



**MKTG 471: MARKETING MANAGEMENT  
3 CREDITS**

**REPRESENTATIVE SYLLABUS**

Course Delivery:  
Course Webpage:  
Instructor:

Office Hours:

Email:  
Telephone:

Business & Econ. Librarian	Kayla Gourlay <a href="mailto:Kmorrow7@gmu.edu">Kmorrow7@gmu.edu</a>
Course Description	<p>Emphasizes managerial aspects of marketing, including developing marketing strategies and plans, and integrating specific elements of the marketing process. Emphasizes case analysis. A third attempt will require academic advisor approval.</p> <p>In this course, we will explore the role of marketing in the global market, approaches to building customer relationships, and tools to better understand customers and competitors. We will study how to make decisions regarding the marketing mix (product, price, promotion, and distribution) and complete a market plan that fulfills the writing intensive requirements in the Marketing Area, as detailed in the Writing Intensive section of the syllabus.</p>
Goals & Objectives	<p>Course Objectives</p> <p><i>Goal 1: Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.</i></p> <p>The course content explores domestic and international marketing issues. The international portion is embedded in virtually every chapter and in many cases.</p> <p><i>Goal 2: Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.</i></p> <p>This course includes the development of a capstone marketing plan where students demonstrate competency in writing and market planning. The course also is designated as a writing intensive course with assessments and feedback both on writing skills and content.</p> <p>The paper is designed to assure that students have the professional skills needed to be successful in oral and written business communications. This course requires all students to demonstrate their writing and speaking skills by</p>

	<p>composing and presenting a marketing plan using Word. Students will also be graded on their case analyses and class participation</p> <p><i>Goal 3: Our students will demonstrate technical and analytic skills appropriate for success in business.</i> This course includes the weekly analysis of a business case including the understanding of financial and technical issues in the discussion of issues, and recommendations.</p> <p><i>Goal 4: Our students demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.</i> This course draws upon many other disciplines including economics, psychology, sociology, public policy and regulation, law, accounting, finance, information systems, management and statistics. Examinations will include other areas as appropriate.</p> <p><i>Goal 5: Our students will demonstrate knowledge and skills appropriate for specialization in their majors.</i> This course places an emphasis on improving understanding of the real- world environment and better preparation for a career in business. Students will be encouraged to apply existing marketing knowledge to authentic business situations and issues. Students are exposed to situations where it is necessary to integrate the various components of marketing into a cohesive marketing strategy. Discipline competence will be measured in this course using exams, composition and presentation of an integrated marketing plan, exercises, team case presentations, homework assignments and class participation.</p> <p><i>Goal 6: Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.</i> Students will develop a strategic approach to marketing that incorporates discovering opportunities and determining how the firm and its marketing respond to these opportunities. Market research, examinations, case analysis, and the market plan project require students to understand, apply and synthesize a variety of marketing issues, concepts, approaches and principles in a comprehensive, strategic approach. Key elements of the marketing plan project require an explanation and defense of recommended courses of action. Students also learn to quantitatively and qualitatively analyze financial numbers and facts in cases. Examinations will include business scenarios and analysis of cases.</p>
<p>Concentration and Program Learning Goals</p>	<p>Students majoring in the Marketing concentration will master the following by graduation:</p> <ol style="list-style-type: none"> <li>1. <i>Research Competency:</i> Research competency using library databases, secondary and primary sources of market and company information, and marketing data analysis skills.</li> <li>2. <i>Marketing Strategies:</i> Ability to formulate effective marketing strategies derived from an understanding of customer behaviors and application of marketing tools and concepts.</li> <li>3. <i>Writing &amp; Formatting:</i> Communication and information literacy skills in the writing and format of the plan that are consistent with the marketing discipline.</li> </ol> <p>By the end of the BS Business program, students will master:</p>

	<ol style="list-style-type: none"> <li>1. The social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.</li> <li>2. The ability to apply knowledge of professional skills necessary for success in business including effective business writing.</li> <li>3. Technical and analytic skills appropriate for success in business.</li> <li>4. The ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.</li> <li>5. How research in the business disciplines contributes to knowledge and how such research is conducted.</li> </ol>
<p>Writing Intensive &amp; Assurance of Learning</p>	<p><b>Writing Intensive Statement</b>  This course has been approved by the Faculty Senate Writing Across the Curriculum Committee to fulfill the Writing Intensive Requirement in the Marketing major.</p> <p>It does so through the completion of a Marketing strategy/Marketing plan project that will be completed in three sections or phases – Part 1: with a minimum of 1500 words and Part 2: with a revision and resubmission of Part 1 along with an additional 2,000-words, The combination of Parts 1 and 2 into the final paper is 3,500 words .Prerequisite to starting the market plan, each student needs to submit the product, firm and industry with library research from three library sources. The research includes five- year financial trends in graphic format showing the revenue or units, market size and market share. This is to ensure and confirm that the data needed for the plan can be obtained. After receiving the prerequisite approval of the background research and product, firm and industry, it is OK to begin work on the Market Plan. Parts 1 and 2 of the Marketing Plan will be completed through a draft/feedback/revision process. The submission of Part 1 will receive commentary on the sections for Part 1 and a grade on content and writing related dimensions. The revised part 1 submission will be due in combination with Part 2 in the final weeks of the class. Both Parts 1 and 2 of the plan require citations in text, a Works Cited or Bibliography, Title or Cover Page, Executive Summary and a Table of Contents using APA format. In summary, the final document has a consolidated Table of Contents, Executive Summary, Works Cited, Tables and Figures, etc., in one seamless paper. The organization of the plan requires headings and subheadings throughout beginning with the first submission of Part 1 using the APA format. A description of the Marketing Plan project and its fulfillment of the Writing Intensive requirement in the Marketing major can be found in the Market Plan Folder in the Weekly Lessons menu that has details on each component of the /Marketing Plan project. Due dates are in the class schedule section of this syllabus.</p> <p>The writing learning objectives to fulfill the requirements for our Writing Intensive Course are:</p> <p><b>Writing-to-Learn:</b> students will use research, analysis and writing to deepen their awareness of marketing activities in the development of a market plan for an approved product or service.</p> <p><b>Writing-to-Communicate:</b> students will compose and revise in phases with feedback a market plan in a professional business genre tailored to business managers who have responsibility for approval of new products and services and manage the firm’s portfolio of offerings.</p> <p><b>Writing-as-a-Process:</b> students will draft and revise written sections of the plan based on feedback they receive from instructors, using strategies appropriate to</p>

	<p>the business professional genre, Marketing and Other Managers, and business purpose.</p> <p><b>Assurance of Learning in MKTG 471</b></p> <p>The documentation of the extent to which this course is responsible for adding to competence in the discipline of marketing is a central issue for the College of Business. The overall measures used to determine the extent to which this course is accomplishing assurance of learning objectives are through weekly quizzes, composing and presenting an integrated marketing plan, weekly exercises, case presentation, and class participation.</p>
<p>Course Prerequisites</p>	<p>C or higher in MKTG 301/303, MKTG 312, and MKTG 351; senior standing; degree status</p>
<p>Course Methodology</p>	<p>The class format will combine reading, lectures, presentations, and other learning tools. The class will be interactive and require every student to be engaged in the assignments. In addition to the video lectures and timely completion of assignments, every student will be expected to be an active participant and a dedicated individual applying what is being learned to every element of the course work.</p>
<p>Required textbook(s) and/or materials</p>	<p>Required Text:</p> <ol style="list-style-type: none"> <li>1. A Framework for Marketing Management. Philip Kotler and Kevin L. Keller, Sixth Edition. Prentice Hall, 2016.</li> <li>2. Harvard Business School (HBS) Cases and Readings. To purchase and access your HBS Case Study Course Pack, please visit: <a href="https://hbsp.harvard.edu/import/1205750">https://hbsp.harvard.edu/import/1205750</a>. Follow the instructions at the site (you will need to register and then you can pay by credit card).</li> </ol> <p>Copies of the above Kotler and Keller textbook are available for two-hour checkout in the library under GMU's TextSelect program. The process for checking out is:</p> <ul style="list-style-type: none"> <li>• Confirm that the textbook is available on TextSelect by checking the <a href="#">Fall 2024 Text Select List</a> on this guide. (It is available, as I have checked.)</li> <li>• Go to the Fenwick Library Information Desk.</li> <li>• Ask to check out a textbook on TextSelect and provide the title.</li> </ul> <p>Please note that most of these textbooks are only available for 2-hour checkout.</p>
<p>Technology Required</p>	<p><b>TECHNOLOGY REQUIREMENTS:</b> <b><u>BLACKBOARD AND SYSTEM</u></b></p> <p>Access to MyMason (Blackboard) and GMU email are required to participate successfully in this course. Activities and assignments in this course will regularly use the Blackboard learning system, available at <a href="https://mymason.gmu.edu">https://mymason.gmu.edu</a>. <b>Students are required to have their laptop or computer for access to the online course.</b> Students are required to have regular, reliable access to a</p>

computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. If you have any technology issues while taking this course, please reach out to [support@gmu.edu](mailto:support@gmu.edu) or call (703) 993.8870 (US). Calling often receives the quicker response, but check the hours of operation. You may also contact Microsoft or Blackboard support directly. I cannot assist you with technology issues. <https://its.gmu.edu/help-support/its-support-center/>.

#### Costello College of Business Minimum Computing Requirements for the 2024-2025 Academic Year

All Costello College of Business Undergraduate Students must have access to a portable computing device that meets the following minimum standards.

Students are required to bring their laptops to face to face classes if asked by the instructor. Phones of any sort are not acceptable in place of a laptop, and also a keyboard is required.

- Operating System: Windows Operating System 10 or newer is required. Mac users are required to install a virtual machine (VM) or Windows partition on the hard drive to run the Windows operating system.

- We discourage the use of Macs with the M1 CPU (released late 2020) as it does not support VMs or partitions. Students are required to have access to a Windows computer or older Mac that supports the systems required by the Costello College of Business.

- For users with older Macs, it is the responsibility of Mac users to install and create this Windows VM or partition as business courses require the usage of software that runs on Windows (partition may slow laptop performance). Examples of partitions that can be used are VMware Fusion or Bootcamp (<https://www.apple.com/support/bootcamp/>).

- Students can download VMware here:

<https://knowledge.broadcom.com/external/article/368667/download-and-license-information-for-vmw.html>

- Students can utilize a guide to VMware:

<https://www.vmware.com/content/dam/digitalmarketing/vmware/en/pdf/company/vmw-it-academy-brightspace-student-guide.pdf>

- Memory: 8 GB (recommend 10GB or higher)

- Video/audio streaming capability: Students must have a video camera and microphone that feed or stream audio and video in real time to or through the internet. Instructors may ask students to activate the camera and microphone for class activities.

- Hard drive free space: at least 120 GB free space (recommend 250 GB free space or higher)

- Network Capability: wireless capability required (recommend wired network capability also)

- Software: All Mason students can download the Windows operating system and VMware Fusion for free from the Microsoft Azure Portal and VMware - IT Academy (available once semester begins and registered in a Costello College of Business class)

	<ul style="list-style-type: none"> <li>• For more information on Microsoft Azure: <a href="https://www.youtube.com/watch?v=VXiQHfc6cJI&amp;feature=youtu.be">https://www.youtube.com/watch?v=VXiQHfc6cJI&amp;feature=youtu.be</a></li> <li>• Microsoft 365 Apps for Enterprise (available for free for students at <a href="https://its.gmu.edu/knowledge-base/how-to-install-microsoft-365-apps-for-enterprise-on-your-comp">https://its.gmu.edu/knowledge-base/how-to-install-microsoft-365-apps-for-enterprise-on-your-comp</a>)</li> <li>• Internet browser (Chrome or Firefox recommended)</li> </ul> <p>Other software for individual courses may need to be installed</p> <p>Citrix Virtual Lab is also available for use by students to access Microsoft products: <a href="https://its.gmu.edu/service/citrix-virtual-lab/">https://its.gmu.edu/service/citrix-virtual-lab/</a></p> <ul style="list-style-type: none"> <li>• GMU Citrix Virtual Lab Tutorial.mp4</li> </ul> <p>The cost of a computer can be included in the student's estimated cost of attendance. In order to do this, students must provide a copy of their receipt or purchase order for their computer and submit that to their assigned Financial Aid Counselor. This can be done once during the student's academic program.</p> <ul style="list-style-type: none"> <li>• Students can reach their Financial Aid Counselor via Email at: <a href="http://financialaid.gmu.edu/contact-us/">http://financialaid.gmu.edu/contact-us/</a></li> </ul> <p><u>LOCKDOWN MONITOR (Browser with Webcam)</u></p> <p>If this course requires exams other than the weekly and case quizzes, the use of Respondus LockDown Browser and Monitor (Browser and a webcam) for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). No major exams other than weekly quizzes on chapters and cases; therefore, no Respondus LockDown Browser and Monitor is planned for Fall 2024.</p> <p>All students are expected to be able to comply with technology requirements for on- schedule completion of the course material. Please make sure to update your computer and prepare yourself to begin using the online format <b>BEFORE</b> the first day of class.  </p> <p><b>SCHOOL OF BUSINESS LAPTOP/COMPUTER POLICY</b></p> <p>In summary The College of Business undergraduate program requires each student to have access to a computing device that satisfies standard minimum requirements. The computing device must have the use of video and audio capability regardless of modality Please fully read the policy/policies to make sure that your device fulfills these requirements.</p>
<p>Hardware and Software Continued</p>	<p>Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.</p> <p><b>Course-specific Hardware/Software</b></p> <p>Check the syllabus for your course or contact the instructor prior to the start of the course to find out about specific technical requirements for your class. Hardware or software required for your course or program may be available for purchase at <a href="#">Patriot Computers</a> (the University's computer store that offers</p>

	<p>educational discounts.)</p>
<p>Course Website</p>	<p>Blackboard will be used for this course. You can access the site at <a href="http://mymasonportal.gmu.edu">http://mymasonportal.gmu.edu</a>. Login and click on the “Courses” tab. You will see MKTG471 course</p> <p>NOTE: Username and passwords are the same as your Mason email account. You must have consistent access to an internet connection in order to complete the assignments in this course through Blackboard (<a href="http://mymason.gmu.edu">http://mymason.gmu.edu</a>). Note the technology requirements for College of Business in your Blackboard course menu—it contains details of minimum technology requirements.</p> <p>Mason Online Information</p> <p>Additional information for online students is available at the following url: <a href="https://masononline.gmu.edu/online-learning-basics/?cmgfrm=mymasonportal.gmu.edu">https://masononline.gmu.edu/online-learning-basics/?cmgfrm=mymasonportal.gmu.edu</a></p>
<p>Participation</p>	<p>Learning can only happen when you are playing an active role. It is important to place more emphasis on developing your insights and skills, rather than transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.</p> <p>Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers.</p> <p><u>ABSENCE AND ACADEMIC ACCOMMODATIONS</u></p> <p>Attendance and/ or participation in online or face to face classes and with online course modules is key to success in the course. Students are to be present in class for face-to- face courses and engaged for all their courses. Per Mason’s Catalog (AP 1.6):</p> <p>“Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam without an acceptable excuse may be penalized according to the individual instructor’s grading policy, as stated in the course syllabus.”</p>

In this class excused absences can be known ahead of time or be unexpected. Regardless, students must:

- Notify the faculty member in writing and in a timely manner
- Provide appropriate (verifiable documentation at the time of notification; or in the case of unexpected absence, notify the faculty member when the documentation will be sent).
- Obtain content covered for the course time they are absent
- Seek and adhere to instructor provided accommodations for the work missed due to these absences
- Consider and discuss an academic drop if several class periods are missed, e.g. consider more than two as a guideline.

Examples of expected excused absences known at the beginning of the semester that the faculty member should be informed by the student within two weeks of the class are given below. It is the obligation of the student to provide faculty within the first two weeks of the semester of supporting documentation for these excused absences. Relevant documentation may include a letter from a university official of date and time for the event, religious calendar showing dates of religious observations, court summons, a Doctor's note with date of procedure, military orders, etc. Excused absences include:

- Religious observance where the nature prevents the student from attending a class session
- Scheduled necessary medical procedures and medical conditions
- Participation in university sponsored activities, e.g. intercollegiate athletic competitions, music performances, debate, conferences, research visits, etc.
- Military Service
- Scheduled court appearances

For any unexpected excused absence, students must notify the instructor in writing and with verifiable supporting documentation before the impacted class period when possible, or no fewer than 24 hours after the class period, where pre-class notification is not possible. This notification must be in writing and examples of documentation needed are:

- Doctor's or medical note with dates of illness and exclusion from class. Medical information or specifics of the procedure are not required
- Death certificate or other documentation indicating dates of death/related observances
- Court summons
- Military orders

Unexcused absences are any absences that do not qualify as an excused absence outlined above. Examples of unexcused absences are those stemming from work/internship duties, traffic/transit problems, vacation/travel, or those due to anything not recognized as an excused absence.

Note in the matrix of scores that points are earned for participation and points are taken away from participation relative to unexcused absences, etc., since case study participation is important, especially in the face to face classes, for this course.

	<p><b>CLASS CANCELLATION</b>                  If there are any changes to the course schedule, students should check Blackboard and/or email for updates on how to continue learning and information about any changes to events or assignments.</p> <p><b>STUDENT PRIVACY POLICY</b>                  George Mason University strives to comply fully with FERPA by protecting the privacy of student records and judiciously evaluating requests for information from records.</p> <p>Please see George Mason University's student privacy policy: <a href="https://registrar.gmu.edu/students/privacy/">https://registrar.gmu.edu/students/privacy/</a> (Note: You may have to cut and paste link into a web browser.)</p>
<p>Rules and Expectations</p>	<p>In correspondence/communication students will be expected to:</p> <ol style="list-style-type: none"> <li>a) Be professional and respectful in correspondence</li> <li>b) Make reasonable requests of the instructor. We will be happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Blackboard) for answering your question before contacting me and remember, "Poor planning on your part does not constitute an emergency on my part"</li> </ol> <p>In regard to honesty in work students will be expected to:</p> <ol style="list-style-type: none"> <li>a) Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or "grey area" issues you may have.</li> </ol> <p>Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a zero for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected Honor Code violations to the Honor Committee. Therefore, any suspected offense will be submitted for adjudication.</p>
<p>Mason Honor Code</p>	<p><b>The complete Honor Code statement is as follows:</b>  <i>To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code:</i>  <b>Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.</b></p> <p><b>See:</b> <a href="https://stearnscenter.gmu.edu/home/gmu-common-course-policies/">https://stearnscenter.gmu.edu/home/gmu-common-course-policies/</a> for GMU's Common Policies for all courses and academic standards</p> <p><b>See:</b> Office of Academic Integrity Website link below for the <b>Honor Code Information</b> revised and effective September 2024.  <a href="https://oai.gmu.edu/full-honor-code-document/">https://oai.gmu.edu/full-honor-code-document/</a></p>

<p>Violation of Academic Standards</p>	<p>Faculty are obligated, without exception, to submit any violations to the Academic Standards Office. Violations of Academic Standards are sanctioned according to a common matrix.</p> <table border="1" data-bbox="441 384 1390 747"> <thead> <tr> <th data-bbox="441 384 558 447">Finding</th> <th data-bbox="558 384 1390 447">Sanction</th> </tr> </thead> <tbody> <tr> <td data-bbox="441 447 558 611">Level 1</td> <td data-bbox="558 447 1390 611"> <ul style="list-style-type: none"> <li>• 0% on the assessment and an additional letter grade reduction in the final course grade</li> <li>• University Integrity Educational Interventions (*) (<i>determined by the Academic Standards Office</i>)</li> </ul> </td> </tr> <tr> <td data-bbox="441 611 558 747">Level 2</td> <td data-bbox="558 611 1390 747"> <ul style="list-style-type: none"> <li>• Failure of relevant Course or Assessment (comprehensive exams, dissertation, thesis, etc.)</li> <li>• University Integrity Educational Intervention (*)</li> </ul> </td> </tr> </tbody> </table> <p data-bbox="441 779 1370 831">* Education Interventions may include online learning modules, visits to the writing center, or other programs to assist the student in understanding and remediating the violation.</p> <p data-bbox="337 848 1081 978">More information on the Academic Standards Code and Process can be found here:  <a href="https://academicstandards.gmu.edu/academic-standards-code/">https://academicstandards.gmu.edu/academic-standards-code/</a></p>	Finding	Sanction	Level 1	<ul style="list-style-type: none"> <li>• 0% on the assessment and an additional letter grade reduction in the final course grade</li> <li>• University Integrity Educational Interventions (*) (<i>determined by the Academic Standards Office</i>)</li> </ul>	Level 2	<ul style="list-style-type: none"> <li>• Failure of relevant Course or Assessment (comprehensive exams, dissertation, thesis, etc.)</li> <li>• University Integrity Educational Intervention (*)</li> </ul>
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<p>Diversity, Equity and Inclusion</p>	<p>This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, <i>i.e.</i>, we may disagree without being disagreeable. Our office of Diversity, Equity and Inclusion at <a href="https://diversity.gmu.edu/diversity">https://diversity.gmu.edu/diversity</a> provides resources for an inclusive and welcoming campus environment.</p> <p><b>SCHOOL OF BUSINESS COMMUNITY STANDARDS:</b>          The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following Community Standards of Behavior:</p> <ul style="list-style-type: none"> <li>• Respect for the rights, differences, and dignity of others</li> <li>• Honesty and integrity in dealing with all members of the community</li> <li>• Accountability for personal behavior</li> </ul> <p>Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community</p>						

	<p>environment, and ensure every member the opportunity to pursue excellence. The School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.</p> <p><u>DIVERSITY STATEMENT, NON-DISCRIMINATION POLICY, AND COMMITMENT TO ANTI-RACISM</u></p> <p>George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.</p> <p>An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation.</p> <p>Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.</p> <p>The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.</p> <p>Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self- assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.</p> <p>URL for our Diversity, Equity, and Inclusion policy and resources follows:  <a href="https://diversity.gmu.edu">https://diversity.gmu.edu</a></p>
<p>Individuals with Disabilities</p>	<p>Students with documented disabilities should contact the <a href="https://ds.gmu.edu/">Office of Disability Services at https://ds.gmu.edu/</a> (703) 993-2474) to learn more about accommodations that may be available to them.</p>

<p>Student Privacy Policy</p>	<p>George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records.</p> <p>Please see <a href="https://www.gmu.edu/admissions-aid/privacy-notice#:~:text=Mason%20does%20not%20sell%20personal,enrollment%20and%20attendance%20at%20Mason..">George Mason University's student privacy policy</a> found at the Registrar's website site: <a href="https://www.gmu.edu/admissions-aid/privacy-notice#:~:text=Mason%20does%20not%20sell%20personal,enrollment%20and%20attendance%20at%20Mason..">https://www.gmu.edu/admissions-aid/privacy-notice#:~:text=Mason%20does%20not%20sell%20personal,enrollment%20and%20attendance%20at%20Mason..</a></p>
<p>Common Policies Affecting All Courses at George Mason University</p>	<p>Following Catalog Policy AP.2.5, this Course Policy Addendum must be made available to students in all courses. For addendum, see: <a href="https://stearnscenter.gmu.edu/home/gmu-common-course-policies/">https://stearnscenter.gmu.edu/home/gmu-common-course-policies/</a></p>
<p>E-Mail Policy</p>	<p><a href="#">Login page for Mason student email</a> (masonlive).</p> <p>Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback.</p> <p>Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.</p> <p>Communications related to this course will be via Mason student email and announcements in class announcement section.</p> <p>Students are also expected to maintain an active and accurate mailing address in order to receive communications sent through the United States Postal Service.</p>

Important Resources	<p><b>OTHER USEFUL UNIVERSITY RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <i>Writing Center:</i> <a href="http://writingcenter.gmu.edu">http://writingcenter.gmu.edu</a>; (703) 993-1200</li> <li>• <i>Business and Economics Librarian:</i> Kayla Gourlay kmorrow7@gmu.edu</li> <li>• <i>University Libraries: "Ask a Librarian"</i> <a href="http://library.gmu.edu/ask">http://library.gmu.edu/ask</a></li> <li>• <i>Student Support and Advocacy Center:</i> <a href="http://ssac.gmu.edu/">http://ssac.gmu.edu/</a> (Note: You may have to cut and paste link into a web browser.)</li> <li>• <i>Counseling and Psychological Services (CAPS):</i> <a href="http://caps.gmu.edu">http://caps.gmu.edu</a>; (703) 993-2380 (Note: You may have to cut and paste link into a web browser.)</li> <li>• <i>Learning Services:</i> <a href="https://learningservices.gmu.edu/">https://learningservices.gmu.edu/</a> (Note: You may have to cut and paste link into a web browser.)</li> <li>• <i>The Center for Culture, Equity, and Empowerment:</i> <a href="https://cee.gmu.edu/">https://cee.gmu.edu/</a></li> <li>• <i>LBGTQ+ Resources:</i> <a href="https://lgbtq.gmu.edu/">https://lgbtq.gmu.edu/</a></li> <li>• <i>School of Business Academic Advising:</i> <a href="https://business.gmu.edu/undergraduate/current-students/contact-us/">https://business.gmu.edu/undergraduate/current-students/contact-us/</a></li> <li>• <i>School of Business Career Services:</i> <a href="http://business.gmu.edu/undergraduate/career-services/">http://business.gmu.edu/undergraduate/career-services/</a></li> <li>• <i>University Career Services:</i> <a href="http://careers.gmu.edu">http://careers.gmu.edu</a> (Note: You may have to cut and paste the link into a web browser.)</li> <li>• <i>IT Services:</i> <a href="https://itservices.gmu.edu/help.cfm">https://itservices.gmu.edu/help.cfm</a></li> </ul> <p><i>University Policies:</i> The University Catalog, <a href="http://catalog.gmu.edu">http://catalog.gmu.edu</a>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <a href="http://universitypolicy.gmu.edu/">http://universitypolicy.gmu.edu/</a>. (Note: You may have to cut and paste link into a web browser.) All members of the university community are responsible for knowing and following established policies</p>																										
Grading Methods	<table border="1"> <thead> <tr> <th data-bbox="402 1161 1208 1203"><b>Assignments</b></th> <th data-bbox="1208 1161 1330 1203"><b>Points</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="402 1203 1208 1255">Team Case Study PowerPoint Analysis</td> <td data-bbox="1208 1203 1330 1255">50</td> </tr> <tr> <td data-bbox="402 1255 1208 1308">Case Study (8) and Readings (2) Quizzes</td> <td data-bbox="1208 1255 1330 1308">100</td> </tr> <tr> <td data-bbox="402 1308 1208 1360">Chapter Quizzes</td> <td data-bbox="1208 1308 1330 1360">372</td> </tr> <tr> <td data-bbox="402 1360 1208 1413">Introduction on Discussion Board</td> <td data-bbox="1208 1360 1330 1413">8</td> </tr> <tr> <td data-bbox="402 1413 1208 1476">Chief Artificial Intelligence Officer and Marketing Officer Study</td> <td data-bbox="1208 1413 1330 1476">30</td> </tr> <tr> <td colspan="2" data-bbox="402 1476 1330 1528">Market Plan</td> </tr> <tr> <td data-bbox="402 1528 1208 1581">Completion certificate of librarian's tutorial</td> <td data-bbox="1208 1528 1330 1581">20</td> </tr> <tr> <td data-bbox="402 1581 1208 1780">Submission and approval of Product, Firm, and Industry including three five-year trend charts, financial revenue and/or units, market size, and market share and three source databases from reputable sources for quantitative data on revenue, market size and market share</td> <td data-bbox="1208 1581 1330 1780">70</td> </tr> <tr> <td data-bbox="402 1780 1208 1833">Market Plan – Part 1 (See Market Plan Information)</td> <td data-bbox="1208 1780 1330 1833">150</td> </tr> <tr> <td data-bbox="402 1833 1208 1885">Market Plan – Part 2 (See Market Plan Information)</td> <td data-bbox="1208 1833 1330 1885">200</td> </tr> <tr> <td data-bbox="402 1885 1208 1917" style="text-align: right;"><b>Total</b></td> <td data-bbox="1208 1885 1330 1917"><b>1000</b></td> </tr> </tbody> </table>			<b>Assignments</b>	<b>Points</b>	Team Case Study PowerPoint Analysis	50	Case Study (8) and Readings (2) Quizzes	100	Chapter Quizzes	372	Introduction on Discussion Board	8	Chief Artificial Intelligence Officer and Marketing Officer Study	30	Market Plan		Completion certificate of librarian's tutorial	20	Submission and approval of Product, Firm, and Industry including three five-year trend charts, financial revenue and/or units, market size, and market share and three source databases from reputable sources for quantitative data on revenue, market size and market share	70	Market Plan – Part 1 (See Market Plan Information)	150	Market Plan – Part 2 (See Market Plan Information)	200	<b>Total</b>	<b>1000</b>
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Grade Scale	Your final grade for the course will depend on the total number of points you earn:		
	<b>Points</b>	<b>Letter Grade</b>	<b>Grade Points</b>
	930 - 1,000 points	A	4.0
	900 - 929 points	A-	3.7
	870 - 899 points	B+	3.3
	830 - 869 points	B	3.0
	800 - 829 points	B-	2.7
	770 - 799 points	C+	2.3
	700 - 769 points	C	2.0
	600 - 699 points	D	1.0
Below 600 points	F	0	
<b>Need Help?</b>			
Utilize the "Course Q&A" discussion forum or email your instructor directly.			



## Course Schedule

**Expect to work 8-10 hours per week on assignments for this course.** Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:01 am each Thursday and ending at 11:59 pm on the following Thursday.**

### Due Dates and Times:

**Team Case Study Presentations:** Posts are due in Bb for whole class review by **Monday at 11:59 PM EST**

**Individual Discussion Forums:** Posts are due **Thursday at 11:59 PM EST.**

**Assignment & Quizzes: Due by Thursday at 11:59 PM EST.** To help you manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concern or encounter a problem about an assignment, please contact me immediately so we can discuss and work out a resolution. Note that there are two types of quizzes generally each week. There are the chapter quizzes and the Harvard Business Readings or Case Quizzes. Both are in the Quizzes and Assignments Folder and both are due on Thursday at the end of the day at 11:59 PM EST.

The course schedule follows:

Lesson	Date	Reading Materials	Assignments
Lesson 1: Course Introduction, Case Method and Basic Marketing Arithmetic	8/29-9/5	<ol style="list-style-type: none"> <li>1. Read Syllabus and Course Info</li> <li>2. Read Textbook Chapter 1</li> <li>3. Lecture Chapter 1</li> <li>4. Harvard Business Course Pack: <ul style="list-style-type: none"> <li>• Begin to read Managing Stakeholders with Corporate Social Responsibility and finalize in Lesson 2 your analysis to give time to get materials.</li> <li>• The case quiz for this reading is in Lesson 2 to give time to get materials.</li> </ul> </li> <li>5. The quiz for chapter 1 is in Lesson 2 to be completed a week from now to give time to order course materials</li> <li>6. Read directions for Writing Intensive Market Plan Paper in Learn Here Weekly Assignments (second folder in the Learn Here weekly assignments).</li> <li>7. Begin research on the product or service for your Market Plan.</li> <li>8. Review library videos and complete library certification.</li> </ol>	<p>Discussion Board: Introduce yourself Quiz:</p> <ul style="list-style-type: none"> <li>• No chapter quiz due in Lesson 1. Chapter 1 Quiz is included in next week's Lesson 2 that covers Lessons 1 and 2</li> </ul> <p>Complete: Review Non-graded exercise on Marketing by the Numbers (Breakeven Analysis) Begin Library Certification</p> <p><b>Looking ahead:</b></p> <ul style="list-style-type: none"> <li>• Begin Research to identify your <b>Product and/or Services, Firm &amp; Industry</b> for Market Plan Paper on Bb for approval. See next item.</li> </ul> <p>Begin CMO, CAIO and CIO customer relationship management research/roles</p>
Market Plan Information	8/29-12/1	<ul style="list-style-type: none"> <li>• Starting now and for the next couple of weeks, read the Market Plan Directions and begin to think of the product, firm and industry that you want to do for your individual Market Plan. See directions in the Learn Here Weekly Market Plan Information Folder.</li> <li>• You need to not only id your product or service, but you also need to complete research using the library's databases and develop charts on the quantitative five-year trends, e.g. revenue and/or units and market size and share. View the Librarian's Videos</li> </ul>	

Lesson 2: Overview of Marketing and Strategic Planning	9/5-9/12	<ol style="list-style-type: none"> <li>1. Finish Reading Textbook Chapters 1-2</li> <li>2. Lecture Chapters 1-2</li> <li>3. View two (2) Videos on Marketing Exec's: Steve Jobs and Tim Mahoney</li> <li>4. Harvard Business School Reading from Course Pack: Managing Stakeholders with Corporate Social Responsibility (CSR)</li> <li>5. Work on Market Plan Library Research on the Financial and Market Size and Share Five Year Trends from 3 Sources in Library</li> <li>6. Work on CMO, CAIO and CIO research assignment</li> </ol>	<p>Quizzes due by 11:59 PM Thursday</p> <ul style="list-style-type: none"> <li>• Chapters 1 and 2 Quizzes</li> <li>• Case Quiz on Stakeholders CSR HBR Reading</li> </ul>
Lesson 3: Overview of Marketing Strategic Planning	9/12-9/19	<ol style="list-style-type: none"> <li>1. Read textbook Chapters 3 &amp; 4</li> <li>2. Lectures Chapters 3 &amp; 4</li> <li>3. Harvard Business Course Pack: What Does your Brand Stand For?</li> <li>4. Submit Market Plan Product or Service with supporting Financial and Market Quantitative Five- Year Trend Analyses</li> </ol>	<p>Quizzes due by 11:59 PM Thursday:</p> <ul style="list-style-type: none"> <li>• Chapter 3 &amp; 4 Quiz</li> <li>• Complete HBR Reading Quiz</li> </ul> <p>Complete Library Certification and post certificate in BB to get the credit by Thursday September 19 at 11:59 PM</p> <p>Submit: Market Plan Product, Firm and Industry Proposal with the Five -Year Trend Charts of Revenue and/or Units, Market Size and Share by Thursday Sept. 19</p>
Lesson 4: Segmentation, Targeting, Positioning and Customer Service  Class online on 9/19 meeting date	9/19-9/26	<p>Read textbook Chapters 5 &amp; 6 Lectures Chapters 5 and 6 Quizzes due by 11:59 PM Thursday</p> <ul style="list-style-type: none"> <li>• Chapter 5 Quiz</li> <li>• Chapter 6 Quiz</li> <li>• HBR Starbucks Case Quiz</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• Team 1 submit your analysis of case questions (by Thursday 11:59 PM)</li> </ul> <p><i>Note Final approval of any revisions for the product, firm and industry for Market Plan Paper needs to be approved by Thursday 9/26 to earn</i></p>	<p>Quizzes due by 11:59 PM Thursday</p> <p>Submit CMO, CAIO, and CIO research assignment by 11:59 Thursday</p>

		<i>the score for deliverable.</i>	
<b>Lesson</b>	<b>Date</b>	<b>Reading Materials</b>	<b>Assignments</b>
Lesson 5: Target Marketing and Branding	9/26-10/3	<ol style="list-style-type: none"> <li>1. Read Chapter 7</li> <li>2. Lecture on Chapter 7</li> <li>3. Harvard Business Course Pack: Analyze the Lenovo Case and complete the case quiz.</li> </ol>	<p>Quizzes by 11:59 PM Thursday</p> <ul style="list-style-type: none"> <li>• Chapter 7 Quiz</li> <li>• HBR Lenovo Case Quiz</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• Team 2 post your analysis of case questions (by Thursday 11:59 PM)</li> </ul>

<p>Lesson 6: Positioning and Competition</p>	<p>10/3-10/10</p>	<ol style="list-style-type: none"> <li>1. Read Chapter 8</li> <li>2. View Video Lecture on Chapter 8</li> <li>3. Harvard Business Course Pack: Analyze the BMW Films Case and take the case quiz.</li> </ol>	<p>Quizzes by 11:59 PM Thursday</p> <ul style="list-style-type: none"> <li>• Chapter 8 Quiz</li> <li>• HBR BMW case quiz</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• Team 3 post your analysis of case questions (by Thursday 11:59 PM)</li> </ul>
<p>Lesson 7: 4P's Product and Services</p>	<p>10/10-10/17</p>	<ol style="list-style-type: none"> <li>1. Read textbook Chapter 9</li> <li>2. Lecture on Chapter 9</li> <li>3. Harvard Business Course Pack: Analyze the Apple case study and complete the case quiz.</li> </ol>	<p>Quizzes by 11:59 PM Thursday</p> <ul style="list-style-type: none"> <li>• Chapter 9 Quiz</li> <li>• Apple case quiz</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• Team 4 post your analysis of case questions (by Thursday 11:59 PM)</li> </ul>

Fall Recess	10/14	No Assignments due on 10/14	
Lesson 8: Services	10/10-10/17	<ol style="list-style-type: none"> <li>1. Read textbooks Chapter 10</li> <li>2. View Chapter 10 Video Lecture</li> <li>3. Harvard Business Course Pack: Analyze the Four Seasons Case</li> <li>4. Market Plan Part 1 Submission</li> </ol>	<p>Quizzes by 11:59 PM Thursday</p> <ul style="list-style-type: none"> <li>• Chapter 10 Quiz</li> <li>• Complete the Four Seasons Case quiz</li> </ul> <p>Discussion: Team 5 post your analysis of case questions (by Tuesday 11:59 PM)</p> <p>Submit: Market Plan–Part 1 (by 11:59 PM Thursday October 17th)</p>
Lesson 9: Pricing	10/17-10/24	<ol style="list-style-type: none"> <li>1. Read Textbook Chapter 11 Pricing</li> <li>2. Chapter 11 Lecture</li> <li>3. Harvard Business Course Pack Analyze Heinz Case</li> </ol>	<p>Quizzes by 11:59 PM Thursday :</p> <ul style="list-style-type: none"> <li>• Chapter 11 Quiz</li> <li>• Complete the Heinz Case quiz</li> </ul> <p>Discussion: Team 6 post your analysis of case questions (by Thursday 11:59 PM)</p>

Lesson 10: Distribution	10/24-10/31	<ol style="list-style-type: none"> <li>1. Read textbook Chapter 12 Marketing Channels</li> <li>2. Read textbook Chapter 13 Retail, Wholesale, Logistics</li> <li>3. Chapter 12 Lectures</li> <li>4. Chapter 13 Lectures</li> <li>5. Harvard Business Case Course Pack: Analyze Zara Case</li> <li>6. Harvard Course Pack Read: How the pandemic changed marketing channels</li> </ol>	<p>Quizzes by 11:59 PM Thursday:</p> <ul style="list-style-type: none"> <li>• Chapter 12 Quiz</li> <li>• Chapter 13 Quiz</li> <li>• Complete the Zara case quiz</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• Team 7 post your analysis of case questions (by Thursday 11:59 PM)</li> </ul>
Election Day-Tuesday	11/5	No Classes GMU	
Lesson 11: Promotion Part 1	10/31-11/7	<ol style="list-style-type: none"> <li>1. Read textbook Chapter 14 IMC</li> <li>2. Read textbooks Chapter 15 Mass Communications</li> <li>3. Chapters 14 &amp; 15 Lectures</li> <li>4. Harvard Business Course Pack: Analyze Google Case</li> </ol>	<p>Quizzes by 11:59 PM Thursday:</p> <ul style="list-style-type: none"> <li>• Chapter 14 Quiz</li> <li>• Chapter 15 Quiz</li> <li>• Case Quiz on Google</li> </ul> <p>Discussion Team 8 post your analysis of Google case by Thursday 11:59 PM</p>

Lesson 12: Promotion Part 2 Cont.	11/7-11/14	<ol style="list-style-type: none"> <li>1. Read Textbook Chapter 16 Digital Communications</li> <li>2. Chapter 16 Video Lecture</li> <li>3. Harvard Course Pack Read: Retail Media Networks and Influencer Marketing Articles</li> </ol>	Quizzes by 11:59 PM Thursday: <ul style="list-style-type: none"> <li>• Chapter 16 Quiz</li> </ul>
Lesson 13: Promotion Part 3	11/14-11/21	<ol style="list-style-type: none"> <li>1. Read textbook Chapter 17 Personal Communications</li> <li>2. Chapter 17 Video Lecture</li> </ol> <p>Submit Final Market Plan</p>	Quizzes by 11:59 PM Thursday: <ul style="list-style-type: none"> <li>• Chapter 17 Quiz</li> </ul> <p>Submit: Final Market Plan by Thursday 11/21 at 11:59 PM</p>
Thanksgiving Break	11/27-12/1	No class assignments	
Lesson 14: Future of Marketing and Wrap-up	12/5-12/9	<ol style="list-style-type: none"> <li>1. Harvard Business Course Pack: Read Article -- Marketing in the Age of Alexa</li> <li>2. Submit completed team evaluation</li> <li>3. Course Wrap-up</li> </ol>	Submit: Completed Team Evaluation by Monday at 11:59 PM