

North Park University  
The School of Business and Nonprofit Management

**BSE 2610**  
**Foundations of Marketing**

Fall 2012  
Tuesday and Thursday, 11:40 a.m. – 1:20 p.m.

**Marketing is an attitude, not a department.**

**“Innovation and marketing are the two basic roles of every business.  
All other functions support these roles.” -- Peter Drucker**

**Love the customer, not the product**

**Instructor:**

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Office Hours: Professor Fitzgerald is available Mondays (10-3) at the SBNM Office (5043 N. Spaulding, Tuesdays and Thursdays (after class). I also maintain virtual office hours via email

**REQUIRED TEXT:**

Armstrong, Gary and Kotler, Philip, Marketing: An Introduction, Ninth Edition.  
(ISBN: 978-0136-0211-31) Prentice-Hall, 2009.

**COURSE RATIONALE**

Marketing is all around us. In fact, each of us experiences marketing every day, whether we see it (advertisements), engage in it (buyer/seller interaction) and/or actively use it (ask a friend to borrow their car). Marketing impacts how we think, what we buy, and how we portray ourselves. Indeed, while many people think of marketing as something that only companies and organizations pursue (and, therefore, only appropriate for students majoring in business), it's important to recognize that all of us are marketers. We market ourselves, our families and friends, our favorite sports teams, etc. As a result, gaining a better understanding of marketing will provide you with skills and insights that will be useful regardless of your major or what career you wish to pursue.

Although marketing is employed to varying degrees in all economic systems, the importance of understanding and performing marketing is most critical in capitalistic economies, where competition for resources permeates nearly all aspects of society. Competition involves winners and losers. Individuals and companies who can market themselves effectively stand a greater chance of winning in the marketplace.

**COURSE GOALS & LEARNING OBJECTIVES**

*"Whatever the detail with which you cram students, the chance of them meeting in life exactly that detail is almost infinitesimal: and if they do meet it, they will probably have forgotten what you taught them about it. Really useful training yields comprehension of a few general principles with a thorough grounding in the way they apply to a variety of concrete details. In subsequent practice the students will have forgotten your particular details: but they will remember by an unconscious common sense how to apply principles to immediate circumstances."*

*--Alfred Whitehead, "The Aims of Education and Other Essays"*

You will not finish this course knowing everything about or having practiced every skill or technique that makes for effective marketing. Instead, the course will focus on basic concepts and tools of consumer marketing. The knowledge and skills you gain will be sufficient for you to engage in and apply basic marketing techniques, and you will find much that will be very useful to you in your personal and professional career. In addition, for those students who wish to take additional marketing or business coursework, this course will provide a solid foundation upon which more sophisticated learning may build.

Marketing is a “dual discipline,” in that it is performed on two levels. First, marketing strategy refers to high-level decisions that guide decisions in determining what products/services to offer, which customers to sell them to, how to analyze competitors, and how to compete in the marketplace. Second, marketing tactics refer to the specific plans that are developed to implement the strategies (e.g., pricing decisions, distribution, promotional campaigns, etc.). Therefore, the primary goal of this course is to provide you with grounding in both marketing strategy and tactics through an overview and understanding of marketing concepts, tools, and methods of analysis that are applicable to both yourself and business organizations. To achieve this goal, the course will focus on the following three areas of study:

1. What is marketing and its purpose? (why do it)
2. An understanding of the fundamental concepts involved in marketing (the tools to do it)
3. Development of skills useful in analyzing marketing strategies (how to do it)

Upon the completion of the course, you will have a comprehensive understanding of, and be able to analyze and apply concepts relating to:

- The role of marketing in society and how it impacts individuals and organizations
- The individual elements within the marketing process
- The consumer buying process and factors that impact the process
- Environmental analysis on a micro and macro level
- The ethical issues and questions within the field of marketing

One of my goals as the course facilitator is to enable you to learn as much as you can in our time together.

**Please contact me if you have questions or observations about any aspect of the course.** I am more than happy to help, and I welcome your interest and queries regarding the class, marketing, or North Park University!

## STUDENT EXPECTATIONS

Successful completion of the assignments in this course requires thorough preparation, critical analysis, and reflection, which, in turn, demand an adequate allocation of time and effort. **There is simply no shortcut to producing good, thoughtful work. As a result, I expect you to put forth an honest and enthusiastic effort towards your performance in the course.**

Since much of the course is based on class discussion and interaction, I expect that you will come to class prepared and ready to engage in class dialogue. I regard enthusiastic class participation as an essential component to the course for several reasons:

- The ability to effectively communicate your ideas and thoughts and, in certain instances, defend them is essential for your personal and professional development. So, too, is the ability to respond intelligently to others' comments. The classroom serves as a laboratory to practice and hone these skills.
- Learning takes place through active engagement in the analysis of ideas and concepts. Sharing with others your ideas and insights not only benefits the entire class, but stimulates constructive critical analysis and response.

I encourage you think of class participation in these terms:

- **Prepare** In order to participate, you must prepare. Read the book! Read the business press (Wall Street Journal, Business Week, Fortune, etc.). Spend some time thinking about what you have read and how it relates to what we've discussed in class.
- **Attend** Class attendance is a prerequisite to class participation. If you are not in class, you cannot participate. Students are therefore expected to attend every class, on time. If you are going to be late or absent, please notify me **prior to class**. Be advised that poor attendance can affect your grade adversely.
- **Analyze/Reflect** Use the skills you've learned in class as well as your own life experience to analyze what you have read and heard. Reflect on how it intersects with your understanding and how and why you think the way you do. How will your reflection impact a possible outcome or answer?
- **Add** Please contribute your thoughts in class! Not only will you enhance your own learning, the entire class will benefit and you'll hone your communications skills.

## COURSE OUTLINE

- I. What is marketing
  - what is marketing/why study marketing
  - importance of marketing
  - marketing philosophies
  - core marketing concepts
- II. Customer value, satisfaction, lifetime value of a customer
  - customer value equation
  - levels of satisfaction
  - customer evangelism/lifetime value of customers
  - direct and internet marketing
- III. The strategic planning process
  - strategic planning tools
  - value chains
  - sustainable competitive advantage
- IV. The marketing environment
  - macroeconomic variables
  - microeconomic variables
- V. Consumer Behavior
  - influences that impact purchase behavior
  - buyer decision making process
  - buyer characteristics
- VI. The marketing process
  - marketing research
  - segmentation and targeting
  - positioning and branding
  - the four P's
- VII. Product and placement strategies
  - product life cycle
  - three level of products

- marketing channels

#### VIII. Pricing strategies

- factors in setting prices
- pricing approaches
- pricing new products

#### IX. Marketing strategy

- developing a marketing strategy
- international marketing

#### X. Services marketing

- five characteristics of a service
- Harvard Service Profit chain

#### XI. Integrated marketing communications

- personal selling
- advertising and sales promotion

**Note:** Marketing is an applied science and, therefore, many of the assignments and class discussions revolve around analyzing and applying marketing concepts and tools to current business and individual situations in order to help stimulate learning and critical thinking. As a result, I attempt to use examples of companies/products with which most, if not all, students are familiar (i.e., McDonald's, Nike, etc.), and I choose examples based upon their appropriateness to illustrate marketing concepts.

#### **Students with disabilities**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Center for Academic Services at 773-244-5737, [advising@northpark.edu](mailto:advising@northpark.edu) or stop by the office located on the 2nd floor of the Student Services Building. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/ada>.

#### **Academic honesty:**

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as I will constantly strive to live up to these high standards, I expect you to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion. My definition of cheating includes but is not limited to:

- Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet
- Copying another's answers on an examination
- Deliberately allowing another to copy one's answers or work
- Signing an attendance roster for another who is not present.

With respect to group work, I will make clear my expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is North Park's mission to prepare you for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. Therefore, I expect the highest standards of you in this regard.

### **Computation of course grades**

Each graded assignment is worth a certain number of points. Note that journal entries receive the maximum amount of points if submitted on time.

One group application project	
Paper	50 points
Presentation	50 points
Three exams	100 points each
Class participation	40 points
Total Points	440 points

### **Assignments**

#### **Exams**

Three equally weighted exams will be given during the semester. The exams will assess the students' mastery of concepts covered from the lecture and textbook. Exams may be multiple choice, essay, or true/false.

#### **Team Marketing Application Project**

Student teams will be given a marketing project. The projects are designed to give students an opportunity to apply what they have learned to situations faced by marketing professionals. Many have ethical implications. The teams will present their findings in the form of a paper and presentation (maximum 15 minutes). The business world and I take team projects very seriously. It is imperative that every team member actively participates in team meetings and the project development. Students will be given the opportunity to confidentially evaluate their team members' performance. If a student receives an average team participation grade of 2 or lower (scale 1-5), his/her team project grade will be lowered by 10% (or the equivalent of one letter grade).

#### **Class participation**

Again, class participation is a critical part of this course. It includes active participation in discussions and team activities; attendance and punctuality, and being prepared for class. Text messaging, using lap tops, and other electronic media for non class purposes is prohibited; and will adversely affect your grade.

#### **Criteria for assessing class participation**

- A/A- Contributes in a significant way to the classroom discussion by regularly adding own insight, integrating with or relating concepts to real-world applications, other topics in this and other business classes, and draws relevant and appropriate observations from readings and assignments.
- B/B- Active participation, may answer only when called on, but demonstrates good understanding of concepts and application of the material to real-world situations.
- C/C- Minimal participation. Answers only when called upon with little understanding of material.
- D/D- Present but does not involve oneself in class session. Answers with little more than "I don't know."
- F Absent

#### **Criteria for grading written assignments**

**All written work is expected to be typed, double-spaced with 1" margins, and proofread.**

Criteria for grading written assignment is as follows:

- A/A- Well written with very few errors (spelling, sentence fragments, unclear sentences, etc.). Excellent analysis and well-supported conclusions. Demonstrates complex understanding of topics and integrates concepts covered throughout the course. Answers are fully and clearly responsive to questions asked.
- B/B- Moderately well-written with few errors. Good analysis and well-supported conclusions. Demonstrates solid understanding of concepts and answers are responsive to questions asked.
- C/C- Content may show average/below average understanding of material or lack of effort in completing assignment. Inadequate support of conclusions. Answers may not fully address questions asked.
- D/D- Poor overall effort with respect to comprehension of material, analysis, grammatical errors, and responsiveness to questions asked.
- F Work not submitted or of extreme inferior quality.

### **Submission of work**

Written assignments are expected to be turned in on time (at or before the start of class on the due date), and be double-spaced with 1" margins to allow me to easily insert comments. One goal of this course is to help prepare you for a career after you graduate, and the course will help model behavior that can enhance your professionalism. Therefore, no late assignments will be accepted except for extreme and extraordinary circumstances (i.e., death in the family). I repeat, **no late assignments will be accepted.** I strongly encourage you to complete assignments well ahead of the due date so sudden, unforeseen circumstances do not preclude you from competently completing and submitting on time your assignments.

Work may be submitted via e-mail to [cmcmath@northpark.edu](mailto:cmcmath@northpark.edu).

