Leonard N. Stern School of Business  
New York University  

INTRODUCTION TO MARKETING*  
C55.0001.005  
Spring 2001

Instructor:  
Professor J. Jacoby  
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Telephone: (212) 998-0515  
E-mail: Jjacoby@Stern.NYU.edu

Office Hours:  
Tuesdays & Thursdays: 1:00 p.m. - 2:00 p.m.  
NOTE: Your first point of contact usually should be the TA (see below). If you need to meet with me but cannot attend my regularly scheduled office hours, please send me an e-mail to set up another time.

Teaching Assistant:  
Imelda Natividad  
Phone: 718-858-1580  
E-mail: inn200@Stern.NYU.edu  
Office: KMC 8-176 (Library)  
Hours: Tuesdays: 9:30-10:45 a.m.  
Thursdays: 12:30-2:00 p.m.  
For other times, please use e-mail to set up an appointment.

The TA will grade your assignments. The best way to contact the TA is in class or via e-mail. She also has a mailbox in the Teaching Assistance Center (K-MEC 6-70). You can also fax things to the TA using my fax number (995-4006) – just make sure you put both my name and her name on the cover sheet.

Class meetings:  
Tuesdays & Thursdays: 11:00 a.m.-12:15 p.m.; Tisch, UC 61

Course Website:  
URL: http://www.stern.nyu.edu/~jjacoby/C550001/index.html

This site contains many things you will find useful over the course of the semester, including:

- PowerPoint slides
- Guest speaker information
- Grades
- Subject pool sign-ups
- Special announcements & corrections
- Syllabus
- Course bulletin board
- Assignments & study questions
- Personal Marketing Plan guidelines
- Other fun and useful things

Feel free to suggest additions to the site!

* This syllabus is a general plan for the course. As the semester evolves, there may be deviations.

Required Course Packet/Reader: Introduction to Marketing Reader for C55.0001. **Make sure to get the 2000 edition.**

The text and the Course packet/Reader are available at the NYU Book Center. When bought as a package, you receive a discount compared to when you buy them separately. You may buy the text elsewhere, but the reader will be available only through the Book Center. You may order the book online from [http://www.bigwords.com/](http://www.bigwords.com/) Since the course and book have been registered with them, you can obtain a 5% discount by using the coupon code 450111 at the checkout. Note that I do not receive anything in return for directing you to this site. The disadvantage of online ordering is that you have to wait for a few days to receive the book and may have difficulty. The Book Center has the text and it has been placed on reserve in the library.

Other Course Materials: To save you from having to buy copies of other materials (PowerPoint slides, study questions, etc.), everything for the course that isn’t copyrighted is (or will be) available on the course website. If I update any of the material, I will let you know via e-mail so you can make sure you have the most current version.

Occasionally I will hand out supplemental articles and other materials in class or send them as e-mail attachments. If you miss a class for any reason, it will be your responsibility to obtain handouts from a classmate or the original source.

All guest speakers will be videotaped and the tapes placed on reserve in the Avery Fisher Center of the Bobst Library. The tapes should be available from the reserve desk within 72 hours. The quality of these tapes usually is not great, but they do the basic job. You are responsible for the content of all classes and attending both guest speaker presentations.

Grade components and weights:

A. Exams
   Best 2 out of 3 quizzes (15% each): 30%
   Final exam (cumulative): 20%
B. Class participation/contribution 15%
C. Written cases (3) 20%
D. Personal “Marketing Yourself” strategic plan 10%
E. Marketing Research Assignment 5%
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<td>1</td>
<td>1-16</td>
<td>Course Introduction</td>
<td>Text: Appendix C (pp. 608-625)</td>
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<td>2</td>
<td>1-18</td>
<td>Focus on the Consumer</td>
<td>Text: Chapter 1 MiniCase: Rollerblade, p. 26 Course Packet: 1, 2</td>
<td>Information Form Due. Form is at end of syllabus.</td>
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<td>3</td>
<td>1-23</td>
<td>The Strategic Marketing Process I</td>
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<td>1-30</td>
<td>The Changing Marketing Environment</td>
<td>Text: Chapter 3 MiniCase: Imagination Pilots, p.95 Course Packet: 6, 7, 8, 9</td>
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<td>6</td>
<td>2-01</td>
<td>Consumer Behavior</td>
<td>Text: Chapter 6 Course Packet: 10, 11</td>
<td>Burton Snowboards Case Due (syllabus and text, p. 626)</td>
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<td>Ethics &amp; Social Responsibility</td>
<td>Text: Chapter 4 MiniCase: Pharmaceutical pricing, p. 114</td>
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<td>Conducting &amp; Using Marketing Research</td>
<td>Text: Chapter 9 MiniCase: Envirosell, p. 232 Course Packet: 12, 13, 14</td>
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<td>2-15</td>
<td>Segmentation and Positioning</td>
<td>Text: Chapter 10 Course Packet: 15, 16, 17, 18 Course Packet: 19, 20, 21</td>
<td>Jamba Juice Case Due (syllabus and text, p. 628)</td>
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<td>2-22</td>
<td>Case Discussion: Land Rover North America</td>
<td>Land Rover North America (came shrink-wrapped with text)</td>
<td>Land Rover Study Questions (course web site)</td>
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<td>2-27</td>
<td>Managing the Product</td>
<td>Text: Chapter 12 Course Packet: 25</td>
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<td>Course Packet: 26, 27 Plus additional handout</td>
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## OUTLINE OF INDIVIDUAL CLASS SESSIONS

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<td><strong>Text:</strong> Chapter 13&lt;br&gt;<strong>MiniCase:</strong> Learning Byte, p. 358&lt;br&gt;<strong>Course Packet:</strong> 28, 29</td>
<td>Midterm Evaluation (</td>
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<td>3-06</td>
<td>Marketing Services</td>
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<td>16</td>
<td>3-08</td>
<td>NO CLASS In lieu of attending 1st guest lecture</td>
<td>Check Website for background information on speaker</td>
<td>In advance, e-mail TA questions for speaker</td>
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<td>17</td>
<td>3-20</td>
<td>Pricing I</td>
<td><strong>Text:</strong> Chapter 14&lt;br&gt;<strong>Course Packet:</strong> 30, 31&lt;br&gt;<strong>MiniCase:</strong> Washburn Interm', p. 382</td>
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<td>Pricing II</td>
<td><strong>Text:</strong> Chapter 15&lt;br&gt;<strong>MiniCase:</strong> My Own Meals, p. 408</td>
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<td>19</td>
<td>3-27</td>
<td>Distribution Channels</td>
<td><strong>Text:</strong> Chapter 16&lt;br&gt;<strong>Course Packet:</strong> 32, 33, 34, 35, 36&lt;br&gt;<strong>MiniCase:</strong> Starbucks, p. 646</td>
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<td>20</td>
<td>3-29</td>
<td>Retailing</td>
<td><strong>Text:</strong> Chapter 18&lt;br&gt;<strong>Course Packet:</strong> 32, 33, 34, 35, 36&lt;br&gt;<strong>MiniCase:</strong> Mall of America, p. 488</td>
<td>Hummer Case Due (syllabus &amp; course website)</td>
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<td>21</td>
<td>4-03</td>
<td>Integrated Marketing Communications</td>
<td><strong>Text:</strong> Chapter 19&lt;br&gt;<strong>MiniCase:</strong> Airwalk, p. 514</td>
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<td>22</td>
<td>4-05</td>
<td>Advertising</td>
<td><strong>Text:</strong> Chapter 20&lt;br&gt;<strong>MiniCase:</strong> Fallon McElligott, p. 545&lt;br&gt;<strong>Course Packet:</strong> 37, 38, 39, 40</td>
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<td>Personal Selling</td>
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<td>Case Discussion: IDS Financial Services</td>
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<td>IDS Study questions (course website)</td>
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<td>4-17</td>
<td>Global Marketing</td>
<td><strong>Text:</strong> Chapter 5&lt;br&gt;<strong>MiniCase:</strong> Breathe Right, p. 145&lt;br&gt;<strong>Course Packet:</strong> 43, 44, 45</td>
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<td>26</td>
<td>4-19</td>
<td>Marketing Strategy III</td>
<td><strong>Text:</strong> Pages 89 - 93&lt;br&gt;<strong>Handout:</strong> &quot;Marketing Warfare&quot;</td>
<td>Personal Marketing Plan Assignment Due 11:00 am in my mailbox.</td>
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<td>27</td>
<td>4-24</td>
<td>Marketing Strategy III, cont’d.</td>
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<tr>
<td>28</td>
<td>4-26</td>
<td>NO CLASS In lieu of attending 2nd guest lecture</td>
<td>Check Website for background information on speaker</td>
<td>In advance, e-mail TA questions for speaker</td>
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<tr>
<td><strong>FINAL</strong></td>
<td><strong>5-04</strong></td>
<td><strong>NOTE:</strong> This is a Friday</td>
<td>10:00 a.m. - 11:50 a.m.</td>
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A. COURSE OVERVIEW

The significance of a “marketing orientation” for both profit and non-profit organizations is widely recognized in today’s global business environment. Daily, the business press and corporate annual reports highlight the importance of companies getting closer to their customers and offering more value than their competitors. This course is designed for both marketing majors and non-majors, since managers across all functional areas of an organization need a solid understanding of marketing fundamentals to succeed.

Marketing managers are primarily responsible for creating and implementing marketing strategy. Managers in finance, accounting, management, production, information systems, etc. need to understand marketing strategy, as it often requires their cooperation and/or approval, and impacts upon their own activities. The financial success of today’s organizations requires an understanding of target markets, customer relationships, product development skills, competitive advantages and disadvantages, etc. Similarly, entrepreneurial ventures cannot succeed unless the founders have a solid marketing strategy, which is a major criterion used by venture capitalists in evaluating a potential investment. Further, consulting and accounting organizations as well as investment banks tend to promote those managers who demonstrate an ability to attract and retain clients, which requires an understanding of consumer needs and how to satisfy those needs in a way that benefits the company. In most organizations, it is impossible to rise to a position of significance today without a thorough grasp of marketing concepts.

People often view “marketing” as advertising or selling– two of the most visible activities by which organizations try to persuade consumers to buy products and services. However, marketing is much more than advertising or selling 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 is required of the competition, the customer, the environment, and the company’s own capabilities.) 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, displayed poorly, etc., etc.

B. COURSE OBJECTIVES

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) Introduce you to the concepts, analyses, and activities that comprise marketing and 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 an opportunity to refine your oral and written communication skills, and
4) Provide a foundation for advanced electives in Marketing.

These objectives will be met mainly through your active involvement in class discussions of cases, exercises, and other assignments. Because “active” learning is superior to “passive” learning, the class sessions will be enhanced by a variety of activities designed to more actively engage students in the learning process. The guiding notion: Andragogy! (look it up.)

C. GENERAL INFORMATION

I have attempted to include in this description everything you need to know to satisfy the course requirements. Before you do anything else for this course, I strongly recommend that (1) you read the entire Syllabus, then (2) re-read the relevant sections carefully before preparing any assignment.

1. Typical Class Format

Class meetings will consist of primarily of class discussions supplemented by occasional brief lectures and exercises. Emphasis will be placed on student involvement and participation. Most class sessions will involve some or all of the following, though not necessarily in this order:

a. a mini-case (see Outline of Individual Class Sessions, pages 3-4)
b. the “Should be able to” points identified on the first page of the assigned chapter
c. the “My product/service” task (described in the section below)
d. the “Applying Marketing Concepts and Perspectives” section at the end of the chapter
e. discussion of readings from the “Reader” (ask yourself: How does each fit in?)
f. highlighting major concepts in the chapter
2. Pre-Class Preparation

To take advantage of this course, it is extremely important that you prepare for class. There is a tremendous amount of content to be covered and it is not possible for me to cover (much less lecture on) all the material. Based upon considerable feedback, the class is set up on the assumption that you can do the required background reading yourself and would prefer to have experiences in class that you cannot have on your own. If you do not prepare for class: you will miss much of the content of the course, you will learn substantially less from the discussions and exercises, you will not be able to participate in class effectively, it is unlikely that you will perform well on the exams and other assignments, but it is likely that you will receive a lower course grade.

Required Readings: Topics for each lecture are identified in the Outline of Individual Class Sessions (see pages 3-4). It is critical that you do the assigned reading before class, since sessions will build on the text and prior activities and discussions.

First, as you read the Assigned Chapter, try to think how the concepts discussed therein apply to your product and/or service (described below).

The “my product/service” task: This is an effort to make the concepts discussed in the text “more real;” most students say they find this task exceptionally helpful. By the second class, each student will identify two products (or brands of products) and two services (or brands of services) for which they agree to take responsibility for the entire semester. This information should be filled in on the Information Form attached at the end of this syllabus. At the start of the third class, each student will be assigned one of their products (or brand of product) and one service (or brand of service). Many concepts and processes are described in each chapter. Throughout the remainder of the semester, as the student reads the text, he or she will be responsible for asking him/herself: “Now how does this concept/procedure etc. apply to my product and/or service?” Expect in-class (and possibly exam) questions dealing with your product/service.

After reading the chapter, at an absolute minimum: (1) make sure you can answer the “should be able to” points identified at the very beginning of the chapter and (2) try to define each of the Key Terms-Concepts at the end of the chapter. Then (3) try to answer the “Applying Marketing Concepts and Perspectives” questions at the end of the chapter. Each exam will include items from 1, 2 and 3, and may include “Concept Check” questions sprinkled within the chapters.

Next, read the Assigned Mini-Case carefully and analytically. Be prepared to discuss the case’s main issues in class, focussing especially on how they relate to the topics covered in the assigned readings and covered in previous classes. Be prepared to offer thoughtful recommendations for the problems faced in each case. If you have conducted conceptual or quantitative analyses to support your recommendations, be prepared to present them.

You will not be adequately prepared for discussion of the mini-cases if you simply read the case once. You should read the case carefully and critically at least two or three times. Do more than just let the content filter in -- analyze it. The first reading will give you a feeling for what the case is about and the kinds of data contained in the case. Many people like to mark up their cases to highlight important points relating to the business and the situation. The second reading of the case should focus on identifying the major problem of the company in the case, identifying alternative solutions, and beginning to work out their pros and cons. Third and subsequent readings will probably focus on specific sections of the text and exhibits more than others. From these you will draw information necessary to perform a thorough analysis, assemble all the pros and cons of each alternative course of action, choose your recommendation, and support it convincingly.
Do not be surprised if you feel that the case lacks some facts that you would like to have to make a better decision. Management decisions frequently must be made on the basis of only the facts that are on hand at the time and usually the information available is not as complete as desired. The ability to make sound decisions without all of the facts is an essential executive skill.

My job is to facilitate discussion. The direction and quality of the discussion is the collective responsibility of the class, not the sole responsibility of the instructor. Come to class prepared to offer your opinions and to be called on to give them even if you don’t volunteer.

Don’t expect to get “the answer” in class. Business situations are complex and usually involve a set of interrelated problems. Some recommendations are easier to support than others. At the very least we can usually narrow down the alternatives to a set of reasonable alternatives. An important objective of case analysis is to learn how to do this narrowing down and supporting of alternatives. Even within this narrowed set, there are usually multiple defensible solutions, involving different amounts of risk, cost, time, and complexity of execution. Choosing a good strategy for the wrong reasons is at least as dangerous as choosing a poor strategy. And a good strategic choice can become a poor one, if the proposed implementation is not sound. The opportunity to hear your colleagues’ ideas about the choice and the challenge of defending your own ideas provide the major benefit of case discussions.

While there may not be a single answer to a case, cases are designed to illustrate and to allow us to derive general principles that can then be applied in other contexts. It’s fine to think of these as “the answer.” If some of the cases appear to be far-removed from problems pertinent to your particular employment goals, think about lessons to be learned from the cases that are more universally relevant and transcend the context of the specific case.

After reading the assigned text chapter, read the assigned READINGS FROM THE COURSE PACKET.

As you read each, try to answer the following questions:

a. What is the most important point of the article?
   b. What are the second and third most important points?
   c. How do these points relate to the corresponding text chapter?

3. In-Class Participation

Attendance: Attendance is required! Students are expected to attend class unless prevented by sickness or some other legitimate circumstance. Attendance will be taken at each class session. If you must miss a class, please notify the TA via e-mail beforehand.

Every session of the course will involve interaction in the form of class discussion. I expect each class member to be prepared at all times in every class session. To reinforce this expectation, I will occasionally “cold call” a class member (whether or not that person’s hand is raised) to comment on the topic under discussion. The skills you acquire from participating in class will serve you well in your future positions, whether you pursue a marketing career or not.

Grading class participation is necessarily subjective. Some of the criteria for evaluating effective class participation that the TA and I will use include:

Watching the student present? Was the student on time? For class participation to be possible, you must attend. Note, however, that attendance is only a very small component of class participation. Perfect attendance without participation will result in a very low class participation grade.
Does the student participate in class? This class doesn’t work well without discussion. For others to benefit from your perspectives and experience, you must participate—which means contributing your observations, insights and questions during class. If you do not participate voluntarily, the chance increases that you will be cold-called.

Is the student worth listening to? The QUALITY of your contribution to class discussions is more important than the QUANTITY. Those who waste our time with repetitive, tangential, and long-winded observations generally incur the resentment of their fellow students and will receive little credit for participation. It is quite possible to make good use of only a modest amount of "air time" and still receive full class participation credit. When evaluating the quality of class participation for grading purposes at the end of the semester, we will ask the following kinds of questions:

- Were the student’s comments relevant to the discussion? Were they clear and concise?
- Did the student’s comments go beyond simple repetition of facts to provide interesting insights that added to our understanding of the topic?
- Did the student’s comments show an understanding of the concepts, principles, and approaches covered in class and the readings?
- Was the student convincing? Did he or she back up points with thoughtful conceptual and/or quantitative analysis?

Bring your Text and Reader to class: Not only do I frequently ask the class to turn to specific passages and exhibits in the text and/or reader, but many questions and much in-class discussion will focus on these items. If called upon, the student is likely to be seriously disadvantaged by not having these immediately available.

Seating Assignments & Name Cards: To make it easier for the TA and me to learn your names, by the start of the second class, please choose a seat in which you will be comfortable for approximately the first 6 weeks. After that time, you may sit where you like. On the first day of class I will provide name cards. Please bring them to every class until you are certain that the TA and I know who you are. If you sit in the wrong seat or forget your name card, you may not be given credit for your participation in class.

Absences: Please select two buddies from class to pick up a copy of any handouts and to share notes in the event of your absence. The names of these buddies need to be entered on the attached Information Sheet (last page of this syllabus).

Absences/ tardiness will lower your class participation grade significantly. Please note that facilities are not available to provide students with an opportunity to view missed video cases. Of course, you will get the notes from your “buddy,” but this is not a very fulfilling substitute.

You are responsible for all administrative announcements made in class. If changes in exam procedures, dates, coverage, assignments, cases and the like are announced in class, you are responsible for knowing this information.


Two class sessions are devoted to discussing two “Harvard cases.” These cases have been chosen to provide you with an opportunity to apply what you are learning to more complex problems and contexts, and for you to experience cases more typical of advanced electives. Again, the direction and quality of the discussion is the collective responsibility of the group, not the sole responsibility of the instructor. Come to class prepared to offer your opinions or be called on to give them even if you don’t volunteer. Please refer to the course page on the web for tips on case preparation and study questions.
5. **Guest Speakers.**

Students in all sections of Introduction to Marketing this semester will have two guest speakers. Because the five sections meet at different times on different days, the speakers will come during the Stern midday break (12:30 – 1:45 p.m.). You are required to attend both sessions. You can expect information covered by the guest speaker to appear on quizzes and the final.

Before you come to the guest speaker sessions, please be sure to read the background information on the course web page, visit the company web sites, and think about questions you may want to ask. The audience for these sessions will be very large, so it may be hard to take many questions. Please e-mail me any questions for the speaker in advance and I will ask him or her to address as many of them as possible. (Note that submitting questions counts toward class participation.)

To compensate for attending the speaker presentations, the instructors have cancelled two regularly scheduled classes. The cancelled classes are not during the same weeks as the speaker visits, but at times when I think they would be most appreciated by the students (namely, the Thursday before spring break and the last scheduled class immediately preceding finals). We have yet to confirm the exact dates and times when we expect the speakers to be here, but I will let you know as soon as we have that information. If you are unable to attend a speaker’s session, you will be able to borrow a videotape of the talk from the Avery Fisher Center at the Bobst Library.

### D. REQUIRED ASSIGNMENTS

1. **Information Form**

The Information Form is the last page of this syllabus. It is due at the beginning of the second class, with a photo of yourself (one that looks like you, please!). Among other things, this will help the TA and me learn who you are. This is a no-brainer part of your grade. You will receive no points toward your grade when you complete this requirement, but you will have half a letter grade deducted from your final grade if you fail to fulfill this requirement.

2. **Class Participation (15%)**

Every session of the course will involve interaction in the form of class discussion. I expect each class member to be prepared at all times in every class. As described above, your class participation grade will depend upon the quality and quantity of your participation in class discussions, as well as your attendance and being on time. I will enter a participation grade for each student immediately after most classes.

3. **Written Analyses of Cases (20%)**

You are responsible for handing in three short written analyses of cases this term – Burton Snowboards, Jamba Juice and Hummer Research.

**Burton Snowboards (5%).** Read the Burton Snowboards case (Appendix D-1) and prepare a memo to Jack Burton Carpenter, who has employed you as an outside consultant. Provide him with thoughtfully considered answers to the three questions on page 626. Additionally, provide answers to the following questions (see Figure 2-7, page 44 of the text):

a) **Market Penetration:** What suggestions can you provide to profitably expand market penetration - and why do you think these would work?
b) Product Development: What insights and opportunities for developing new products are suggested by considering related industries?

c) Market Development: What suggestions can you provide to profitably expand market development – and why do you think they would work?

Your memo may not be more than 2 pages and you may include no more than 2 pages of exhibits.

Jamba Juice (5%). Read the Jamba Juice case (Appendix D-3) and prepare a memo to Kirk Perron, who has employed you as an outside consultant. Kirk is considering opening a juice bar near the Stern School. He has asked you to perform a Situation Analysis for Jamba Juice in the NYU area and provide your recommendations. To do this assignment, you must do a complete Situation Analysis and SWOT Analysis, formulate a recommendation, and support it strongly and thoroughly using your analyses. Your memo should contain:

a) Important highlights of your Situation Analysis. Be sure to include information on the Company, Customers, Competitors, and Context, including the factors your text lists as part of an Environmental Scan. What makes most important elements of the Situation Analysis important is that they represent Strengths, Weaknesses, Opportunities, and Threats. Do not include a SWOT diagram in the body of your memo, but do present relevant elements of your Situation Analysis in those terms. (Less important and supporting information may be placed in an exhibit.)

b) Your recommendation concerning opening a juice bar near Stern.

c) Convincing support for your recommendation, based on the analysis you have already presented in the body of the memo (i.e., do not introduce any new information when you defend your recommendation).

d) An exhibit containing your SWOT diagram.

Be sure to look at the Jamba Juice web site and incorporate any insights it offers (i.e., What does it tell you about the types of consumers Jamba Juice usually targets? What insights does it provide about the company culture that might have implications for its “fit” in this area?). Your memo may not be more than 2 pages and you may include no more than 2 pages of exhibits (including the SWOT exhibit).

Hummer Research Case (10%). This case provides an opportunity for you to perform market research using some of the vast array of resources available over the internet. The complete assignment is posted on the course website. For this assignment, you will take the perspective of an outside consultant who has been engaged to help GM collect secondary data relevant to their marketing of the Hummer. Prepare a memo of no more than 3 pages, with no more than 2 pages of exhibits. The memo should be directed to the GM or executive in charge of marketing the Hummer in the US. (If you can’t find out who this is easily, make something up!) The questions in the assignment will help you narrow your search somewhat to particular sites or for particular information, but doing the background work for this assignment is guaranteed to take a lot of time. Start well in advance of the due date to give yourself plenty of time to do this assignment well.

Format For Written Case Analyses

- Every assignment must have a cover page (not included in the page limit) that includes the following information:
  a) your name,  
b) your ID number,  
c) your e-mail address,  
d) the course number and section,  
e) the date submitted  
f) the title of the assignment.

- Assignments must be printed in a 12-point or larger font and double-spaced, with 1-inch margins on all sides. An assignment that does not conform to these requirements (is over the page limit, is difficult to read, and leaves too little space to write comments and) will be marked down.
• Whenever you refer to information from an outside source, identify the source of this information. The most space-saving way to do this is to use numbers in the text with a page of reference notes at the end (i.e., “end notes”). A page of end notes will not count toward the page limits.

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

For each of the above assignments, 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 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 name, ID #, course & section number, e-mail address
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**. This header may be on a separate page and serve as your cover page. 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!)
2) **Introduction B (preview):** Second, immediately give a very short (1-2 sentence max.) summary of your primary recommendation or conclusion.
3) **Analysis:** Then proceed to the analysis requested in the assignment. Due to 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 case facts except as necessary to support your points.
4) **Recommendation & support:** Repeat your recommendation in greater detail, support it with your analysis, and note any important assumptions you made that affected your recommendation. (For the Hummer case only, you will not provide a recommendation. However, you will need to point out the value of each analysis you provide.)
5) **Exhibits:** Include supporting exhibits you think the reader will find helpful. The memo must stand on its own. Do not rely on your exhibits to make important points. I will not read exhibits unless you pique my interest in your memo!

When you have finished writing, re-read 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 case analyses will also be based on the clarity and accuracy of your writing and your adherence to the Guidelines for Written Case Analysis Assignments.

**Guidelines for Written Case Analysis Assignments**

• These assignments are due at the **beginning of class** on the day indicated.

• If you will not be able to attend a class during which an assignment is due, please give it either to the TA or to me before class. You can do this by handing it to either of us in person, putting it in my mailbox in the Marketing Department (KMC, 8th floor), faxing it to me (995-4006), or e-mailing it as a Word attachment (jjacoby@stern.nyu.edu). **Before you send e-mail**, make sure that you check the assignment carefully (print it out if necessary) to be sure it is formatted correctly and that it conforms to the length
restrictions. If you do not receive a confirmation from me, you may not safely assume that I received your assignment.

- Late assignments will not be accepted unless I receive a letter from your doctor (on his or her letterhead) indicating the date and time of the medical problem that prevented you from handing in the assignment on time. If your assignment must be late, you are responsible for contacting me as soon as possible, preferably before the assignment is due. If, by the next class session, you are unable to discuss with me when you will hand in the assignment, your doctor’s letter must also indicate the date through which your medical incapacity extended. If you have a doctor’s excuse, I may choose to give you a substitute assignment or I may place greater weight on another assignment.

- The page limits have been set carefully to allow the amount of space needed to fulfill the assignments. If they seem too short, it may be that your ideas and/or presentation are not as clear as they should be. Page limits do not include the cover page (required), the end notes page for references (if there is one), or any permitted pages of exhibits. Assignments that exceed the page limits will be marked down.

- 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).

4. **Personal Marketing Plan Assignment (10%)**

The personal marketing plan assignment is something that you should work on over the course of the semester. It is due on April 19th. It represents an opportunity for you to apply the concepts learned in class to the creation of a strategic marketing plan for yourself, to guide your efforts in your career and job search. A complete description of this assignment is available on the course website. I recommend that you read it immediately, so that you know what is involved and can start thinking.

The page limit for 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 you have included all of the information in my outline, you may present it in another format (perhaps one that does a better job of reflecting who you are!). Copies of some of the better Personal Marketing Plans from last semester will be placed on reserve at Bobst.

5. **Marketing Research Assignment (5%)**

Marketing knowledge is advanced in several ways. One exceptionally important way is through the research that companies conduct with consumers and prospective consumers. The marketing research process will be discussed at several points during the course, especially during Session #9. Along with companies, marketing educators also conduct consumer research using various approaches and venues. In part, this involves conducting research with students enrolled in Introductory Marketing classes.

The Marketing Research Assignment consists of two options (you select one) and is designed to enrich your understanding of the value of research in the formulation of sound marketing strategy.
**Option 1: Subject Pool Participation.** The first option and simplest option is participating in the Marketing Department Subject Pool. This gives you an opportunity to be part of marketing research in action and later be better able to evaluate it with the advantage of firsthand experience. With this option, you will be a participant in three studies (under an hour each) being conducted by Marketing Department faculty. (Note that while the people actually implementing the studies are usually Ph.D. students, they are conducting the research for or with members of the Marketing Department faculty, who supervise them closely.) Once these studies are finished, you will receive written debriefings on each.

Participating in the Subject Pool is easy and enjoyable for most students. All you have to do is show up for the studies and follow instructions. While the studies often are fun, they are also serious. Students who do not take them seriously and provide careful responses will not receive credit for participation. Sign-ups will occur on-line three times during the term (once for each study assigned to our class) and the sessions for that study will usually occur within the next week or two. I will announce when sign-ups become available for each study, so you don’t have to ask! At the end of your first study, you will be given an “Study Card” signed by the researcher, as proof of your participation. Bring that same card to your two subsequent studies so that it can be signed by those researchers as well. When you have fulfilled the three-study requirement, please give the card to the TA (no later than the first day of the exam period) so that your research participation can be recorded. It is fine to submit more than one card if you forget to bring your old one to a study. If you lose your card, e-mail the researcher (providing your name, ID number, professor, section number, and the date and time you participated) and, providing your participation can be confirmed, the card will be replaced.

**Option 2: Marketing Research Exercises.** The other option is to do three marketing research exercises selected from among the exercises in the text. Each exercise will require that you do some field work and then provide a write-up no longer than one page. The exercises are due on the last day of class. No exceptions will be made, so please plan ahead. If you prefer Option 2, in order to insure that you have sufficient time to complete these exercises, you must let me know that you are selecting this option (via submitting an e-mail) no later than March 27th.

**E. EXAMS**

1. **General:**

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

2. **Quizzes (30%)**

Three closed-book quizzes are noted on the syllabus. The quizzes will consist of both multiple choice and short answer questions on materials drawn from the textbook, course packet, lectures, and guest speakers. You will have 30 minutes at the beginning of class to complete each quiz. When I calculate your grade for the semester, I will drop the lowest of your three quiz grades.
3. Final Exam (20%)

The final exam will cover the entire course and will be held during the normal examination period. (Note date and time on first page of the syllabus.) No make-up will be offered and you will not be permitted to take the exam early. Some or all of it may be based upon a short case and, similar to the quizzes, it will include both multiple choice and short answer questions based upon the textbook, course packet, lectures, and guest speakers.

4. 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.

F. GRADING POLICIES AND APPROACH

1. General

At the Stern School, 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. It is likely that a few of you will think the grading in this class is harsh. If you begin to feel that way, recall that Stern is the most selective undergraduate program at NYU and the top-rated undergraduate business program in the country for a reason. You are here because you are exceptional students, but that also means the school expects a lot from you. Your TA and 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. If 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 details of written assignments, quizzes, or exams with students in other sections until after they 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.

2. 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 your TA describing the error and give it to your TA (in class or my mailbox) with the original graded document. Note that you need not see your TA in person to submit a grade rebuttal or receive the decision. If it is a judgment issue, also include documentation in support of your opinion (e.g., a photocopied page from the textbook with the relevant information highlighted). I will 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.
3. Stern Curve

Consistent with Stern School policy, I will be following the Stern curve when I assign final grades. This policy requires the following grade distribution. On rare occasions, an exceptional class merits deviation from this curve. Visit the course web page at any time during the term to check the grades you have received so far. They will be updated soon after each assignment is returned to you.

- A: No more than 20% of students
- B: No more than 40% of students
- C and lower: No fewer than 40% of students

4. Cheating/Plagiarism

Cheating and plagiarism will NOT be tolerated. Either will result in the grade of “F” for the assignment, quiz, or exam for all parties involved. Violations of the Stern Student Code of Conduct [http://www.stern.nyu.edu/OSA/student.html](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**: 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. 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.

5. Extra Credit

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

*A final word to the wise regarding participation.* Because (like life) so much of each class session depends upon your active participation, do not think you can forgo participating and rely on obtaining high grades on all the other course components to carry you to a final grade of A. Each semester, at least one or two students who adopt this strategy are surprised to find that their lack of participation was a prime reason why they received something less than an A or A-. If you do participate and say something that you think is (or may in fact be) silly, I promise not to “bite your head off” or make you look silly. On the other hand, you cannot be assured of receiving an A if you don’t participate (Important: Class participation will be judged not merely by the AIRTIME, but by the QUALITY of the comments.)
G. MISCELLANEOUS ITEMS

1. Getting the Information You Need

The TA and 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 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 the TA or 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. It often is not possible for me to be aware of such things.

2. Seating Assignments & Name Cards

So that the TA and I can learn your names, when you come to the second class, please choose a seat in which you will be comfortable for several weeks. After that time, you may sit anywhere you like. On the first day of class I will provide name cards. Please bring and use them in every class. If you forget your name card, you may be marked absent and not given credit for participating in class.

3. Using E-mail and the Course Web Site

First, I am NOT a computer consultant and neither is the TA. 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. If he or she cannot resolve your problem, then try asking the TA, but I offer no guarantees!

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. It will be the same username that is on your NYU ID, but the Stern account will end with @stern.nyu.edu. 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.”

Using the bulletin board. For access to the bulletin board on the course web site [http://www.stern.nyu.edu/~jjacoby/C550001/index.html], you must enter your “User name” and “Password.” Your User Name is simply whatever comes before the “@” in your e-mail address and your Password is your e-mail password. If you can’t figure out how to get to it, go to someone in a Stern computer lab for help. If he or she can’t figure it out, ask to see a supervisor! When posting to the bulletin board, please be sure to give your name and section number.
INFORMATION FORM
Introduction to Marketing
C55.0001.005      Spring 2001

Your Name: ____________________________
ID #:   ____________________________________ School: ____________________________
Home phone #: ____________________________ Work phone #: _________________________
Major(s): ____________________________ Birthday (month/day):    ________ / ________
Preferred e-mail address   Expected
(print clearly, lower case):  _______________________________ graduation date:  _________________
Hometown?____________________________________________________
Are you employed at present?  ___Yes, full-time       ___Yes, part-time          ___ No
If employed, please state company name, your title and the kind of work you do:
_______________________________________________________________________________
_______________________________________________________________________________
List here any classes you will miss for religious observance:
_______________________________________________________________________________
_______________________________________________________________________________
List other courses (titles and professors) you are taking this semester:
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

***PHOTOCOPY OF ID NOT DESIRED; OK ONLY IF YOU ARE CLEARLY
RECOGNIZABLE. PLEASE STAPLE YOUR PICTURE IN THE AREA ABOVE.
TO RECEIVE FULL CREDIT, DO NOT HAND IN LOOSE PICTURE, PICTURE
ATTACHED WITH A CLIP, OR PICTURE STAPLED ON A SEPARATE PAGE.
Please describe your life experiences (including work experiences) and any special interests that relate to this introductory marketing course.

__________________________________________________________________________________
__________________________________________________________________________________
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**List 2 products and 2 services that you agree to be responsible for throughout the semester.**
You will be assigned one of each at the third class session.

<table>
<thead>
<tr>
<th>Product/Brand</th>
<th>Service/Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>1._________________________</td>
<td>_______________</td>
</tr>
<tr>
<td>2._________________________</td>
<td>_______________</td>
</tr>
</tbody>
</table>

**Buddy Responsibilities (in case of absence or tardiness):**

1. Provides/shares copies of notes;
2. Obtains extra copy of all handouts;
3. Obtains graded assignments returned

Names and phone numbers of your two buddies:

<table>
<thead>
<tr>
<th>Buddy</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1._________________________</td>
<td>_______________</td>
</tr>
<tr>
<td>2._________________________</td>
<td>_______________</td>
</tr>
</tbody>
</table>

**Contract:**

Please read the following statement and indicate your agreement by providing your signature below. Before signing, be sure to read the syllabus thoroughly.

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

___________________________________________ _________________ 
Signature

Date