Leonard N. Stern School of Business  
New York University  

C55.0001.06: INTRODUCTION TO MARKETING  
Dr. Soumya Roy  
Spring 2005  

OFFICE: 9-181A KMC  
CLASS HOURS: M/W 4:55 – 6:10 PM  
CLASS ROOM: TBA  
OFFICE HOURS: Monday, 6:15 – 7:15 PM and by appointment  
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TEACHING ASSISTANT: TBA  

COURSE WEB SITE: http://sternclasses.nyu.edu  
(This is a Blackboard site, so don’t use a “www” prefix.) Please check the course postings on the Blackboard website regularly for class announcements and instructions. You should always check the postings here before coming to class – some postings may be crucial in ensuring that you are in step with the rest of the class. Please go to the website for a copy of all course handouts.  

OUTLINE FOR REMAINDER OF SYLLABUS  

1. Tentative Schedule  
2. Course Overview & Objectives  
3. Course Approach  
4. Grading Components & Weights  
5. Examinations  
6. Class Participation/Contribution  
7. MBA-Type Case  
8. Real-life Business Example  
9. Personal Marketing Plan  
10. Grading Policies  
11. Miscellaneous  
12. Personal Information Form
## 1. TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings, Assignments &amp; Details</th>
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</table>
| 1       |      | • Administrative Details  
          |       | • Course Introduction & Overview | |
| 2       |      | • Marketing, Customers & Value | Due: Personal Information Form  
          |       | Chapter 1 | |
| 3       |      | • Strategic Marketing | Chapter 1 | |
| 4       |      | • Marketing Environment | Chapters 2 & 3 | |
| 5       |      | • Consumer Buying Behavior II | Chapter 5 | |
| 6       |      | • Consumer Buying Behavior III | Chapter 5 | |
| 7       |      | • Consumer Buying Behavior III | Chapter 5 | |
| 8       |      | • Segmentation, Targeting & Positioning | Chapter 9 | |
| 9       |      | • Segmentation, Targeting & Positioning | Chapter 9 | |
| 10      |      | **President Day No Class** | | |
| 11      |      | **Mid-term Exam I** | Sessions 1-9 | |
| 12      |      | • Conducting & Using Marketing Research I | Chapter 8 | |
| 13      |      | • Conducting & Using Marketing Research II | Chapter 8 | |
| 14      |      | • Conducting & Using Marketing Research III | Chapter 8 | |
| 15      |      | • Product Decisions I | Chapter 10 | |
| 16      |      | • Product Decisions II | Chapters 11, 12 | |
| 17      |      | • Product Decisions III | Due: MBA Type Case Analysis  
          |       | No Readings | |
| 18      |      | • Pricing Decisions I | Chapter 12 (skim) & Chapter 13 | |
| 19      |      | • Pricing Decisions II | Chapter 14 | |
| 20      |      | **Mid-term Exam II** | Sessions 12-19 | |
| 21      |      | • Distribution Decisions & Retailing | Chapters 15 & 17 | |
| 22      |      | • Distribution Decisions & Retailing | Chapters 15 & 17 | |
| 23      |      | • Promotion Decisions I | Chapters 18 & 19 | |
| 24      |      | • Promotion Decisions II | Chapters 18 & 19 | |
| 25      |      | • Promotion Decisions III | Chapters 18 & 19 | |
| 26      |      | • Promotion Decisions IV | Due: Real-life Business Example  
          |       | No Readings | |
| 27      |      | • Marketing Ethics | Chapter 4 | |
| 28      |      | • Course Review | Due: Personal Marketing Plan | |
| 29      |      | **Final Exam** | Cumulative, Sessions 1-28 | |
2. COURSE OVERVIEW & OBJECTIVES

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 set 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 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 the opportunities to try your hand at analyzing markets and formulating strategy. The objectives of this course are to:
1. Introduce you to the concepts, analyses, and activities that comprise marketing management,
2. Help you sharpen your analytical skills and show you how to use them to assess and solve marketing problems,
3. Give you and opportunity to refine your oral and written communication skills, and
4. Provide a foundation for advanced electives in Marketing
3. COURSE APPROACH

Class meetings will revolve around lectures, presentations (video and guest speakers), and in-class activities, such as case discussions, pre-assigned exercises and experiential exercises. In order to get the most from this course it is extremely important that you are prepared for class. I will only highlight the material covered in the text or readings, on the assumption that you can do the required background reading yourselves and you would prefer to have new information and experiences in the class that supplement your basic theoretical readings. As such, if you have questions on the text or readings, it is your responsibility to let me know prior to class (via email), or at the beginning/end of class.

I will not repeat much of what is covered in the assigned readings. So if you do not prepare for class adequately, you will learn substantially less from the discussions and exercises, and not only will you not be able to participate in class effectively, but it is also likely that you will not perform well on the exams and cases. Class meetings do not test you on the background material directly, but they are based on your understanding and retention of the text material. Therefore reading the background material is crucial.

4. GRADING COMPONENTS & WEIGHTS

A. Exams 55%
   2 Mid-term Exams (15% each): 30%
   Final Exam (cumulative): 25%
B. Class participation/contribution 15%
C. MBA-Type Case 15%
D. Real-life Business Example 5%
E. Your “Personal Marketing Plan” 10%

5. EXAMS (55%)

General

Inform me in writing (e-mail is fine) of any legitimate exam conflicts at least two weeks in advance. All exam dates have been set and appear in the course outline. If I do not receive written notice at least two weeks before the exam, you will not be given the 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 missing an 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 may choose to give you a substitute test of I may assign a greater weight to another test.

Mid-term Exams (30%)

Two closed-book mid-term exams are noted on the syllabus. These exams will consist of either multiple choice or short answer questions on materials drawn from the textbook, course packet,
lectures, and guest speakers. You will have 45-60 minutes of class time to complete each exam. Each exam is worth 15% of your grade.

**Final Exam (25%)**

The final exam will cover the entire course and will be held during the normal examination period. No make-up will be offered and you will not be permitted to take the exam early. Some questions may be based on the guest speaker presentations.

**Code of Conduct**

Every student is obligated to report to the instructor any suspected violation of the honor code that he or she has observed. If you are concerned about revealing your identity, please drop a note in my mailbox.

**6. CLASS PARTICIPATION/CONTRIBUTION (15%)**

You will learn the most from this class if you and your classmates participate fully. You all have different experiences and insights, and a great deal of what you learn in class is from each other. You make no contribution with silence.

Your class participation earns 15% of your grade. Class participation means contributing to class discussion in a way that benefits your classmates and helps them learn. You don't have to speak very frequently or in every class to earn the highest possible class participation grade. I am aware that some of you may be shy about speaking out and respect this while at the same time encouraging you to participate. But you should expect to add to the class discussion on several occasions during the semester.

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.

Sometimes we will have to stop discussion and move on to the next topic before hearing from everyone - there is limited time in each session and we want to use it wisely. Please don't take it personally if there isn't time to call on you. Often we will try to hear first from class members who have not participated much before hearing from others who have spoken more often.

If you are not in class, you can't learn the material in the course nor contribute to the benefit of your classmates. Therefore a portion of your class participation grades will also come from your class attendance. If you absolutely have to miss a class, be sure to obtain copies of notes from at least two of your classmates to insure that you do not miss any important material.

**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. While most students do observe proper decorum, it takes only a few to bother the entire class, and Stern students have complained to the school about students who use class time for other purposes or act in a disruptive manner. In a busy, electronic age, proper class etiquette means observing the following standards:

- Arrive to class on time.
If for some reason you do need to arrive late or leave early, please let me know in advance if possible. Please enter and exit quietly by the rear door.

- Turn off your cell phone.
- The only material you should read is reading concerned with the class. Reading of any other material, such as newspapers or magazines, or doing work from another class, is not acceptable.
- The only reason to use a laptop during class is to take class notes. You should not be connected to the internet or Stern wireless system during class, unless you are specifically instructed to do so, or to use any sort of instant messaging. Any violation of these standards for laptops will be considered as very serious.

7. MBA-TYPE CASE (15%)

Cases describe interesting marketing problems encountered by real firms. We use them as good examples that illustrate and apply marketing concepts and skills in the course. Cases also give you an opportunity to make and justify marketing decisions. Cases also give you a good opportunity to combine qualitative and quantitative analysis.

The assigned case will be designed primarily as a tool to help you think more clearly about managing one or more elements of marketing mix. More information will be provided on the case study at a later time and helpful tips will be distributed in class and/or posted on the website.

The questions that the case write-up (memo) should answer will be posted on the class website at a later date.

Specific Guidelines for Written Case Analysis Assignment

- The assignment is due at the beginning of the class on the day indicated.
- Late assignments will not be accepted.
- For purposes of facilitating discussion, comprehension and quality work, the class will be divided into groups of not more than 4 people for this assignment. Since in the real world you do not get to pick your team members, you will be randomly assigned to a four-member team. Teams will be announced via e-mail.
- The written case analysis is expected to be between 5-7 pages (and another 3 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 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.
- Number all of your pages (except the cover page) and always keep a copy.

8. REAL-LIFE BUSINESS CASE EXAMPLE (5%)

This is another form of short case assignment. You need to complete one real life business case instead of a short case assignment. The real-life business case exercise is meant to help you 1) understand, evaluate, and apply the concepts to real-life business problems/situations; 2) share your own experience/reading with classmates. In order to do a good job on this exercise, you will
most likely have to read a number of business press articles (from Fortune, Forbes, Wall Street Journal, etc.) throughout the semester and then select one that you think is the best application of one of the concepts described in class. As with the case study, I will provide helpful tips and materials for this assignment at a later time.

The real-life business case involves a short one page discussion (double-spaced) that should identify and outline a business context from any article that you may have read or any other business situation that you may have heard of that is consistent with one or more of the concepts that we study in class. For example, one of the concepts that we study in class revolves around how marketers segment customers into various groups based on demographic characteristics, attitudes, behavioral/transactional patterns, and/or specific needs. Now, if you read an article where you see an application of customer segmentation, it would great for you to share this example with your class. The format of the one-page discussion should include the following:

1. Name and source of the article;
2. Company/Product Background;
3. Business Context;
4. Marketing Concept(s) that can be applied;

You should also be prepared to verbally present your paper to the class.

9. PERSONAL MARKETING PLAN (10%)

This one credit Core Enhancement is designed to extend your knowledge of marketing. This enhancement involves learning how to write a marketing plan and requires synthesizing the material you learn throughout the semester. Lecture materials will be enhanced with one-on-one meetings held with either the teaching assistant or myself.

The Personal Marketing Plan assignment is something you should develop over the course of the semester. It provides an opportunity for you to apply the concepts learned in class to the creation of strategic marketing plan for yourself, to guide your efforts in your career and job search. A complete description of this assignment will be available on the Course Website. I recommend you read it thoroughly, so that you know what is involved and can start thinking – and making notes right away!

The page limit of the Personal Marketing Plan is 6-8 pages with an upper limit of 8, plus up to 2 pages of exhibits, if you want. Be sure to follow all guidelines for written assignments. You may follow the outline in the assignment description or, if you are sure have included all of the information in the outline, you may do it in another format (perhaps one that does a better job of reflecting who you are!).

As a basis for working on your Personal Marketing Plan, students are advised to go on-line and take two tests: VALS 2 test (described on pages 134-35 of the text and accessible via the address given in the WebLink or via http://www.sric-bi.com/VALS) and Keirsey inventory (accessible via http://www.Keirsey.com)
10. GRADING POLICIES

General

At Stern, students are graded on the quality of their work. We very much appreciate hard work and it is usually necessary to work hard in order to produce high quality work. However, effort alone is not sufficient for a good grade. Recall that Stern is the most selective undergraduate program at NYU and one of the top-rated undergraduate business programs in the country. You are here because you are exceptional students, but that also means the school expects a lot from you. I will be very responsive to students who need extra assistance, but the standards are high and should be. That’s why Stern students are so highly regarded and what makes your degree valuable.

Please let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class. It you have a learning disability that may affect your performance, please let me know immediately, so that we can make arrangements to accommodate your needs now (in consultation with the Moses Center, if appropriate), rather than at the last minute.

Do not discuss any of written assignments, or exams with students in other sections until after these assignments have been returned to you with grades. In making the final grade determinations, I will be comparing notes with the professors teaching the other sections of this course.

Likely Grade Distribution

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<thead>
<tr>
<th>Grade</th>
<th>Distribution</th>
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<tbody>
<tr>
<td>A</td>
<td>Approximately 30% of students</td>
</tr>
<tr>
<td>B</td>
<td>Approximately 40-50% of students</td>
</tr>
<tr>
<td>C+ and lower</td>
<td>Approximately 20-30% of students</td>
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Rebuttals

If you feel that a calculation or judgment error has been made in the grading of an assignment or exam, please write a formal memo to me describing the error and give it to TA with the original graded document. Also include documentation in support of your opinion (e.g., a photocopied page from the textbook with the relevant information highlighted). The TA will regrade the whole exam and make a decision. I will then review the TA’s decision. Your TA will then get back to you as quickly as possible with an answer. Please note that any request for re-assessment of a grade usually results in re-grading the ENTIRE assignment or test. (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 after an assignment has been returned to them to submit a grade rebuttal. After that date, no rebuttals will be accepted. If you are late picking up your assignment because you are not in class, you will not receive extra time to turn in a grade rebuttal.

Cheating/Plagiarism

Cheating and plagiarism will NOT be tolerated. Either will result in the grade of “F” for the assignment and exam for all parties involved. Violations of the Stern Student Code of Conduct (http://www.stern.nyu.edu/OSA/student.html) may result in referral to the Stern School Discipline
Committee and legal action by the University. As stated in 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 is 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.

**Extra Credit**

There are NO opportunities to improve your grade through work for extra credit.

**11. MISCELLNEOUS**

Getting the Information You Need

I will use two methods – in class and e-mail – to make announcements of such things as syllabus revisions, updates of the lecture slides, details on assignments, grade breakdowns, and any other important information about which you need to be aware. Not every announcement will be made both ways. It is your responsibility to check your e-mail and Blackboard website at least once a day during the week (Monday through Friday) and you will be expected to be aware of any e-mail announcements within 24 hours of the time the message was sent. If for some reason you are not able to check your e-mail, find out from a classmate whether anything was sent that you need to know. It is also your responsibility to be aware of all announcements and handouts given in class. If you miss a class, get copies of materials from classmates. Do not ask me to review what happened in class. If you are having trouble with e-mail or the class web site, read the notes below before contacting me.

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.
Seating Assignments & Name Cards

So that I can learn your names, when you come to the second class, please choose a seat in which you will be comfortable and keep the same seat for the rest of the semester. Based on your seat choice on the second session of the class, I will fix the seat chart. On the first day of class I will provide name cards. Please bring and use them in every class.

Using E-mail and the Course Web Site

Here are some helpful hints concerning use of e-mail and the course website. Many of you are undoubtedly conversant on this subject and will not need to read them. However, if you have trouble and are still having trouble after using the instructions below, check first with at least one consultant in the Stern computer lab.

Your E-mail address. Once you are registered for this course, the registrar will send your name to our computer folks and, if you don’t have one already, a Stern e-mail address will be created for you. Your default password will be your social security number, so change it as soon as possible. To do this, simply visit the Simon web site (http://simon.stern.nyu.edu), log in with your Stern ID and password, and click on “Change Password.” If you do not have a Stern e-mail address or cannot access it, see someone in the Stern computer lab in Tisch Hall (Room LC-13; Phone: 998-0399). If he or she can’t help you, ask to see a supervisor.

If you would prefer to receive e-mail from me at an address other than your Stern e-mail address, have your Stern e-mail forwarded to your preferred address. To do this, simply visit the Simon web site (http://simon.stern.nyu.edu), log in with your Stern ID and password, and click on “E-mail Options.”

Stern Policy on Lateness

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.
Your Name: ____________________________
Contact phone #: _______________________
Major(s): ____________________________
Preferred e-mail address: __________________
Expected 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? (Use back if you run out of space)