INSTRUCTOR
Hyun Young Park
Office: Tisch 8-23
Phone: (212) 998-0520
E-mail: hpark@stern.nyu.edu

CLASS HOURS
Monday and Wednesday
12:00 - 2:55pm
Location: Tisch LC04

OFFICE HOURS
TBD
If the office hours do not suit your convenience, then please feel free to email me to set up an appointment for any other time that suits you. I will be quite happy to meet with you outside the regular appointed hours.

TEACHING FELLOW
TBD (E-mail: TBD)

COURSE WEBSITE
The site is available through Blackboard at http://sternclasses.nyu.edu/. Close to the time of each class, the site will contain useful materials including: PowerPoint slides for class lectures, discussion board, grades, syllabus, Personal Marketing Plan guidelines, etc.

COURSE OVERVIEW
People often define "marketing" as advertising – a highly visible activity by which organizations try to persuade consumers to buy products and services. However, marketing is much more than advertising and even the most skillful marketing cannot make consumers buy things that they don't want.

Marketing involves two basic sets of activities. The first set starts with identifying consumer needs and ends with positioning the product or service to satisfy those needs and differentiate it from competition. In between, rigorous analysis of the competition, the customer, the environment, and the company’s own capabilities are required. The second set of activities revolves around the “marketing mix” – 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 purchase more. At any point along the way, failure to get one of these activities right may result in the failure of the product. Positioning is the key to product success, but even a perfect product with brilliant positioning won’t last long if its benefits are not clearly communicated to the right people, if its price is too high or too low, if it is sold through the wrong retailers, or displayed poorly.
In this course, you will be introduced to the principles underlying these activities and given opportunities to try your hand at analyzing markets and formulating strategy. The more specific objectives are:

- To acquire an understanding of basic marketing concepts.
- To understand the strategic role of marketing.
- To gain an understanding of the elements of the marketing mix and their interaction.
- To identify and address the key decisions facing marketing managers.
- To practice the process of analyzing a marketing situation or opportunity, formulating market strategy, and developing and implementing a marketing plan.
- To integrate marketing knowledge with other areas in business.

REQUIRED READINGS


*Case Packet:* We will use three cases in the course. These are a required part of the course, and are contained in the course case packet at the bookstore.

- Case 1 (Individual)
- Case 2 (Individual)
- Case 3 (Group)

You are expected to prepare carefully for all these cases and be ready to discuss them in class. You will also have a written assignment for each case.

YOUR COURSE GRADE

Your grade is a composite of the following (discussed in more detail in the next section):

1. Class Participation 15%
2. Case Analyses 20%
3. Exams 50%
4. Your “Personal Marketing Plan” 10%
5. Subject Pool Participation 5%
COURSE COMPONENTS

The course uses a combination of lectures, class discussion, recent press articles, case studies, assignments and exams, as follows:

1. Class Participation – 15%

Students in management education learn a lot from each other, drawing on different experiences, viewpoints and opinions unique to each individual student. Class participation is an important part of marketing courses. You are expected to contribute to class discussions of readings, cases and current events. Participation will be monitored and credit will be given based on the QUALITY of your participation in the course.

Class discussion should encourage the free and open exchange of ideas. If you want to challenge what I, or another student, have said, do so. **Constructive criticism is always welcome and is an important part of the Stern experience.** Do not be upset if I challenge something you say - **we learn most when we have to defend our positions.** If you ever feel that my comments or the comments of any student are not constructive, please let me know.

*It is important for your classmates and me to know who you are.* Please fill out the Personal Information Form at the end of this syllabus and hand it in at the *second class (May 19)*, so I can learn more about you. Please also write a name card with your first name in big block letters and use it in *every* class. This helps your classmates and me know who you are.

Please come to class on time and make sure you give yourself enough time to settle down. Class will begin **promptly at the time it is supposed to start.** Remember, if you're not in class, you may miss your opportunity to participate if your name is called and this will lead to negative repercussions on your class participation grade.

While I would prefer for class participation to be entirely voluntary, class can get pretty dull if I am the only one talking. As such, expect some amount of “cold calling.” In almost all cases, I will call on someone at random to provide an **opinion,** and not necessarily a fact from the text. Everyone has an opinion about something, so please be ready to provide it. Remember, we learn best when we participate in the process. The cold calling is not designed to embarrass you, but rather to engage you.

**Classroom Etiquette:** Out of respect for the other students in your class, it is important for you to focus your full attention on the class, for the entire class period. Most students observe proper decorum, but it takes only one person’s behavior to distract the entire class. Many students have complained to the Stern school about students who use class time for other purposes or act in a distracting manner. Please observe the following standards of classroom behavior:

- **Arrive to class on time.** There have been overwhelming complaints, mostly from students, over the past few years about disruptions caused by latecomers to class. Lateness will be looked upon unfavorably, and be penalized should these instances of lateness become chronic or be disruptive of class proceedings.

- **Once you’re in class, leave only if absolutely necessary.** Leaving to make or take phone calls or to meet with classmates is not considered appropriate behavior.
• If you know in advance that you will miss a class, please let me know in advance.

• Many Stern students have complained about the distracting behavior of other students who use laptops for non-class purposes during class or send and receive SMS messages on their cell phones. Therefore, please do not use your laptop and turn off your cell phone, “Blackberry,” and any other communications device. There are no exceptions to this rule.

• The only material you should be reading is that concerned with the class. Reading of any other material, such as newspapers or magazines, or doing work from another class, is not acceptable.

• If you have trouble hearing in class because of distractions around you, quietly ask those responsible to stop. If the distraction continues, please let me know.

2. Case Studies – 20%

2.a Major Case Assignment (Groups)

Format for Written Case Analysis

• The written case analysis has a maximum page limit of 5 pages (and up to another five pages of appendix/exhibits) and must have a cover page (not part of the page limit) that includes the following information:
  a) Names of each group member
  b) ID numbers of each group member
  c) E-mail address of each group member
  d) The course number and section
  e) The date submitted
  f) The title of the assignment.

• The analysis must be printed in 12-point font and double-spaced, with 1-inch margins on all sides. All assignment must conform to these requirements. Note that the 5 pages (plus five pages of exhibits) limit is an upper limit, you can always use less space if you deem fit.

• Number all of your pages (except the cover page) and always keep a copy.

• Assume you are a marketing consultant hired by the company that is the subject of the case to respond to the strategic marketing questions outlined in the specific assignments. Your report should be in the form of a business memo – a consultant’s executive summary – addressed to the decision-maker referred to in the case. Begin with this header:

  TO: Decision-maker indicated in case
  FROM: Your names
  RE: Case title and key issue
  DATE: Date submitted

• Only the header and exhibits may be single-spaced; the rest of the memo must be double-spaced. Use headings and organize the memo so that the headings correspond to the main points you are making.
Guidelines for Written Case Analysis Assignment

- The assignment is due before the start of the class on the day indicated via TurnItIn (see below).
- Late assignments will not be accepted.
- 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. Use headings to organize your thinking and help orient the reader. 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 know writing is not your strength, get some help. 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).
- The focus of the memo is on a recommendation – not a restatement of the decision situation. Your recommendation should be based on solid quantitative and qualitative analysis. This means that you should support your recommendation by demonstrating why your chosen recommendation is the best alternative (e.g., lowest risk, least expensive, best strategic fit, etc.) and why it is good to discount other options. Your memo should open with a brief statement of your recommendation, then be followed by a discussion of your analysis, and concluded with a broader perspective of the recommendation. The exhibits do not provide extra text pages; they should be used to support your analysis (e.g., diagrams, tables, trend-analysis). Do not feel that you must use one of the recommendations presented in the case. You can be creative as long as you are also realistic and tempered by your analysis.
- The case is designed primarily as a tool to help you think more clearly about product positioning. This is one of the most important concepts in marketing in that most companies do not have the resources to be all things to all people – in essence they have to decide where they will get the “best for the buck” and how to do that. Thus product positioning bridges a company’s strategic focus and its more tactical marketing mix decisions.
- The questions that the case write-up (memo) should answer will be posted on the Prometheus website at a later date.

2.b. Brief Case Recommendations (a.k.a. Two-Pagers)

At the start of a class scheduled for a case discussion, you are required to hand in a brief (less than two pages, double-spaced) recommendation for the two remaining cases – i.e. Coca Cola’s New Vending Machine and Heineken. These two-pagers earn 10% of your grade (5% per two-pager) and are to be prepared individually. They 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 Two-pagers is to get you thinking in more depth about a case, and take a stand on the key issues, before class begins. Beginning with an opinion helps create a more interesting class case discussion, even if you change your opinion during class. Each two-pager will be graded √+ (5%), √ (4%) or √- (3%). On average, I expect that most people will get a √ for this Two-pager. You will get a √+ for excellent performance and a √- for a below-par, but acceptable, assignment. If your two-pager is unacceptable, you will get a zero for that assignment.

Everyone understands the same basic issues of the case. If you want a check plus you have to earn it by showing a deeper level of understanding.

Guidelines for the Two-Pager:
In this Two-pager, you have to:

(i) describe what you think are the two or three major problems in the case, and
(ii) make a recommendation for each problem.

Please adhere to the following format - if you do not do so you will not be eligible to receive a check-plus:

- 12 point font
- Double spaced
- Two pages (no cover sheets please)
- One inch margins

Again, please remember that is incredibly apparent when you change the margins, font size, or letter spacing. Don’t do it.

It is actually helpful to us if you use a format similar to this:

Issue 1: State Issue
Description and Recommendation:

Issue 2: State Issue
Description and Recommendation:

Try to spend about 2/3 of the first page identifying the issues and the remainder of the first page and entire second page recommending solutions or improvements. Be sure to analyze at least 2 major issues.

3. Exams – 50%

There will be a midterm and a final exam covering material from the class sessions and textbook. Both exams are closed-book and closed notes. The midterm will usually consist of multiple choice and short answer type questions. The final exam will consist of multiple choice, short response and essay questions. The midterm 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 30% of your final grade.

4. Personal Marketing Plan – 10%

The Personal Marketing Plan is something you should work on over the course of the semester. It is due at the beginning of our last class session. 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 (you choose one) and is designed to enrich your understanding of the value of research to the formulation of a sound marketing strategy.
**Option 1: Subject Pool Participation.** The first option is participation in the Marketing Department Subject Pool. This 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 (up to a maximum of an hour each) currently being conducted by Marketing Department faculty. Once the experiments are finished, you will receive written debriefings on each. 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 easy and enjoyable, for most students. All you have to do is show up at the assigned time and follow instructions. I will announce the schedule for each experiment, and describe the sign-up procedure, as soon as it becomes available.

**Option 2: Marketing Research Exercises.** Two pages (no cover sheets please)

In lieu of participating in the Subject Pool experiments, you can complete a written assignment. More information about the written assignment will be given later in the course.

**ASSIGNMENT SUBMISSIONS – TurnItIn**

All assignments will be submitted electronically via the TurnItIn system. This system compares all assignments you submit with every other assignment ever submitted to the system (including those of your fellow students) as well as a host of online sources. The purpose of this system is to discourage plagiarism. I sincerely hope that there will be no such problems, but if there are, this system will discover them and alert me. Let’s not get to this point.

Instructions on how to use the TurnItIn system are posted on blackboard. Please follow the appropriate steps and submit all assignments via this system. No assignments will be accepted in class or via email. Very Important information!

**EXAM AND GRADING POLICIES**

**General Course Policies**

Students often ask about course policies in a number of areas, such as keeping current with the class, missed exams and quizzes, re-grading, and the honor code. These are very important for you to know and observe. Please read the following very carefully. Please also be sure to read the Stern School policies that affect all Stern classes, at

http://w4.stern.nyu.edu/academic/affairs/policies.cfm?doc_id=7511

The following grade distribution guidelines have been adopted by the Stern faculty for core courses in the Stern Undergraduate College. These guidelines help insure that the distribution of grades is similar across all core classes.

A or A- 25% - 35% Earned for excellent work  
B+, B, or B- 50% - 70% Earned for good or very good work  
C+ or below 5% - 15% Earned for adequate or below
Mid Term and Final Exams

Inform me in writing (e-mail is fine) of any legitimate conflicts at least one week in advance. 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 quiz or the 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 (ideally, by the next class session). Please note that any request for reassessment of a grade usually results 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 absolutely no exceptions to this policy.

Policy on Exams for Students with Qualified Disabilities

If you have a qualified disability and will require academic accommodation during this course, please contact the Moses Center for Students with Disabilities (CSD, 998-4980) and provide me with a letter from them verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the CSD, you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation.

Cheating

Cheating and plagiarism will NOT be tolerated. Depending on the severity, either infraction will result in the grade of “F” for the assignment, quiz, or exam for all parties involved or failure of the entire course. Violations of the Stern Student Code of Conduct
Cheating: During an exam, all communications, written, oral or otherwise, among students is forbidden. The use of notes, books or other written materials, calculators or other aids are forbidden. Providing or receiving information about the content of an exam is forbidden. The use of anyone else to take an exam for a student is forbidden.

Plagiarism: Students are required to submit their own work. Ideas, data, direct quotations, paraphrasing or any other incorporation of the work of others must be clearly referenced. To do otherwise constitutes plagiarism. Examples of plagiarism include:

- The use of other persons or services to prepare written work that the student submits as his or her own.
- The use of previously or concurrently submitted papers or segments thereof written by the student himself or herself; and
- Submission of the same or very similar papers in different sections of multiple section courses by collaborating students.

The behaviors just described are not all-inclusive, but only examples of plagiarism and other forms of cheating. No form of cheating or plagiarism is acceptable. Since students in other sections of this course may have the same or highly similar assignments and exams, it will be considered a violation of the Stern Ethics Code if a student from one section that has completed an assignment or exam shares information with a student in another section that has not yet completed that assignment or exam. Further, according to the Stern Student Code of Conduct, if a student has knowledge of or observed a violation of the Code of Conduct, he or she is obligated to report the incident to the instructor.
**SCHEDULE (SUMMER 2009)**

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PERSONAL INFORMATION FORM: INTRO TO MARKETING, C55.0001.001  
Prof. Hyun Young Park, Summer 2010

Your Name: ________________________________
Contact phone #: ____________________________
Permanent University: _____________________
Local address: ____________________________
________________________
________________________
Major(s): ____________________________
Preferred e-mail address  Expected
(print clearly):  _______________________ graduation date:_________________

1) Please read the following statement and indicate your agreement by providing your
signature below. (Before signing you should be sure to read the syllabus thoroughly)
“I have read the syllabus thoroughly. I understand and agree to the requirements associated with this course.”
_________________________________________ _________________
Signature   Date

2) List here any class you might miss for religious observance.

3) What are your 5 and 10-year career goals? (Use the back if you run out of space.)

4) What is your recent work experience?

5) Tell me something else about yourself that is important to you and/or makes you unique
(your interests, hobbies, background, talents, collections, etc.)

6) What do you expect to get from this course? How does the course fit your career goals?