



Principles of Marketing

Syllabus for Spring Semester, 2006
Porter Hall 4, Tuesday/Thursday, 8:00-9:50AM

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Available Hours:	Mon. & Wed. 1:00-5:00PM; Tues. & Thur. 3:15-5:00 (roughly) and by appointment

Brief Descriptor: An introduction to the principles, concepts, strategy and tactics of marketing. This course provides an overview of marketing, the empathetic art of building relationships between products and services and unique consumers, businesses and markets. Abstract theory and concepts are brought to life by case studies, examples and a major student-run marketing event at the end of the semester. In these ways, this class will serve as a training ground for evaluating marketing, creating and executing ideas, and grappling with the current trends, ethics and controversies of modern marketing.

Objectives:

- To develop a solid grasp of what marketing is, and the important ways it is changing
- To critically consider, and reasonably respond, to the marketing we are unavoidably exposed to
- To nurture the capacity to translate marketing ideas and concepts into marketing materials
- To take in, evaluate and articulately engage in individual and group discussions and projects
- To foster the empathy and the capacity to listen that is required in order to understand a target audience
- To sensitively navigate the emotional, moral and social controversies that are increasingly important in contemporary marketing
- To try one's hand at the art of marketing in the context of pricing, positioning and promoting products and services at an auction event

Course Overview

It is estimated that, every day, US consumers typically encounter over 60,000 visual impressions, sound bytes, and commercially-driven messages. These messages can manipulate or educate. They tell us of things we need, don't need, want, don't want, and didn't even know we wanted. Marketing is pervasive in Western culture, and the role of marketing is a growing subject of debate for a number of reasons (e.g. increasingly dynamic and global markets, new technology and forms of communication, ethical concerns, etc.). This course aims to introduce many of the concepts, skills and techniques that marketers use to navigate these pressing issues and concerns. Furthermore, the classroom will provide students the opportunity to begin to craft their own marketing preferences and creative style, in the context of evaluating case studies and working to execute their own initiatives. In this way, students will begin to grapple with marketing issues and discern if they have what it takes to excel in the empathetic art of marketing.

Course Format

This course is a blend of lecture and dialogue. As such, it anticipates regular attendance and full *engagement* in all individual and group activities. The lectures will be used to frame, build on and extend the subject matter covered in the readings from the text (Boone & Kurtz, 2006). While this portion of the format is fairly straight-forward, the form in which dialogue and discussion is meant to take place warrants further explanation:

Dialogue

This class is designed to feel like an ongoing group discussion, one in which you will be asked to engage in discussion and presentations that will require you to evaluate competing perspectives and defend your own views. In this vein, your voice will be a necessary part of bettering your own expression *as well as* a tool for helping others in the class to evaluate their own perspectives (*vis-à-vis* your own). This means that failing to participate will not only negatively impact you, but potentially everyone else in the room that stands to benefit from your perspective. One of the primary opportunities you will be given to engage will be in the context of case study discussions. For this reason, reading of the cases and chapters assigned before class will be essential for enabling you to meaningfully contribute. As you complete the readings, write down any questions, disagreements or ideas that it sparks. A personal journal can be helpful in this regard. One additional requirement for facilitating openness and the productive classroom dialogue that this class requires is *respect* for others.

So, *engagement* and *respect* are key qualities that will be required if you hope to excel in this class. We should expect nothing less of each other.

Core Texts

- Boone, Louis & Kurtz, David. (2006) *Contemporary Marketing*, South-Western/Thomson.
- Godin, Seth. (2005) *All Marketers are Liars: The Power of Telling Authentic Stories in a Low-Trust World*, Portfolio.

Grading

Participation (attendance + debates + respectful <i>engagement</i>)	15%
Written Assignments (mini-cases + other assignments)	15%
First Exam	10%
Second Exam	10%
Auction Participation (offering + promotion + sale + feedback)	20%
Reflective Essay	15%
Final Exam	15%

Caution: Avoid Christian Jargon

We will approach our topic from a Christian worldview, and explore it as such in class, in whatever language is edifying and appropriate to the class. However, the realm of business is generally governed by secular language and perspectives. As such, all students are asked to restrict their use of Christian jargon where possible and particularly on written essays and exams, unless clearly solicited. The one place where this does not apply is in your personal "Reflective Essay". In all other essays and exams, write as you would in a secular business context (i.e.- avoid words like 'calling', 'blessed', 'prayerfully' or 'feeling led' to do something). To the extent that these concepts are important to you (and I hope they are), you will need to express them using terminology that holds meaning in a secular context. This will require you to demonstrate a sensitivity to those unfamiliar with such concepts and a capacity to put important terms in their language, hopefully while still conveying the intended meaning. It can be difficult to exercise this skill in a business environment, and as such, this classroom hopes to offer a training ground for practicing and developing this skill.

Term Schedule

The following is subject to change. Updates and changes will be announced in class as necessary.

Date	Reading/Assignment Due
Jan.10	▪ No Reading Due
Jan.12	▪ <i>Contemporary Marketing</i> : Ch. 1- Creating Satisfaction through Relationships ▪ Begin reading: <i>All Marketers are Liars</i>
Jan.17	<i>Martin Luther King Holiday -- No Class</i>
Jan.19	▪ <i>Contemporary Marketing</i> : Ch. 2- Strategic Planning and the Marketing process
Jan.24	▪ <i>Contemporary Marketing</i> : Ch. 3- Creating an Effective Marketing Plan
Jan.26	▪ <i>Contemporary Marketing</i> : Ch. 4- The Marketing Environment, Ethics & CSR
Jan. 31	▪ <i>Contemporary Marketing</i> : Ch. 5- Consumer Behavior
Feb. 2	▪ <i>Contemporary Marketing</i> : Ch. 6- B2B Marketing
Feb. 7	First Exam
Feb. 9	▪ <i>Contemporary Marketing</i> : Ch. 7- Serving Global Markets
Feb. 14	▪ <i>Contemporary Marketing</i> : Ch. 8- Marketing Research, Support Systems & Sales Forecasting ▪ Finish reading: <i>All Marketers are Liars</i>
Feb. 16	▪ <i>Contemporary Marketing</i> : Ch. 9- Market Segmentation, Targeting & Positioning ▪ <i>Class Debate</i> : Are Marketers Liars?
Feb. 21	<i>Presidents Holiday – No Class</i>
Feb. 28	▪ <i>Contemporary Marketing</i> : Ch. 10- Relationship Marketing, CRM & One-to-One
Mar. 2	▪ <i>Contemporary Marketing</i> : Ch. 11- Product & Service Strategies
Mar. 7	▪ <i>Contemporary Marketing</i> : Ch. 12- Category & Brand Management; New Product Dev.
Mar. 9	Second Exam
Mar. 14-16	<i>Spring Recess – No Class</i>
Mar. 21	▪ <i>Contemporary Marketing</i> : Ch. 13- Marketing Channels and Supply Chain Management
Mar. 23	▪ <i>Contemporary Marketing</i> : Ch. 14- Direct Marketing and Resellers: Retail & Wholesale
Mar. 28	▪ <i>Contemporary Marketing</i> : Ch. 15- Integrated Marketing Communications
Mar. 30	▪ <i>Contemporary Marketing</i> : Ch. 16- Advertising and Public Relations
Apr. 4	▪ <i>Contemporary Marketing</i> : Ch. 17- Personal Selling and Sales Promotion ▪ <i>Class Debate</i> : Is Evangelism Marketing?
Apr. 6	▪ <i>Contemporary Marketing</i> : Ch. 18/19- Price Concepts, Approaches & Strategies
Apr. 11	▪ Auction item class presentations
Apr. 13	▪ Auction item class presentations
Apr.14,17	Easter Break
Apr. 18	▪ Auction item class presentations
Apr. 20	Auction
Apr. 25	▪ <i>Contemporary Marketing</i> : Ch. 19- Pricing Strategies
Apr. 27	▪ Reflective Essay- Due
May. 2	Final Exam

Marketing Mini-Cases

During the course of this semester, each student is required to create at least one marketing mini-case for class discussion. This can be any message you've read or heard in any place, channel or media that is in some intentional way meant to help market a product or service. When you find something interesting that you think the rest of us can learn from: 1) Introduce it to the class, 2) Be prepared to field some questions from your classmates, and 3) Write a mini-case analysis of the message. You will be allotted approximately 10 minutes of class time.

Suggested Format:

Introduction:

Introduce company, product/service, and featured marketing element

Analysis:

Who is the intended audience?

Primary:

Secondary:

Other/unintended:

What is the intended message?

Primary:

Secondary:

Other/unintended:

What is the chosen delivery mechanism/channel?

Primary:

Secondary:

Other/unintended:

What results or achievements are likely hoped for?

Primary:

Secondary:

Other/unintended:

Poll the class: Is this marketing element a Hit or a Miss?

(Be prepared to tally the results, write the result on the report, and ask classmates to explain their reasons)

Hit

Miss

Conclusion:

In your opinion, what would make this marketing element better? (e.g. different intentional (or unintentional) audience, message, delivery or result)

What is your basis/support/research for making such a conclusion?

Note: Integrate theory and concepts from class where useful in explaining this marketing initiative (e.g. – Which step of Maslow's needs hierarchy is the message targeting? What is the message using as a key differentiating strategy? Which stage of Godin's/Moore's adoption curve is the product/service currently in? Could it have passed Godin's 2-part test (p.108)?)