INTRODUCTION TO MARKETING  
C55.0001.002, Spring 2006

This syllabus provides a general plan for the course. It is subject to change. Check back in mid-June for an updated syllabus.

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Class: On: Monday/Wednesday  
At: 6:00 - 8:55p  
In: Tisch LC12

Office Hours: TBA and by appointment

Teaching Fellow: TBA

Course Website: The site is available through Blackboard at http://sternclasses.nyu.edu. The site contains useful material including: PowerPoint slides from class lectures, discussion board, grades, syllabus, assignment and study questions, Personal Marketing Plan guidelines, and other useful things!


The Book Center 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. Two popular online textbook sites are http://www.bigwords.com and http://www.varsitybooks.com. Or check out http://www.CampusBooks4Less.com which will search for the best textbook deals on the web.

Mid-Term Exam: TBA

Personal Marketing Plan: TBA

Final Exam: TBA
COURSE DESCRIPTION

Marketing, particularly advertising, is a highly visible activity. As consumers, we are bombarded by many forms of communication that attempt to persuade us to buy products and services. Some of the more persistent attention-getting devices may even be annoying! Clearly this is a complicated business - 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 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 what is known as 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 re-purchase. 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 aren’t clearly communicated to the right people, if its price is too high or too low, if it is sold through the wrong retailers, displayed poorly, etc.

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 objectives of this course are to:

1. Acquire an understanding of basic marketing concepts, analyses and activities that comprise marketing management.
2. Gain an understanding of the elements of the marketing mix and their interaction.
3. Practice the process of analyzing a marketing situation or opportunity, formulating market strategy, and developing and implementing a marketing plan.
4. Provide a foundation for courses in other departments and advanced electives in Marketing.

GENERAL INFORMATION

This syllabus attempts to specify everything you need to know in order to satisfy the course requirements. Please read it thoroughly before you do anything else for this course. You will probably need to re-visit relevant sections before preparing for any assignment.
Class Format and Preparation

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

In each class, the lecture and discussion will expand on concepts discussed in the textbook, explore their implications, and examine how they affect us professionally and personally. There will also be chapter(s) from the text assigned for each class. It is recommended that you read the relevant chapter(s) before coming to class. The lectures and case discussions complement the text; so they are best understood in conjunction with each other. For the mid-term and final exams, you will need to cover material both in the text and the lectures. Be careful not to get too far behind in your reading. Whenever I feel the need to supplement material in the textbook, I will hand out notes on important topics. These will also be posted on the class website.

Real world examples are an excellent way for us to think about marketing concepts. For many class sessions, there is a mini-case assigned (found in the textbook). These cases are chosen as examples of how companies have decided upon and implemented marketing strategies. You must be familiar with the assigned case, and also be prepared to discuss it in class. Being involved in the case discussion is a great way of increasing your class participation grade!

The exercises are designed to expose us to marketing practices firsthand. There are two exercises noted on the session outline—the VALS Survey, and the Internet Shopping Exercise. (Details about each will follow). We will be discussing our experiences with each during the class session. They will only be a valuable experience if we all 1) do them and 2) come to class ready to talk about them.

Attendance

Please treat this course as you would any other professional responsibility. If you know in advance that you will be absent, please send me an e-mail to let me know. If the absence is unplanned, I would still appreciate hearing from you during the next class session. Perfect attendance is not required, but a significant number of absences will necessarily affect your class participation grade.

Seating Assignments and Name Cards

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. I will also provide name cards. Please use them until you’re certain I know who you are.
GRADING

1. **Class Participation [15%]** (includes Personal Information Sheet)

   The Personal Information Sheet is at the back of the syllabus. Please complete it and return it at the beginning of the next class. The information sheet helps me get to know students and their interests. If I don't have your sheet, you will not get the credit you deserve for participating in class discussion!

   Every session of the course will involve interaction in the form of class discussion. We 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! Given that quality is the goal the following are some guidelines for what I consider quality participation:
   - The student’s comments add to our understanding of the situation.
   - Comments go beyond simple repetition of the facts.
   - Student shows an understanding of the theories and concepts presented in lectures and/or readings.
   - 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. It will be my job to provide you an opportunity and an environment in which you can contribute to a class discussion.

   For those of you who are more comfortable with the written word rather than the spoken one, there are two additional ways by which you can earn your class participation grade. At the end of every class I will distribute “Headlines” which is a summary sheet that will ask to list your name and a maximum of five key points that you took away from the session. Headlines will serve two purposes: i) It will help you synthesize the major learning from the session and ii) It will help me gauge how effective the session has been in addressing key ideas, which ideas need to be reinforced in the next session and will also help me assess if any individual needs feedback in specific areas. Headlines will also contribute to your class participation grade.

2. **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.** The other option is to do two marketing research exercises. Each is a write-up no longer than one page that will give you additional experience with marketing research and its application to marketing strategy:

1) **Designing a Research Study (Bookworms, Inc.)** Read the case (in Appendix D of the text), which concerns designing research to determine the viability of a new venture. Write a one page (max.) response to the questions at the end of the case.

2) **Designing a Survey (Howlin’ Coyote Chili):** Read Appendix A of Chapter 2. You have been assigned to design a questionnaire summarizing reactions to a taste-test of potential new chilies for the Howlin’ Coyote line. Create a one page (max.) questionnaire—be sure to include questions on 1) respondents’ reactions to the new chili, 2) how often the respondent eats chili, 3) good names for the new chili, and 4) any useful additional questions that fit within the page limit.

3. Written Cases [20%]

Three short written analyses of cases have been assigned—Easy Embers, Calloway Golf, and Health Cruises. You are required to do any two of the three cases. Each counts for 10% of your final grade. Details about these assignments can be found in the “Guidelines for Written Cases” section of the syllabus.

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 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. Midterm and Final Exams [45%]

There will be a midterm and a final exam covering material from the class sessions and textbook. You will be allowed 1 hour to complete each exam. Both 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 topic covered up to that point. The mid-term exam will be held in the first half of class during the sixth class session. The final exam is cumulative, covering topics from the entire course and will account for 25% of your final grade.
EXAM AND GRADING POLICIES

Midterm and Final Exam

Inform me in writing (e-mail is fine) of any legitimate 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 quiz or exam, you will not be given an opportunity to take it at another time.

If you miss a quiz or 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 an assignment or the mid-term 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.
Every assignment should have a cover page (not included in the page limit) that contains the following information:

- Your name
- Your ID number
- The title of the assignment
- The date submitted

The page limits have been set carefully to allow the amount of space needed to fulfill the assignment. If they seem too short, it is likely that your ideas and/or presentation are not as clear as they should be. Assignments that exceed the page limits will be marked down.

Assignments should be printed in a 12-point font and double-spaced, with one inch margins on all sides. An assignment that does not conform to these requirements, is over the page limit, is difficult to read, and/or leaves too little space to write comments, will be marked down.

**Regarding the due dates of assignments:**

Written assignments are to be turned in at the beginning of class on the day that they are due. If you will not be able to attend a class during which an assignment is due, please give it to me before class. You can do this in a number of ways—hand it to me in person, put it in my mailbox in the Marketing Department (K-MEC, 9th floor), fax it to me (212-995-4006), or e-mail it to me as a Word attachment (jpancras@stern.nyu.edu). Before you send e-mail, be sure to check the assignment carefully (print it out, if necessary) to be sure that it is formatted correctly and conforms to the length restrictions. If you intend to fax your assignment, please e-mail or call to let me know, so that I know to look for it.

Late assignments will not be accepted. The only exceptions I will make are in the case of serious illness or injury, and then only if I receive a letter from your doctor (on letterhead) indicating the date and time of the medical problem that prevented you from handing in the assignment on time. Your Personal Marketing Plan, due at the beginning of our last class session will not be accepted late for any reason.
GUIDELINES FOR WRITTEN CASES

Three short written analyses of cases have been assigned for this term—Easy Embers, Calloway Golf, and Health Cruises Inc. For each of these assignments you will assume that you are a marketing consultant hired by the company that is the subject of the case to respond to the strategic marketing questions outlined below. 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 name
RE: Case title and key issue

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. Use the following structure for the content:

1) Introduction A (purpose & value): Begin your memo in a way that makes its purpose and value clear to the recipient, and makes him or her want to read it. (Make this short—one sentence should suffice!)

2) Introduction B (preview): Second, immediately give a very short (1-2 sentences) summary of your primary recommendation or conclusion. Your recommendation must be up front! Your audience should know your position from the outset. It should be top of mind as they evaluate the support you provide for it in the body of the memo. (You might want to consider underlining or boldfacing your recommendation to make it stand out).

3) Analysis and Support: Now proceed to the analysis requested in the assignment. Given the identity of the individual to whom you are writing the memo, you should assume that he or she knows everything that is in the case. Do not repeat the facts from the case except as necessary to support your points. There should be a clear link between the information you include and your recommendation! Be sure to note any important assumptions you made that affected your recommendation.

4) Exhibits: Include supporting exhibits you think the reader will find helpful. But remember—the memo must stand on its own! Do not rely on your exhibits to make important points, because busy executives don’t always look at them. I am much like a busy executive when I grade these assignments, and might not read exhibits if you haven’t piqued my interest for them in your memo.

When you have finished writing, reread your memo from the perspective of the recipient. Will he or she understand a) the purpose of the memo, b) how you chose what to include and emphasize in your analysis, c) how your analysis builds logically to the conclusions you draw and recommendations you make, and d) that your conclusions or recommendations are consistent not only with your analysis, but with each other?

Your grade for the written cases will be based on the quality of your answer, the clarity and accuracy of your writing, and your adherence to these guidelines.
The Easy Embers Charcoal Starter

In the class on Marketing Math, we will cover basic quantitative marketing analyses you should know how to do. After this lecture, read the Easy Embers case (Appendix D-15, in the textbook). Julie Brighton has employed you to make recommendations for her first year of operations (1995) based on the market and company data provided in the case. She has asked you to address the questions listed at the end of the case in your response to her.

Your memo may not exceed 1 page. Confine your calculations to a 1 page (max.) exhibit—this exhibit is required, and must show your calculations for questions 1, 3, and 4.

Callaway Golf

Read the Callaway Golf case [Appendix D-5 of the text]. A significant issue facing Callaway is whether to pursue a global or a multi-domestic marketing strategy. [Briefly, a global approach means implementing a single strategy across all of the markets where Callaway is available; a multi-domestic approach entails developing separate strategies for each market that address significant differences (language, culture, competitors, business environment, etc.) among them.] Callaway has asked you to consider this issue, and would like your input to the questions listed at the end of the case.

Your memo may not exceed 2 pages. For question 3, include a SWOT analysis for Callaway as an exhibit (required). In the exhibit list (in bullet points) the strengths and weaknesses of Callaway, the opportunities available and threats they face in the golf industry. Be sure to consider economic, competitive, technological, political/regulatory factors if they apply. You should reference the major points from your SWOT analysis that support your recommendation in the body of your memo. You may include an additional page of exhibits if you want to include further support for your position.

Health Cruises

Read the Health Cruises case (Appendix D-14 of the text). You will note that this case is designed to be used with the chapter on Marketing Math—the end-of-case questions call for calculations similar to those we did for the Easy Embers case. However, I want us to take this case in a different direction. Assume that you have been brought in to the meeting as a consultant by Health Cruises and your function is to evaluate the newspaper advertising suggested by Ms. Subhan. Your report to the board should answer the questions listed at the end of the case.

Your memo may not exceed 2 pages. The calculations associated with the questions must be included as exhibits.
Your Name: __________________________    You would like to be called as: __________________

ID#:   ____________________________________ School:  _____________________________

Home phone #:  ____________________________ Work phone #:_________________________

Major(s):  ____________________________ Birthday (month/day):  ______ /______

Year at NYU __________________

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) Briefly, what are your career goals? What fields and/or industries most interest you? (Use the back if you run out of space.)

3) What is your current or recent work experience?

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

5) The best movie I’ve seen so far in 2003 was ________________________________ because
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Name:_______________________________

Date: ______________________________

Topic:______________________________

The key take-away points from this session were:

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

5. ________________________________________________________________