case analysis and the questionnaire results to develop a marketing plan for this nonprofit organization. You will develop this as individual assignments, and then pull it all together at the end as your final project.

TESTS

There are no tests in this course. It is a case study course. There will be several cases to be written up as well as a final case which will include a short survey and marketing plan.

FINAL

There is no final exam. There will be a final case study involving the development of recommendations for the case used in the final project. This will be due by May 6, 2015 via the Eagle on Line 2 Assignments Tool.

INSTRUCTIONAL APPROACH

The most important thing a student can take away from a college course in business is the real world application of that material. Sometimes, it may be hard for students to understand the relevance of some topics as the students may not yet have worked in the discipline. As a professor, I try to reinforce all the important, relevant information as well as to provide direction for the student as to real world application. Information is important. Knowing what to do with information is even more important. This is a project based course. You are responsible to read the text and the information I have posted. Your tests will be over that information and any information that I provide you online. If you have questions about what you are reading or need further explanation, please email me.

In addition, you are responsible to complete the project, which is the most important learning tool in this course. Over the semester, I will grade your assignments and give you positive and negative feedback on each assignment. Each assignment will go into your final project and you can use my comments to enhance your final project and improve your grade. I will coach you through the process throughout the semester. You **MUST** do all the assignments as they are all part of your final project and you will want to get my feedback so you can sharpen and improve your project prior to turning it in.

STUDENT RESPONSIBILITIES

As a student wanting to learn about services marketing, it is the student's responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in activities, and log on to class at least twice a week to get assignments and information as well as to do **all** the work required in the course..

To be successful in this class, it is the students responsibility to:

- Participate in class activities via the topic discussions and assignments
- Read and comprehend the textbook
- Complete the required assignments and exams on time:
- Ask for help when there is a question or problem
- Complete the individual project with a 70% passing score

As a student wanting to learn about marketing, it is the student's responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in activities, and log on to class at least twice a week to get assignments and information..

STUDENT ASSIGNMENTS

Assignments have been developed that will enhance student learning. To better understand a topic, students will be given assignments on key information that students will need to remember for student success in student reaching student goals.

Textbook required: Strategic Marketing Problems; Kerin and Peterson; 13th Edition Pearson
Do NOT even attempt to take this course without your book.

HCC Policy Statement:

Access Student Services Policies on their Web site: <http://hccs.edu/student-rights>

EGLS3 -- Evaluation for Greater Learning Student Survey System

During a designated time near the end of the term, students will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs in order to provide for continuous improvement of instruction.

Distance Education and/or Continuing Education Policies

Access DE Policies on their Web site: http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf

Access CE Policies on their Web site: <http://hccs.edu/CE-student-guidelines>

STUDENT INFORMATION

A student handbook is available on the College website: <http://www.hccs.edu>. Look under the student subheading to get detailed information concerning students attending Houston Community College System (HCCS). Data such as withdrawal policies, refund policies, incomplete, late assignments, make-ups, extra credit, grading system, attendance requirements, and other details are included in the student handbook.

HCC COURSE WITHDRAWAL AND ATTENDANCE POLICY

HCC Course Withdrawal Policy (updated 7/26/2010)

Beginning Fall 2007, the State of Texas imposes penalties on students who drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university.

To help you avoid having to drop/withdraw from any class, contact your DE professor regarding your academic performance. You may also want to contact your DE counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.). HCC has instituted an Early Alert process by which your professor may “alert” you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance.

Students should check HCC’s Academic Calendar by Term for drop/withdrawal dates and deadlines. If a student decides to drop or withdraw from a class upon careful review of other options, the student can drop online prior to the deadline through their HCC Student Service Center.

Classes of other duration (mini-term, flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Last day to drop is 3/24/15

Class Attendance

As stated in the HCC Catalog, all students are expected to log in to the course regularly and to participate via the assignments and discussions. Failure to do so may cause a student to be dropped from this course. Failure to turn in more than two assignments may be considered non participation and could cause the student to be dropped. Participation in this Distance Education course is not about just logging in.... it is also about participating by doing the work.

Although it is the responsibility of the student to drop a course for non-attendance, the instructor also has the authority to drop a student for excessive absences or failure to participate regularly. Students who do not attend class before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance.

Early Alert

HCC has instituted an Early Alert process by which the professor may “alert” you and counselors that you might fail a class because of excessive absences and/or poor academic performance. I utilize early alert if you miss an assignment.

International Students

Contact the International Student Office at 713-718-8520 if you have questions about your visa status.

STUDENTS WITH DISABILITIES

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. **Instructors are authorized to provide only the HCC DSSO approved accommodations but must do so in a timely manner.** Students who require testing accommodations need to schedule an appointment for testing to ensure that staff will be available for proctoring and to arrange for any adaptive equipment that may be required. Students should contact the instructor’s Instructional Support Specialist (ISS) the week prior to each exam throughout the semester to confirm that the requested testing accommodations will be met.

DISABILITY SUPPORT SERVICES OFFICES:

System: 713.718.5165

Central: 713.718.6164 – *also for Deaf and Hard of Hearing Services and Students Outside of the HCC District service areas.*

Northwest: 713.718.5422

Northeast: 713.718.8420

Southeast: 713.718.7218

Southwest: 713.718.7909

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist (ISS) assigned to their professor.

ONLINE TUTORING

HCC provides free online tutoring in writing, math, science, and other subjects.. Go to the HCC AskOnline Tutoring site: <http://hccs.askonline.net/>. Use your student ID or HCC e-mail address to

create an account. Instructions, including a 5-minute video, are provided to make you familiar with the capabilities of this service.

ACADEMIC DISHONESTY

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. Scholastic dishonesty: includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- " Copying from another student's test paper;
- " Using materials not authorized by the person giving the test;
- " Collaborating with another student during a test without authorization;
- " Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- " Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook).

Academic dishonesty can result in a grade of **F** or **0** for the particular test or assignment involved, dropped, and/or expelled from HCCS. Please refer to the HCCS Distance Education Student Handbook-(for further information regarding Academic Dishonesty refer to http://distance.hccs.edu/de-counseling/DE_student_handbook.htm).

CLASSROOM BEHAVIOR

As instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Instructor takes this responsibility very seriously and will inform members of the class if their behavior (online behavior also) makes it difficult for him/her to carry out this task. As a fellow learner, students are asked to respect the learning needs of student classmates and assist student instructor achieve this critical goal.

DE ONLINE DISCUSSION BEHAVIOR

Online discussions are the equivalent of being in a classroom for distance education students. For this reason, it is important to use proper respect, language, and decorum within all the parameters of the DE course. All discussions related to this course online should exemplify courtesy, respect, honesty, and civility at all times.

A NOTE ABOUT THIS SYLLABUS

At any time during the semester, your instructor reserves the right to modify the course requirements, assignments, exams, grading procedures, and all other related policies and procedures as circumstances may dictate. Remember, also, it is the sole responsibility of each student to read,

completely understand, and adhere to this document and all other documents or materials associated with this course in their entirety.