INTRODUCTION TO MARKETING  
C55.0001.002, Summer 2007

INSTRUCTOR  
Professor Aronte Bennett  
Office: Tisch 9-20  
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CLASS  
Days: Monday and Wednesday  
Time: 12:00 - 2:55pm  
Location: Tisch LC-10

OFFICE HOURS  
Monday & Wednesday 3:30pm – 5:00pm or by appointment

If these office hours do not suit your schedule, then please feel free to email me to set up an appointment for any other time that fits your schedule. I will be quite happy to meet with you at an alternative time.

COURSE WEBSITE  
The site is available through Blackboard at http://sternclasses.nyu.edu/. During the semester the site will contain useful material including: PowerPoint slides from class lectures, syllabus, Personal Marketing Plan guidelines, and other fun and useful things! Please check it frequently.

REQUIRED TEXT  
Kerin, Hartley, Berkowitz & Rudelius (2004), Marketing, 8th Edition,  
Irwin/McGraw-Hill.  
AND  
XANEDU Coursepack C55.0001

The University Book Store has the text, or you may want to try ordering on-line—you’ll likely save some money, but you will have to wait for it to be mailed to you.

Due to its customized nature, the Coursepack is only available in the University Bookstore.

IMPORTANT DATES  
**Personal Information Form**  
First Day of Class (June 25th)

**Mid-Term Exam**  
July 16th, 2007 (Monday)

**Case Submissions**  
Due on July 9th, July 19th and July 25th

**Marketing Research Experiments**  
July 10th & 11th and July 23rd & 24th

**Personal Marketing Plan**  
Due on July 30th

**Final Exam**  
August 1st, 2007
COURSE DESCRIPTION

This course is designed to introduce you to the concepts and skills essential in marketing strategy. Marketing strategy involves two basic sets of activities. The first set starts with identifying consumer needs and ends with positioning a product or service to satisfy those needs and differentiate it from competition. In between, there is rigorous analysis of the customer, the competition, the environment, and the company’s own capabilities. The second set of activities revolves around the “marketing mix”, commonly referred to as the 4 P’s (product, placement, price and promotion). Marketing mix activities include: letting the consumer know about the product in an attention-getting, convincing and motivating way, getting it to the consumer through the best combination of distribution channels, pricing it effectively, and offering incentives to try, purchase, and re-purchase. Effective marketing strategy requires the firm to create a marketing mix in which all elements work well and work well with each other. Failure to do so may result in the failure of the product.

COURSE OBJECTIVES

In this course you will be introduced to the principles underlying marketing strategy activities. You will also be given opportunities to analyze marketing scenarios and formulate appropriate strategies. The more specific objectives of this course are:

1. To acquire an understanding of basic marketing concepts
2. To understand the strategic role of marketing.
3. To gain an understanding of the elements of the marketing mix and their interactions.
4. To identify and address the key decisions facing marketing managers.
5. To demonstrate the concepts, analyses and activities necessary to solve marketing problems.
6. To provide opportunities to refine oral and written communication skills.

GENERAL INFORMATION

Class Format and Preparation

Class meetings will revolve around lectures, video presentations, case discussions and exercises. In order to get the most out of class sessions, it is important that you prepare for each class and actively participate in discussions and exercises.

In each class, the lecture and discussion will expand on concepts covered in the assigned reading, explore their implications, and examine how they affect us professionally and personally. It is strongly suggested that you read the relevant chapter(s) before coming to class. The lectures and case discussions are based on the assumption that you are familiar with the material from the reading and will serve to supplement the basic theory introduced in the text. Notes for each lecture will be posted on the class website at least two days prior to the day they will be discussed. You may find it helpful to print out a set for note taking purposes. A few sets of notes will be available on a first come first serve basis at the beginning of each session. For the midterm and final exam, you will need to cover material both in the text and the lectures.

Real world examples are an excellent way for us to think about marketing concepts. For a few class sessions, there is a case assigned (TiVo, Computron, and Coca Cola’s New Vending Machine, all included in the coursepack). These cases were selected as examples of how companies have decided upon and implemented marketing strategies. You are expected to prepare carefully for all three cases and be ready to discuss them in class. Being involved in the case discussion is a great way to increase your class participation grade! There will also be a written assignment for each case (see Grading section for more detail).
Attendance

I would encourage you to be present in all classes because I believe that the classroom is a space for dialogue and it is not possible to have thought provoking discussions if there is no one present with whom to share ideas. Be assured that if you are absent I will miss you, and your point of view, in the class. If you know in advance that you will be absent, please send me an e-mail to let me know. Chronic, unexcused absences will negatively impact your class participation score.

Seating Assignments and Name Cards

It is important for everyone in the class to be familiar with their classmates; likewise, it is also important for me to be familiar with you. In order to make the process of getting to know each other a little easier I ask that you complete the Personal Information Form at the end of syllabus and hand it in at the beginning of the first class. During our fist class meeting I will provide you with a name card. Please write your name on it in large, block letters and bring it with you to each class meeting. This will help me and your classmates know who you are. When you come to the second class, choose a seat in which you’ll be comfortable—it will be your assigned seat, at least for the first few weeks. This makes it easier for all of us to learn each other’s names.

Classroom Etiquette

Out of respect for the other students in our class, it is important that each of us focus our full attention on the class, for the entire class period. Please be mindful of the following guidelines:

- Arrive to class on time, being certain to leave yourself enough time to get situated before class begins. Although you may believe that no one notices your arrival, some students find latecomers extremely distracting. You will not be penalized for rare, unavoidable tardiness; however, if tardiness becomes chronic it will be reflected in your class participation score.

- Once you are in your seat, leave the class only when absolutely necessary. This will go a long way in reducing classroom disturbances.

- Please do not use your laptop and turn off your cell phone, Blackberry, and any other communication devices. Many Stern students have mentioned that they are distracted by other students using laptops during class or sending and receiving SMS messages on their cell phones. You may feel free to use any of the above mentioned devices during the 15-minute break we will take during each class.

GRADING

The grade components and the associated weights are as follows:

1. Class Participation 10%
2. Case Studies 25%
3. Exams 45%
4. Personal Marketing Plan 15%
5. Subject Pool Participation 5%

1. Class Participation [10%]

Every session of the course will involve interaction in the form of class discussion. We will learn a great deal from each other by drawing on experiences, viewpoints, and opinions, which are unique to each individual. Participation will be monitored and credit will be given based on the QUALITY of your participation in the course. You don’t have to speak very frequently or in every class to earn the highest possible class participation grade. It is what you say and how it contributes to the class discussion that matters, not how much you say or how often you say something! The following are some guidelines for what is considered quality participation:
• Comments that add to our understanding of the situation.
• Comments that go beyond simple repetition of the facts.
• Student shows an understanding of the theories and concepts.
• Student presents ideas in a concise and convincing fashion.
• Most important—the points made are relevant to the discussion!

Some of you may be uncomfortable speaking in a large group setting. However, presenting your views in a group discussion is an essential management skill, and we can all benefit from practice. I will attempt to provide you a opportunities and an environment in which you can comfortably contribute to a class discussion. These opportunities may come in the form of in-class exercises or discussion questions that I pose to you directly.

2. Case Studies [25%]

We will use cases to focus on identifying marketing problems, introducing marketing concepts and skills that can help solve these problems, and applying these concepts and skills to recommend a course of action. There is no “right” answer to a case, but some answers provide a more thoughtful approach to the problem at hand. The strength of the reasoning and analysis used to develop your recommendations are just as important as the recommendations themselves.

In addition to the content, written assignments will be graded on writing quality. It is important in business writing to be clear, direct, and persuasive. The overall impression is also very important. Spelling errors, sloppy formats, poor grammar, etc., give the impression of sloppy thinking, carelessness, and lack of regard for your ideas and the assignment. If you believe that you would benefit from some assistance, there are resources available to you. Good options within NYU are the Writing Center (269 Mercer St., Room 230, 998-8866) and the American Language Institute (48 Cooper Square, 2nd fl. 998-7040).

2a. Brief Case Write-up (a.k.a One-Pagers)- Individual Assignments

At the start of a class scheduled for a brief case discussion- i.e. TiVo and Coca Cola’s New Vending Machine , you are required to hand in a brief recommendation. These one-pagers earn 10% of your grade (5% per one-pager) and are to be prepared individually. They can also help you earn class participation points since by preparing them you prepare yourself to contribute more to the class case discussion.

The objective of these One-Pagers is to promote in-depth thoughts about marketing issues and to permit students to take a stand on the key issues. Beginning with an opinion helps create a more interesting class case discussion, even if you change your opinion during class. Each One-Pager will be graded +√ (5%), √ (4%) or -√ (3%). On average, we expect that most people will get a √ for this One-Pager. You will get a √+ for excellent performance and a √- for a below-par, but acceptable, assignment. If your One-Pager is unacceptable, you will receive a zero. The basic issues of the case will be easy to understand; if you want a check plus you will have to display a deeper level of understanding.

You will be notified of your grade by via email within a week of submission. Please make sure that the One-Pagers are your own work. Again, hard copies of your One-Pagers are due at the start of class – no exceptions! To avoid electronic tragedies, electronic versions will not be accepted. Graded One-Pagers will not be returned to you, so make sure you keep a copy of each One-Pager for your records.

Guidelines for One-Pagers:
Formatting:
• 12 point font
• Double spaced
• One inch margins
• One page max, no cover page
For each One-Pager you have to:

- Describe what you believe to be the two or three major problems in the case, and
- Recommend a solution for each problem.

Set-up:

- Try to spend 1/3 of the paper identifying the issues
- Spend the remaining 2/3 recommending solutions or improvements
- After discussing each issue discuss the relevant recommendation before moving on to the next issue.

**2b. Major Case Study (Computron, Inc.)- Group Assignment**

The assignment for the Computron, Inc case is due at the beginning of the seventh class (7/18). In this assignment, you are expected to provide an in-depth analysis of the case and apply what you have learned in the course to solve specific marketing problems and make marketing decisions. The main goal is to give you experience in identifying strategic marketing issues, analyzing the available data, presenting applicable recommendations and justifying your decisions and rationale in a clear and effective manner. This case is worth 15% of your final grade and to be done in groups of 2-4 (preferably 3). Students will be required to submit the names of their group members by 7/11. Late assignments will not be accepted.

Questions relevant to this case will be posted on the class website by the first day of class. You may discuss general concepts relevant to this assignment with your classmates, if you wish, but the specific analysis, recommendations, rationale, and writing should be your group’s own work. Your analysis should be limited to information provided in the case itself and should not rely upon external sources of information (web, magazines, etc.).

Guidelines for a Major Case Analysis:

**Formatting:**

- 12 point font
- Double spaced
- One inch margins
- Seven page max, including tables, charts and cover page

A good analysis should consider:

- What are the important problems confronting this firm? This includes anticipating problems before they occur so the firm can take steps to prevent them, as well as identifying existing problems.
- What information is available in the case that is useful in addressing these problems?
- What are the different solutions to these problems? What are the strengths and weaknesses of each solution?
- Which solution would you choose, and why is it better than the others?
- How can this solution be implemented?

3. **Mid Term [20%] and Final Exams [25%]**

There will be a mid term and a final exam covering material from the class sessions and textbook. The exams are closed-book and closed-notes and will usually consist of multiple choice and short answer type questions. The mid term counts for 20% of your final grade and will cover all the topics covered up to that point. The final exam is cumulative, covering topics from the entire course and will account for 25% of your final grade.

4. **Personal Marketing Plan [15%]**

The Personal Marketing Plan is something you should work on over the course of the semester. It is due at the beginning of our tenth class session (7/30). It represents an opportunity for you to apply the
concepts learned in class to the creation of your own strategic marketing plan. This plan will be useful to you as you prepare for your most important marketing task—marketing yourself (whether to a potential employer, graduate school, or some other future endeavor). We will discuss this assignment more throughout the course. For more detailed information, see “Guidelines for the Personal Marketing Plan” on the course website.

5. **Marketing Research Assignment [5%]**

The Marketing Research Assignment consists of two options and is designed to enrich your understanding of the value of research to the formulation of a sound marketing strategy. In order to receive credit, you must complete two assignments. You may complete any combination of assignments that fits your schedule/needs.

**Option 1: Subject Pool Participation.** Participating in the Marketing Department Subject Pool gives you the opportunity to be part of marketing research in action and later evaluate it with the advantage of firsthand experience. You will be a subject (participant) in two experiments (lasting an hour each) currently being conducted by Marketing Department faculty. Your first opportunity to participate in an experiment will be July 10-11 and your second opportunity will be July 23-24. At the end of the semester, you will receive written debriefings on each experiment. We will also discuss the purpose, design, implications, etc. of at least one of them in class, as an example of what can be learned about consumers through research.

Participation in the Subject Pool is encouraged; most students find it is easy and enjoyable. All you have to do is show up at the assigned time and follow instructions. A representative from the Subject Pool will come to class and announce the schedule for each experiment and describe the sign-up procedure, as we get closer to the dates.

**Option 2: Marketing Research Exercises.**
1. Read the Ford Consulting Group case on pages 228-229 of the text and write one page (maximum) responding to the questions at the end of the case.

2. Designing a survey for Howlin' Coyote Chili (refer to Appendix A of Chapter 2). Paradise Kitchens often does taste tests to evaluate new chilies that might be added to its Howlin' Coyote line. As part of the taste test, participants are asked to complete a short questionnaire summarizing their reactions. You have been asked to design this questionnaire. Create a one-page (maximum) questionnaire that includes questions on the following:
   a. The respondent's reactions to the chili tasted
   b. Good names for the new chili
   c. How often the respondent eats chili
   d. The most useful additional question(s) that fit within the page limit

**EXAM AND GRADING POLICIES**

**Mid Term and Final Exams**

Inform me in writing (e-mail is fine) of any legitimate exam schedule conflicts at least one week in advance. (All dates have been set and appear in the course outline). If I do not receive written notice at least one week before the exam, you will not be given an opportunity to take it at another time.

If you miss an exam due to illness or injury, a make up will not be scheduled for you unless I receive a letter from your doctor (on letterhead) indicating the date and time of the medical problem that prevented you from taking the test. You are responsible for contacting me concerning the missed exam as soon as possible, preferably before the exam. If you are unable to take a make up exam before the next class session, your doctor’s letter must also indicate the date through which your medical incapacity extended. If you have
a letter from your doctor, I will give you a substitute exam that is as similar in scope and difficulty level to the original exam as possible.

**Grade Rebuttals**

If you feel that a calculation or judgment error has been made in the grading of a case or exam, please write a note describing the error and give it to me (in class or in my mailbox) **with the original graded document**. If it’s a judgment issue, you should also include documentation in support of your opinion (e.g. a photocopied page from the textbook with the relevant information highlighted). I will get back to you as quickly as possible with an answer. Please note that any request for reassessment of a grade will result in a review of the ENTIRE assignment or exam. This means that if errors are detected in the grading of other sections, they will also be corrected, whether they are in your favor or not. Students have one week from the date an assignment/exam is returned to submit a grade rebuttal—after one week, no rebuttals will be accepted.

PLEASE NOTE: I will not discuss or consider changing the grade on any assignment that has not first been submitted as a formal, written rebuttal. If you go through the rebuttal process, but are still unsatisfied with the outcome, you may then make an appointment to see me so that we can discuss the issue further.

There are no exceptions to this policy.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings, Assignments &amp; Particulars</th>
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| 1       | M, 06/25 | Course Introduction and Overview | Chapters 1, 2, 3  
What is Marketing?  
*Personal Information Form Due* |
| 2       | W, 06/27 | Consumer Behavior | Chapters 5 and 6 |
| 3       | M, 07/02 | Segmenting, Targeting and Positioning | Chapters 9 |
|         | W, 07/04 | Independence Day | Relaxation…Barbeque…Fireworks |
|         |         | **NO CLASS** | |
| 4       | M, 07/09 | Marketing Research | Chapters 8  
*TiVo Case Due* |
| 5       | W, 07/11 | Product Management | Chapters 10 and 11 |
| 6       | M, 07/16 | **Mid-Term Exam**  
Price Management I | Prepare for Mid-Term Exam  
Chapters 13 and 14 |
| 7       | W, 07/18 | Price Management II  
Sales and Distribution Management | Chapters 15 and 17  
*Computron Case Due* |
| 8       | M, 07/23 | Ethics in Marketing  
Advertising & Promotion Management I | Chapters 4 & 19 |
| 9       | W, 07/25 | Advertising & Promotion Management II | Chapter 19  
*Coca-Cola Case Due* |
| 10      | M, 07/30 | International Marketing | Chapter 7  
*Personal Marketing Plan Due* |
| 11      | W, 08/01 | **Final Exam** | Prepare for Final Exams |
PERSONAL INFORMATION FORM

<table>
<thead>
<tr>
<th>Your Name</th>
<th>Name you prefer to be called</th>
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<tbody>
<tr>
<td>NYU ID#</td>
<td>School (if other than NYU)</td>
</tr>
<tr>
<td>Major(s)</td>
<td>Year in school</td>
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<tr>
<td>Home phone #</td>
<td>Alternate phone #</td>
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1) Please read the following statement and indicate your agreement by providing your signature below.

“I have read the syllabus thoroughly. I understand and agree to the requirements associated with this course.”

__________________________________________________________________________ ___________
Signature                                      Date

2) What are your expectations for this course?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3) Briefly, what are your career goals? What fields and/or industries most interest you?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4) What is your current or recent work experience?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

5) My favorite place to go or thing to do in New York is:

__________________________________________________________________________
__________________________________________________________________________

6) What are you doing this June and July other than taking this course (working, taking other courses, relaxing, traveling, etc.)?

__________________________________________________________________________
__________________________________________________________________________
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