
SYLLABUS

Niagara University

College of Business Administration, Department of Marketing

Semester: Spring 2022

Course Number and Section: MKG 181 (NFHS)

Course Title: Principles of Marketing

Credit Hours: 3

Classroom: NFHS TBD

Meeting Times: Mondays/Wednesdays @ 9:06am-9:43am

Required Text: Marketing 11th edition Lamb, Hair, & McDaniel (pdf in Microsoft Teams)

Instructor Information

Name: Shawn Daly

Office Hours: Mondays 10am-12pm; Tuesdays 11am-2pm; Wednesdays 10-11am

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- Look for a response within 24 hours; if not, I did not receive your message.

This Course uses Canvas: No

This Course uses Microsoft Teams: Yes

University Mission Statement

Niagara University educates its students and enriches their lives through programs in the liberal arts and through career preparation, informed by the Catholic and Vincentian traditions.

College of Business Mission Statement

Guided by Catholic and Vincentian traditions, we prepare current and future business professionals to learn, serve, and lead with integrity and live an exemplary life.

College of Business Learning Outcomes

1. Students will demonstrate effective oral presentation skills.
2. Students will demonstrate effective writing skills.
3. Students will demonstrate effective teamwork skills.
4. Students will understand the importance of behaving ethically in their professional lives.
5. Students will have a global perspective of business.
6. Students will have an integrated perspective of business functions.
7. Students will demonstrate application of business theory to practice.

Departmental Mission Statement

Guided by the College of Business Administration mission, the undergraduate program creates and disseminates knowledge, fosters rich learning experiences, empowers student achievement, and inspires professional engagement in the global society.

Department Student Learning Outcomes

1. Graduates will have effective written communication skills
2. Graduates will have effective oral communication skills
3. Graduates will be able to evaluate and understand ethical issues in business decisions
4. Graduates will demonstrate the ability to analyze information and apply critical thinking skills
5. Graduates will be proficient in using the appropriate technology and information resources for their field
6. Graduates will demonstrate knowledge of the field in their concentration or major

Course Description

A comprehensive introduction to key concepts and issues underlying the modern practice of marketing. Topics examined include the general nature of marketing activities in contemporary society; the marketing concept; buyer behavior; marketing decisions; marketing strategy; and the interactions of marketing research and information; marketing decisions; marketing strategy; and the interactions of marketing and society. Emphasis is placed on the broad scope of marketing activities, the notion of exchange as a fundamental human activity and the question, "How can marketing activities be performed more effectively and efficiently?"

Course Learning Outcomes

Students will:

1. Achieve a solid foundation in marketing principles.
2. Understand the marketing system.
3. Understand the role of marketing and operation of marketing in the American economy and also within the individual firm.
4. Develop an ability to make business decisions using materials in the field of marketing.
5. Understand the importance of the consumer within the marketing system.

Assessment Measures

Class Participation (1/7 of grade): Discussion centers on application of text material to real case studies developed in classroom conversation, as well as the semester-long project. The purpose of class participation is to develop three areas: 1) one's own critical thinking/analytical skills; 2) others' skills by testing their learning, and; 3) the group's classroom administration-meeting process. Good class participation consists of demonstrated preparation, listening, contributing, questioning, and leadership. Just as in managerial practice, students are expected to attend and participate in class discussions that build the ability of individuals and the collective to produce services of value.

Take Home Assignments (5 x 1/7 of grade): Five take-home tests are cases reviewing chapters covered in preceding weeks. Students solve real world dilemmas by analyzing the situation and determining a course of action. The purpose is to apply specific frameworks and theories to the company at hand. The tests exactly parallel classroom discussion in structure, form, and content; therefore, dedicated classroom effort and practice leads to good test performance. The format of the deliverable is a written report (more discussion on this in class).

Marketing Plan Presentation (1/7 of grade): Compiling all their semester's work, teams of students will present detailed marketing plans for companies of their choice. The grade will be based the quality of the oral presentation in accordance with the CBA oral presentation rubric (handed out in class). The actual presentations will take place in class.

<u>Requirement</u>	<u>Weight</u>	<u>Course</u>	<u>Department</u>	<u>College</u>
Assignments 1- 5	1/7	1,2,3,4,5,6	2,3,4,6	1,4,5,6,7
Oral presentation	1/7	1,2,3,4,5	1,2,3,4,5,6	1,2,4,6,7
Attendance/Participation	1/7	1,2,3,4,5,6	1,3,4,5,6	2,3,4,5,6,7

Attendance Policy

Class participation is essential for learning. Thus, each day's discussions are assessed for student performance: one point for attendance (approximately "C"), two points for limited participation ("B"), and three points for leadership via questions or commentary ("A"). Excused absences are worth one on the three-point scale.

Expected Workload

The standard workload for this course is defined as: for every one (1) hour of weekly instruction, there will be two (2) hours of out-of-class individual preparation. These requirements ensure that the course meets federal and state education guidelines.

Grading Policies and Procedures

There are seven assessments in the course, evenly weighted. The final grade will be calculated based on the highest six out of seven grades. In parallel with actual work environments, to some extent it is possible to substitute outstanding performance in one area for another (participation vs. written reports). In addition, sometimes circumstances prevent us from performing our best at given moments in time -- or make us unable to meet a deadline. Thus, given the dropping of the lowest grade, late assignments will have a penalty imposed, based on when the assignment is received. That is, the earned score will be reduced as follows:

- Same as due date (but after the deadline time): 10 points
- Following date: 20 points
- Each successive date: 10 more points

A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%
A 93-96%	B 83-86%	C 73-76%	D 63-66%
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%
			F 59-0%

Outstanding (100% of available points): demonstrates strong knowledge of course material, including significant connections to the semester's chosen region and product category

Satisfactory (80% of available points): demonstrates knowledge of course material, but with limited application to the semester's chosen region and product category

Marginal (60% of available points): demonstrates only a little knowledge of course material

- Drafts welcome for review and feedback; no re-submissions for re-grading

Group work

- Activities may be completed in teams of up to three for grading

College of Business Citation Guidelines and Plagiarism Reminder

Niagara University students are asked to use the APA citation style. We recommend the Cornell University guide, which can be accessed at:

<http://www.library.cornell.edu/resrch/citmanage/apa>

We encourage you to use the “specific parts of a source” format found in the Cornell guide which includes author, year, and page number in parentheses, i.e., (Smith, 2005, p. 42). At the end of the Cornell APA style guide are formats for web sites, blogs, etc. Please note that the APA style also requires a bibliography “Reference list” at the end of the paper in addition to internal parenthetical references.

Academic Integrity Reminder

These are the most common plagiarism problems seen at Niagara University among students referred to the Academic Integrity Board. *Please strive to maintain the highest academic standards.*

- Submitting a paper or portion of a paper written by another student—in your own class, another class, or another school.
- Submitting a paper which has large blocks of non-cited text copied directly from written or on-line sources.

Academic Integrity in this Course

This course mirrors the professional workplace as far as is practical. As such, there is no in-class testing. All written assignments are “take-home”, allowing for support from books, notes, online, and even neighbors (i.e., conversations with classmates and others). Plagiarism in this context becomes the wholesale borrowing of others’ thoughts and words while presenting them as your own. Paraphrasing and citing such sources is crucial, not only to give credit where credit is due, but also to further buttress one’s arguments (“hey, this is not just my idea, but also experts’ opinions as well”).

- Just as in real life, cooperation is not only tolerated, but encouraged--feel free to discuss the assignments among yourselves and possibly with others outside the class
- Final written reports must be your words, your thoughts, your conclusions (pairs submit one paper)

University Statement on Academic Integrity

Academic honesty – being honest and truthful in academic settings, especially in the communication and presentation of ideas – is required to experience and fulfill the mission of Niagara University. Academic dishonesty – being untruthful, deceptive, or dishonest in academic settings in any way – subverts the university mission, harms faculty and students, damages the reputation of the university, and diminishes public confidence in higher education.

All members of the university community share the responsibility for creating conditions that support academic integrity. Students must abstain from any violations of academic integrity and set examples for each other by assuming full responsibility for their academic and personal development, including informing themselves about and following the university's academic integrity policy.

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources, alteration or falsification of academic records; academic misconduct; complicity; and

copyright violation. This policy applies to all courses, program requirements, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs, internships, student teaching and the like.

Please refer to the undergraduate catalogue for Niagara University's policy on academic integrity or access the policy online, www.niagara.edu/academicintegrity.

Inclusivity, Diversity & Support for Students at Niagara University

Niagara University supports a learning environment that fosters inclusiveness where diversity is respected and valued. It is expected that students in this class will respect differences and develop an understanding of how other people's perspectives, behaviors, and worldviews may be different from their own.

Students are always encouraged to meet with faculty as early as possible in the semester to discuss their needs or concerns. Students may also seek additional assistance from a variety of resources available on campus such as the Academic Success Center, counseling services, Accessibility Services, etc. For more information on these resources, please visit <http://mynu.niagara.edu/services>

Tentative Chronological Outline of Topics Covered

DATE	OBJECTIVE	CLASSROOM	WORK DUE
Jan. 31	Understand course design	Syllabus Review	
Feb. 1/3	Understand a firm's competitive advantages	Examine the company's strengths and weaknesses	Read Chapter 2 Learning Objectives 3 & 5
Feb. 8/10	Recognize forces external to the firm	Conduct environmental scan	Read Chapter 4 Learning Objectives 2 & 3
	Demonstrate marketing management knowledge		<u>Assignment #1 due Feb. 15</u>
Feb. 15/17	Understand consumer decision process and underlying mechanisms	Utilize consumer decision-making model	Read Chapter 6 Learning Objective 2 & 3
Feb. 22/24	Learn to divide markets into relevant segments	Perform segmentation analysis	Read Chapter 8 Learning Objective 4
	Demonstrate marketing management knowledge		<u>Assignment #2 due Mar. 1</u>
Mar. 1/3	Guide marketing mix via product life cycle tool	Lay out product life cycle	Read Chapter 11 Learning Objective 6
Mar. 8/10	Understand how retailers impact marketing mix	Pick retailer	Read Chapter 12 Learning Objective 3
	Demonstrate marketing management knowledge		<u>Assignment #3 due Mar. 15</u>
Mar. 15/17	Catch up on course assignments	No class	Niagara University Spring Break
Mar. 22/24	Execute ad campaign into practice	Develop foundations of campaign	Read Chapter 17 Learning Objective 3
Mar. 29/31	Plan for personal selling situations	Prepare for an actual sales call	Read Chapter 18 Learning Objective 6
	Demonstrate marketing management knowledge		<u>Assignment #4 due Apr. 5</u>
Apr. 5/7	Recognizing customer-value-price relationship	Practice pricing	Read Chapter 19 Learning Objective 6
Apr. 9-24	Take a break	No class	Niagara Falls High School Spring Recess
Apr. 26/28	Understand and plan social media campaign	Outline a social media marketing plan	Read Social Media Voice hand out
	Demonstrate marketing management knowledge		<u>Assignment #5 due May 3</u>
May 3/5	Work on finishing deliverables	Class work period	Finish all uncompleted work
	Learn about marketing jobs	Discuss types of jobs	Read Appendix A
May 10 10am	Demonstrate marketing management knowledge		Absolute deadline for all written assignments
Week of	Turn written work into a	Learn about slide deck	

DATE	OBJECTIVE	CLASSROOM	WORK DUE
May 16	coherent oral presentation	creation technology	
Week of May 23	Turn written work into a coherent oral presentation	Understand good slide creation content & format	Draft slide deck complete
Week of June 6	Demonstrate marketing management knowledge		<u>Presentations given all week</u>