1. COURSE INFORMATION:

MRKG 1311 Principles of Marketing
Spring 2009 – CID 4524
T 6:00-7:30 pm Brenham Bullock Building 134

2. INSTRUCTOR INFORMATION:

JOHN TATUM
Office phone: 979-830-4139  Office: Blinn Small Business Development Office
Mobile phone: 979-251-1750   (SBDC Brenham Campus)
E-mail: jtatum@blinn.edu       Hours: 8:00 a.m. – 5:00 p.m. or by arrangement

3. COURSE DESCRIPTION:

Introduction to the marketing functions; identification of consumer and organizational needs; explanation of economic, psychological, sociological, and global issues; and description and analysis of the importance of marketing research. Identify the marketing mix components in relation to market segmentation; explain the economic, psychological, sociological, and global factors which influence consumer and organizational decision-making process; outline a marketing plan; and interpret marketing research data to forecast industry trends and meet customer demands. Three class hours per week. Credit: Three semester hours. Prerequisites:

none.

4. CORE COURSE STATEMENT:

Not a core course.

5. COURSE OBJECTIVES & STUDENT LEARNING OUTCOMES:

At the completion of the course, the student will:

• Identify the marketing mix components in relation to market segmentation
• Explain the economic, psychological, sociological, and global factors which influence consumer and organizational decision-making processes
• Outline a marketing plan
• Interpret marketing research data to forecast industry trends and meet customer demands
• Employ data and trends to develop marketing decisions
6. REQUIRED TEXTBOOKS, SUPPLIES, AND MATERIALS:

7. OUTLINE OF COURSE CONTENT
   1. Overview of Marketing
   2. Analyzing Marketing Opportunities
   3. Product Decisions
   4. Distribution Decisions
   5. Promotion and Communication Strategies
   6. Pricing Decisions

8. CIVILITY STATEMENT
   Members of the Blinn College community, which includes faculty, staff and students, are expected to act honestly and responsibly in all aspects of campus life. Blinn College holds all members accountable for their actions and words. Therefore, all members should commit themselves to behave in a manner that recognizes personal respect and demonstrates concern for the personal dignity, rights, and freedoms of every member of the College community, including respect for College property and the physical and intellectual property of others

9. CIVILITY NOTIFICATION STATEMENT
   If a student is asked to leave the classroom because of uncivil behavior, the student may not return to that class until he or she arranges a conference with the instructor; it is the student’s responsibility to arrange for this conference.

10. COURSE REQUIREMENTS:
    Completion of exams.
    Participate in classroom discussion and group work.
    Completion of all out of class assignments.
    Achievement of course objectives.

11. TENTATIVE CALENDAR OF ASSIGNMENTS
    See attached tentative class schedule. This schedule is flexible. I will announce changes to this schedule in class and will post changes on E-Campus.
12. CRITERIA FOR GRADING ASSIGNMENTS

Grading System:

Assignments - 10% - will include the average of all quizzes on readings class assignments and homework assignments

Exams - 40% - no makeup exams will be given

Marketing Plan Project – 20%

Final Exam - 20%

Attendance & Participation 10%

Grading Criteria

Students are expected to:

- Remember the subject matter
- Understand the subject matter.
- Communicate the subject matter.
- Apply ideas and concepts to new situations
- Analyze ideas, concepts and theories critically and independently
- Master problem solving and new theory creation

All written assignments will be graded on accuracy and thoroughness of the content, grammar, spelling, punctuation, clarity, brevity, organization and professionalism of presentation.

All written homework assignments will be typed and include on every page the student's name and a page number. Failure to do so will result in 15 points being deducted from the grade.

Quizzes on reading assignments will be given most every class. If a student misses the quiz it will be recorded as a zero.

Homework assignments may be turned in late but with a 10 point penalty for each class day late. Students may submit homework assignments via e-mail or E-Campus so there is no excuse for late assignments.

13. BLINN COLLEGE POLICIES:

Attendance Policy

The College District believes that class attendance is essential for student success; therefore, students are required to promptly and regularly attend all their classes. Each
class meeting builds the foundation for subsequent class meetings. Blinn College’s attendance policy is that class roll will be checked at every class meeting. Students must attend the entire class period to be counted as present. If a student is absent, it will be counted as either Excused or Unexcused.

There are four forms of excused absences recognized by the institution:

1. Observation of religious holy.
2. Representing the College District at an official institutional function.
3. A high school student representing the independent school district at an official institutional function.

If a student has one week’s worth of unexcused absences during the semester, he/she will be sent an e-mail by the College requiring the student to contact his/her instructor and schedule a conference immediately to discuss his/her attendance issues. Should the student accumulate two weeks worth of unexcused absences, he/she will be administratively withdrawn from class.

Scholastic Dishonesty

“Scholastic dishonesty” shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test shall include:

1. Copying from another student’s test paper.
2. Using test materials not authorized by the person administering the test.
3. Collaborating with or seeking aid from another student during a test without permission from the test administrator.
4. Knowingly using, buying, selling, stealing, or soliciting, or knowingly attempting to use, buy, sell, steal, or solicit, in whole or in part, the contents of an unadministered test.
5. Transporting or removal, in whole or in part, of the contents of the unadministered test, without authorization.
6. Substituting for another student, or permitting another student to substitute for oneself, to take a test.
7. Bribing another person to obtain an unadministered test or information about an unadministered test.
Plagiarism shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work.

Collusion shall be defined as unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

The instructor has primary responsibility for identifying and responding to clear instances of student plagiarism and/or cheating.

The following sanctions may be imposed by the instructor and division chairman: an appropriate grade penalty ranging from a grade of zero on the assignment/examination up to and including the imposition of an “F” for the entire course.

In cases where the student is permitted to remain in the course after being found guilty of scholastic dishonesty, the instructor may, but is not required to, have the student retake a test or complete other coursework involved in the act of dishonesty.

The standard review to be used in all proceedings under this policy shall be fundamental fairness. Strict rules of evidence and procedure are not required so long as the proceedings are conducted in such a manner as to allow both sides the opportunity to fairly and fully explore the circumstances. Discussion regarding the admissibility of evidence and the right to be given to same shall be made by the party who is conducting the hearing.

A student receiving an “F” in a course because of scholastic dishonesty may not withdraw from that course.

Cell Phones & Pagers

Cellular telephones and beepers/pagers must be silenced while the student is in class.

Food & Drinks in Classroom

Instructors and students are not allowed food and/or drinks in the Blinn College Library or any classroom/lab. Smoking is not permitted in any Blinn College facility except where indicated otherwise. Smoking is also prohibited where indicated near the entrances of college buildings.

Accommodations for Students with Disabilities

Blinn College adheres to all applicable, federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations for students with disabilities. A student who identifies her/himself as a person with a disability and
Principles of Marketing

provides appropriate documentation to the Office of Disability Services (ODS) should present the instructor with a document prepared by the Director/Counselor, ODS. This document will inform the instructor of accommodations approved by ODS; the instructor and the student are required to conference to agree upon which of the recommended accommodations most appropriate for the course will be provided for the current semester. For additional information on services on any Blinn Campus, contact the Director, Office of Disability Services at (979) 830-4157.

Other Blinn Policies

Students are required to read and conform to the Blinn College Student Handbook and all polices of the college.

JOHN A. TATUM

Biography

John Tatum is a professional management consultant for small businesses. He began professional consulting in 1995 and now works for the Small Business Development Center at Blinn College.

He has consulted over 700 businesses focusing mostly on strategic management issues including startup; business plan writing, strategic plan development; loan packaging; industry & market analysis, marketing plan development, financial analysis, forecasting & pro forma development and both debt and equity capital sourcing.

In addition he teaches credit courses in business at Blinn College.

He worked as an adjunct faculty member for 4 years at the University of Houston-Downtown teaching marketing, strategic management, organizational management and business communications classes.

He has 21 years entrepreneurial experience that includes timber investments in Louisiana and Texas, the startup of a power-line maintenance firm, a desktop publishing business, and business consulting.

He has an MBA from Angelo State University and a Bachelor's of Arts in communication from the University of Texas at the Permian Basin.

Most of his time is spent on his top three priorities: church, family and work. His hobbies are greatly neglected and probably better described as interests. They include: horseback riding, golf, art, (especially western art) and yard work and gardening. He also enjoys architecture. His musical interests range from classical to country to western swing.
Teaching Philosophy

Education includes both the mastery of information and the development of critical thinking and problem solving skills. Student success is not measured just in the classroom but in the workplace as well. The application of learned material is true success in education.

My goals for student success include:

- Remembering the subject matter
- Understanding the subject matter.
- Communicating the subject matter.
- Applying ideas and concepts to new situations
- Analyzing ideas, concepts and theories critically and independently
- Mastering problem solving and new theory creation

This is a tall order and certainly involves more than the memorization of the material. Success is dependent upon both the student and the instructor. Learning is the responsibility of the student. Teaching is the responsibility of the instructor.

Motivation is the first component of student success. Hopefully the student will develop an interest in the subject being taught. Clearly, this does not always happen but a student should at least develop an appreciation of the subject matter and its implications. As an instructor it is my responsibility to show the student how the subject is relevant to him or her. This is the first component of success as an instructor. Once the student sees relevance student engagement becomes much more likely.

I find it helpful to utilize the Revised Bloom’s Taxonomy, which provides a cumulative hierarchical framework consisting of six categories of cognitive processes each requiring achievement of the previous ability, to design course presentations, activities and assessment tools. The cognitive process dimensions are defined as: remember, understand, apply, analyze, evaluate, and create. If students achieve mastery of each of these as it relates to the subject matter, then they are better equipped to use their education in the “real world”.

I believe delivery of course material should be provided in different ways to accommodate different learning styles. Written, verbal, graphical and kinesthetic methods should all be used. I believe in the use of written narrative, outlines, illustrations, and lectures that use student engagement, stories, real-world examples, PowerPoints presentations and audiovisuals. Student activities both inside and outside the classroom should require students to use cognitive processes in increasing
complexity. In addition I believe computer and web based applications can augment the teaching process.

Just as learning is a journey so is instruction. I believe good instructors continuously evaluate and improve their techniques looking constantly for new methods and approaches. I am in constant search for new ways of communicating with, engaging and inspiring my students.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Homework Assignment Due</th>
</tr>
</thead>
</table>
| 1     | Jan 20  
  - Course Orientation  
  - Ch 1 – Overview of Marketing                                                |                                                                                         |
| 2     | Jan 27  
  - Critical Thinking Skills  
  - Ch 2 – Strategic Planning  
  - Ch 3-Ethics                                                               |  
  - Review & Applications 1.1, 3.1,  
  - Case Study: Netflix (p.18)  
  - Participate in this week’s online discussion topic.                     |
| 3     | Feb 3   
  - Ch 4-The Marketing Environment  
  - Ch 5-Global Vision                                                        |  
  - Review & Applications  
  - Participate in this week’s online discussion topic.                      |
| 4     | Feb 10  
  - Ch 6-Consumer Decision Making                                              |  
  - Test 1 (Ch 1-5) The World of Marketing  
  - Review & Applications  
  - Participate in this week’s online discussion topic.                     |
| 5     | Feb 17  
  - Ch 7-Business Marketing                                                   |  
  - Review & Applications  
  - Participate in this week’s online discussion topic.                      |
| 6     | Feb 24  
  - Ch 8-Segmenting & Target Markets                                           |  
  - Review & Applications  
  - Participate in this week’s online discussion topic.                      |
| 7     | Mar 3   
  - Ch 9-Decision Support Systems & Marketing Research                          |  
  - Review & Applications  
  - Participate in this week’s online discussion topic.                      |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activities</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 8     | March 10 | • Ch 10-Product Concepts  
• Ch 11-Developing & Managing Products  
• Test 2 (Ch 6-9) Analyzing Marketing Opportunities  
• Review & Applications  
• Participate in this week’s online discussion topic. |                                                                      |
| 9     | Mar 17   | • Spring Break  
• Test 2 (Ch 6-9) Analyzing Marketing Opportunities  
• Review & Applications  
• Participate in this week’s online discussion topic. |                                                                      |
| 10    | Mar 24   | • Ch 12-Services & Nonprofit Marketing  
• Review & Applications  
• Participate in this week’s online discussion topic. |                                                                      |
| 11    | Mar 31   | • Ch 13-Marketing Channels  
• Ch 14-Supply Chain Management  
• Test 3 (Ch 10-13) Product Decisions  
• Review & Applications  
• Participate in this week’s online discussion topic. |                                                                      |
| 12    | Apr 7    | • Ch 15-Retailing  
• Ch 16-Promotional Planning  
• Review & Applications  
• Participate in this week’s online discussion topic. |                                                                      |
| 13    | Apr 14   | • Ch 17-Advertising & Public Relations  
• Ch 18-Sales Promotion & Personal Selling  
• Test 4 (Ch 13-15) Distribution Systems  
• Review & Applications  
• Participate in this week’s online discussion topic. |                                                                      |
| 14    | Apr 21   | • Ch 19-Pricing Concepts  
• Ch 20-Setting the Right Price  
• Review & Applications  
• Participate in this week’s online discussion topic. |                                                                      |
| 15    | Apr 28   | • Test 5 (Ch 16-20) Promotion & Communication Strategies & Pricing Decisions  
• Marketing Plan Due |                                                                      |
| 16    | May 12   | • FINAL EXAM  
• FINAL EXAM | 7:30-9:30 |