



**Syllabus (draft)**  
**Principles of Marketing, 660.250**  
**Summer 2017**  
**(3 credits)**

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TA:

LOCATION/TIME: Hodson TBD; MTTH 1-3:30 p.m.

REQUIRED TEXT: Marketing, 13th ed., (ISBN 978-0078028892) by Kerin et al, McGraw Hill/Irwin, 2017. *Older editions will NOT correspond to quizzes!*

RECOMMENDED: MLA Handbook for Writers of Research Papers, by Joseph Gibaldi, 7th edition (ISBN 978-1-60-329024-1), MLA Publishers, 2009. This reference paperback or one comparable is required for all groups to insure adherence to standard formatting for footnotes and the bibliography.

COURSE OBJECTIVES:

1. To provide insight into the role of marketing within an organization.
2. To help students gain an understanding of key marketing concepts and principles.
3. To provide students with the opportunity to evaluate and formulate marketing strategies.
4. To challenge students to consider ethical and global issues relevant to contemporary marketing.
5. To encourage students to consider marketing as a career.

## METHODOLOGY:

These course objectives will be pursued through the use of class and group discussion, DVD concept cases, a guest speaker, case studies, application assignments and a group project with written and oral presentation components. Class time will be devoted to covering key concepts and enhancing student understanding through examples/applications. Integration of real-world applications by the Professor, a former marketing practitioner who worked at Harper & Row, London Fog and LWW Medical Publishers, will provide additional insights into how concepts are applied in both for-profit and non-profit organizations.

## COURSE PROCEDURES:

1. Prior to every class, each student is expected to read the assigned chapters and case studies. This includes all vignettes and boxed material within the chapters. Students should come to class prepared to share their thoughts and views on the readings and also prepared with any questions they had on the material.
2. **If you must miss a class, it is your responsibility to get the notes from lecture, videos, cases, speakers, etc. from another student and/or have a student tape record the lecture.** (Please note that most of the DVD clips shown in class belong to the instructor and are not available for viewing at the library. In addition, about one-half of the mid-term exam questions are drawn from in-class exercises, cases, DVDs and guest speaker content.)
3. All assignments must be typed and submitted at the beginning of class on the due date. **Late work will not be accepted. Assignments turned in late will receive a zero. If a student knows they will not be in class on a day a quiz will be taken or an assignment is due, it is the responsibility of the student to call the instructor and arrange to email or fax the homework to the instructor prior to class or by a mutually agreed upon time.** For extreme illness and other emergency situations, students are required to obtain documentation from their College's Advising Office for submission to the instructor.
4. All assignments must be typed using double spacing and 11- or 12-point type. **Points will be deducted for submissions that are handwritten. Multiple paged assignments must be paginated and stapled. Please do not use paperclips.**
5. All assignments should be spell-checked and grammar checked prior to submission. Points will be deducted for spelling and grammar errors.
6. **No make-up quizzes or exams will be given (and there are no "extra credit" assignments at the end of the semester to make up for missed quizzes).** If students arrive late to class and miss a portion of the quiz or exam period, they will have to do the best they can in the time remaining. **Students should not make air travel arrangements prior to consulting the syllabus for the mid-term and final project presentation dates.**
7. **Ethics Statement:** Cheating is wrong. Cheating hurts our community by undermining academic integrity, creating mistrust, and fostering unfair competition. The university will punish cheaters with failure on an assignment, failure in a course, permanent transcript notation, suspension, and/or expulsion. Offenses may be reported to medical, law, or other professional or graduate schools when a cheater applies. Violations can include cheating on exams, plagiarism, reuse of assignments without permission, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and

falsification, lying, facilitating academic dishonesty, and unfair competition.  
**Ignorance of these rules is not an excuse.**

In this course, each student has the responsibility to document the following in individual and group papers:

- a) Quotations (the exact words/data from another person);
- b) Paraphrase (the rewording of another person's ideas/data);
- c) Combination of quotation and paraphrase.

**This applies to all sources of information, including company brochures, phone or in-person interviews and Internet information.** All outside sources of information should be clearly acknowledged. If there is any doubt or question regarding the use and documentation of outside sources for academic assignments, the MLA stylebook should be consulted.

**Report any ethics violations you witness to the Instructor.**

On every exam, you will sign and date the following pledge: "I have completed this exam without unauthorized assistance from any person, materials or device."

For more information, see the guide on "Academic Ethics for Undergraduates" and the Ethics Board web site ([www.jhu.edu/ethics](http://www.jhu.edu/ethics)).

8. The University's policy on disability accommodations is as follows: students must present their instructor with a letter from the Director of Academic Advising in Arts & Sciences or the Office of Disability Services, stating the disability and the exact accommodations needed. If the student is unable to provide a letter, no special accommodations will be provided. **Students are strongly urged to present this letter by the second class period—and well ahead of a mid-term since seating in the Disability Services office must be reserved.**

#### STUDENT LEARNING METHODS/COURSE REQUIREMENTS:

Class Participation. Students are expected to complete all assignments on time, to attend all classes and to be prepared for discussion sessions. Students should have read, studied and thought about the assigned material for each class—this includes cases at the end of each part/section. Students are expected to arrive at class on time. **Daily quizzes will be given at the beginning of class and students who arrive late will have to do their best in the time remaining.** Participation points will be deducted for students who leave class early—i.e. after they have taken the quiz.

Quizzes. In order to encourage students to do the assigned reading in advance of class, a quiz will be given at the beginning of each class period. This quiz will consist of five multiple choice questions that cover major concepts from the current period's assigned reading and will be worth up to 10 points, 2 points for each question. The quiz questions will be application oriented, so students should make sure they understand the concepts discussed in the readings. **No make up quizzes will be given after the class meeting. In the case of an extreme emergency, and only if the student has contacted the Instructor prior to class, an alternate quiz may be given prior to class. If students miss a class for any reason, their quiz grade will be zero for that day.** Only the top 9 of the 10 quiz grades will be counted, for a total of 90 quiz points for the semester. Studying for the daily quizzes will not only prepare students for class and the group project, but also make preparing for the midterm much easier.

Market Segmentation Application Assignment. This assignment is to be done **individually**. For each of the products listed below, each student will need to state one (1) viable "consumer" target market and then identify the segmentation base(s) that applies to the market they described. The bases to be illustrated for this assignment include Geographic, Demographic, Psychographic, Benefits Sought and Usage rate. For demographic and psychographic segmentation bases identified, students must specify the variables (i.e. age and gender for demographic; personality, values or lifestyle for psychographic) that apply. See text chart on consumer segmentation. **You are working with the following five products, so at least three (3) different segmentation bases (in total, not for each product) must be illustrated correctly for this assignment in order for you to be eligible to earn an "A" grade.** Products: 1) iPhone; 2) Orange juice with added calcium; 3) Life insurance policy; 4) Diet coke with lime; and 5) Child's bicycle. **Please number your products, target markets and segmentation bases, so that it is clear to the Instructor which bases correlate with which target markets. NOTE: This assignment must be typed.**

Financial Analysis For Marketers. This assignment, to be done **individually**, will serve to familiarize students with some of the basic analyses performed by marketers to aid them in decision making and marketing planning. In addition, it will aid in preparing students for the sections of the group project that require basic financial analysis and it will provide all students with basic practice using Excel. (Those enrolling in Marketing Strategy, the upper-level case course, will build more involved spreadsheets to analyze case data.) Answers for this assignment must be clearly numbered and must be typed. Students who have not had exposure to accounting/finance, or have never used Excel, may schedule a meeting with the C.A. if they have any questions regarding this assignment. Refer to page 9 for the assignment questions.

Group Project—Marketing Plan. The group project (5-6 students per group) will provide students with an opportunity to apply their business and marketing skills in a real world setting. The project requires the group to research the marketing plan for a **consumer** product of its choice (**that has been on the market for at least one year and is manufactured by a public company**). There are two components for this assignment: an oral Powerpoint presentation and a written report. Guidelines for the project are included on pages 9-11 in this syllabus. Sample written plans and oral presentations from last semester's class can be examined but not photocopied during the C.A.'s office hours. A sampling of products chosen in the past include: Splenda, Silk Soy Milk and Nutella.

Case Studies. Several case studies will be analyzed in class during the semester and will count toward your participation grade. Ad-hoc groups formed in class will be responsible for developing a SWOT analysis (SWOT worksheet provided by instructor), providing marketing strategy recommendations and sharing them with the class.

Examination. The mid-term examination will consist of multiple choice and short-answer questions that are primarily "application" oriented. All work on examinations and assignments (other than the group project) is expected to be done honestly and independently of other students. Failure to comply will result in a score of zero for the work in question. **NOTE: The dates for the mid-term and the final project presentation are included in this syllabus. Students must make air travel plans that do not conflict with these dates.**

GRADING:

	<u>Points</u>	<u>Percent of Grade</u>
Class participation In-class exercises/cases, discussions Attendance	50	12.5%
Quizzes (10 points/quiz, best 9 out of 10)	90	22.5%
Market Segmentation Application Assignment	30	7.5%
Financial Analysis for Marketers Assignment	30	7.5%
Group Project Oral presentation (20 points) Written report (80 points)	100	25.0%
Exam Mid-term (100 points)	100	25.0%
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Total points available	400	100%

Grades will be awarded on the following basis:

<u>Percentage</u>	<u>Letter Grade</u>
97% and above	A+
93%-96%	A
90%-92%	A-
87%-89%	B+
83%-86%	B
80%-82%	B-
77%-79%	C+
73%-76%	C
70%-72%	C-
60%-69%	D
Below 60%	F

COURSE SCHEDULE—MARKETING PRINCIPLES (SUMMER)

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
July 3	<p>Course Introduction &amp; Syllabus Review                      Group Exercise: “Consuming” a College Education                      DVD: Chobani                      Sample quiz (not graded)                      Exercise: SWOT Analysis—Johns Hopkins University                      DVD: John Deere                      Syllabus review</p>	Ch. 1, 3
July 6	<p>The Marketing Environment &amp; Ethics/Social Responsibility  <b>Quiz #1</b>                      Group Exercise: Strategic Planning for Medical Journals                      In-class case: BP’s Deepwater Horizon (D-4)                      Exercise: Ethical dilemmas in business                      DVD: Toyota  <b>Due: Names and email addresses of 5 group members, Editor(s) and Powerpoint Expert and product chosen</b></p>	Ch. 2, 4 <b>Appendix A</b>
July 10	<p>Consumer Behavior &amp; Organizational Markets  <b>Quiz #2</b>                      Exercise: Influences on consumer behavior                      Article: Neuromarketing                      DVD: Vermont Teddy Bear                      Exercise: B to B Marketing at LWW Publishers                      DVD: Energy Performance Systems</p>	Ch. 5, 6
July 11	<p>Global Markets &amp; Market Research  <b>Quiz #3</b>                      Exercises Language and Cultural Differences                      DVD: ETEC Autocite                      Exercise: Analyzing Journal Readership Survey Results                      DVD: Mercedes-Benz                      Midterm format and study tips                      Review sample “A” Projects</p>	Ch. 7, 8
July 13	<p>Segmentation &amp; Developing New Products  <b>Quiz #4</b>                      Exercise: Evening MBA Programs                      Group Exercise: London Fog Raincoats                      Group Exercise: Perceptual Mapping                      In-class case: Medtronic in China (D-10)                      DVD: Greptile Grip</p>	Ch. 9, 10
July 17	<p>Managing Products &amp; Managing Services  <b>Quiz #5</b>                      Group Exercise: The Product Lifecycle                      DVD: Procter &amp; Gamble’s Secret Deodorant                      Group Exercise: Marketing the AMA Scholarship Award                      DVD: Peapod  <b>Due: Market Segmentation Assignment</b></p>	Ch. 11, 12

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
July 18	<b>Midterm (Chapters 1-12)</b>	
July 20	Pricing <b>Quiz #6</b> In-class case: Health Cruises (D-13) Exercise: Pricing Medical Journals DVD: Watson Pharmaceuticals Due: Group Project Introduction (10 points)	Ch. 13, 14 <b>Appendix B</b>
July 24	Guest Speaker: TBD No quiz	
July 25	Channel Decisions & Retailing <b>Quiz #7</b> Exercise: Channel Structures DVD: Creston Vineyards In-class case: Loblaws (supplemental/not in text)	Ch. 15, 16
July 27	Integrated Marketing & Advertising <b>Due: Financial Analysis for Marketers</b> <b>Quiz #8</b> In-class case: Zwaggle DVD: Mountain Dew In-class exercise: Creating a print advertisement DVD: Capital One	Ch. 17, 18
July 31	Social Media & Personal Selling <b>Quiz #9</b> Exercise: Using Social Media to Market Yourself Role Play: Mock job interview Exercise: Resume critique Role Play: Selling College Textbooks to Professors	Ch. 19, 20
Aug. 1	Interactive Marketing & The Strategic Marketing Process <b>Quiz #10</b> Exercise: JHU Book Co-op DVD: Pizza Hut Team time	Ch. 21, 22
Aug. 3	Group Project Presentations—Groups 1-3 <b>Due: Hard copy of written and oral slides (at start of class)</b>	

## FINANCIAL ANALYSIS FOR MARKETERS ASSIGNMENT

This assignment must be completed by students **individually**. **Students must create two separate excel spreadsheets for each assignment part below. Answers for the questions pertaining to each spreadsheet must be numbered, lettered and typed below the spreadsheet, on the same page. Partial credit will be given on this assignment.** It is worth a total of 15 points.

### I. Sales Performance/Market Share Questions:

1. a) Set up a professional looking, easy-to-read spreadsheet in excel using the data below. Provide column totals where relevant. Then, calculate unit and revenue market shares for each company. *Make sure to use the Excel format toolbar to format price, revenue and market share column figures.* Points will be deducted for figures that are not formatted and headers that are not aligned over columns! Make sure to provide a **relevant title** for your spreadsheet.

Company	Units	Unit Price	Unit Market Share (%)	Revenue	Revenue Market Share (%)
A	2,000	\$5			
B	50	\$4,000			
C	100	\$100			
D	25	\$50			
TOTAL			100%		100%

- b) Which company has the greatest revenue market share?
- c) Does high unit market share guarantee high revenue market share? Explain your answer in one or two sentences.

### II. Income Statement Questions:

1. a) Assume that the cost of sales for Company A in question 1 above is 70% of revenue and the general/administrative costs are 12% of revenue. Set up a spreadsheet for this company's Income Statement using the format below to calculate profit (before taxes) for Company A. Provide a **relevant title** for this spreadsheet.

Item	Amount (\$)
Sales	
Cost of Sales	
Selling, General & Admin. Expenses	
Profit	

- b) Consider each of the 3 line items from the income statement above (other than profit) and list three (3) different ways (1 for each line item) that Company A can increase its profit. For each, provide 1 sentence that explains your answer (use course concepts where possible).
- c) Based on what we've studied to date, which of the three line items noted in part b) does the marketer have substantial control over? Explain your answer in one sentence.

## MARKETING PLAN GROUP PROJECT

### I. Objectives:

1. **To provide an opportunity to fully explore the strategic marketing planning process.** Students will have the challenge of researching the marketing plan of a specific product, from performing the environmental analysis associated with the strategic planning process, through determining the marketing tactics being implemented via the marketing mix.
2. **To challenge students to develop research and critical thinking skills.** Students will become familiar with primary and secondary sources of general business and marketing-specific information. In addition to the traditional sources of information found in the library, students are required to use the Internet to secure relevant information on their product. Students must meet with local channel members who distribute this product (i.e. distributors, retailers, sales reps). The group must analyze the information gathered, determine the marketing plan being followed by the company for the product, identify the strengths and weaknesses of the plan and then recommend an appropriate growth strategy for the organization.
3. **To enhance team-building and communication skills.** Success in any business/marketing environment requires working well as a team and communicating effectively. This project will help prepare students and develop these skills.

### II. Group Project Requirements:

1. **Written Report Guidelines.** The paper should be approximately 15 pages long (excluding the Table of contents, Bibliography and Appendices). All papers should also be appropriately organized with a title page, table of contents, headers and subheads, footnotes, etc. While the content of the paper will determine the bulk of the grade for the written portion of the project, points will be deducted for lack of organization and spelling/grammar errors. In addition, the report should not look or read like several different people wrote it. Groups are responsible for editing the final paper so that it reads smoothly.

## Marketing Plan Written Report Format and Point Allocations

The Kerin text provides a template for a marketing plan (Appendix A). There are several modifications to this template for this class, however, so please use the outline below! See the PetSmart example on Blackboard for more detailed information. Also refer to the channel member interview questions/answers on Blackboard. Plans must include the following sections:

- i. **Title Page**, include team member's names, date and "Marketing Plan for Product X"
- ii. **Executive Summary** (synopsis of every section, 1-2 pages)
- iii. **Company Description** (brief history, 1 page)
- iv. **Strategic Focus and Plan** (Mission, Goals for the firm & your recommended growth alternative, Core Competency/Sustainable Competitive Advantage, 1-2 pages)
- v. **Situation Analysis** (SWOT worksheet in appendix, plus, Industry, Competitor, Company and Current Customer Analysis in paragraph format, 4-6 pages)
- vi. **Market-Product Focus** (Description of the target market, Bases for segmenting markets, Points of differentiation, and Product/service positioning, 2-4 pages)
- vii. **Marketing Mix for Current Product** (3-4 pages)

Product: stage in lifecycle, positioning, perceptual map (appendix), label/package

Pricing: pricing strategy

Distribution: market coverage, channels structure(s), channel diagram. Includes the Internet if it is used for direct sales.

Promotional Mix:

Advertising (TV, newspaper, magazine, on-line, etc.)

Personal Selling (sales force organization, size, role of sales rep., etc.)

Sales Promotion (use of contests, rebates, coupons, in all media, including social)

Public Relations (description of PR efforts for new/existing products and description of programs that promote social responsibility)

- viii. **Recommendation for New Products or New Markets** (see text, page 38 for growth strategies) including fully developed marketing mix and 3-year financial projections which include a marketing budget (3-4 pages)

Product: branding (if changed), positioning (if changed), label/package

Pricing: pricing strategy

Distribution: market coverage, channels structure(s), channel diagram (appendix).

Promotional Mix:

Advertising (TV, newspaper, magazine, on-line, etc.)

Personal Selling (sales force organization, size, role of sales rep., etc.)

Sales Promotion (use of contests, rebates, coupons, in all media, including social)

Public Relations (description of PR efforts for new/existing products and description of programs that promote social responsibility)

- ix. **Conclusion** (Paragraph that wraps up report and summarizes your recommended strategy, ½ page)
- x. **References** (Includes primary and secondary data sources, at least 10 sources are appropriate for work of this length and depth.
- xi. **Appendices** include the perceptual map, distribution channel diagram(s), channel member interview transcription, detailed charts, graphs or lists and sample ads/mock-ups related to recommendations.

2. **Group Participation.** All group members should contribute equally to the preparation of the written report. Each person in the group will be asked to assign their fellow group members a participation score ranging from 100 (those who performed their fair share of work) to 0 (for those who performed none of the work). These peer evaluations will then be used to determine the percentage of points from the group paper grade which will be given to each group participant. For example, if a group paper receives 64 out of the 64 possible points, but one of the group members has done half the work that everyone else did (indicated by an average of 50 points of the possible 100 assigned by the other group members) then that person will receive 40 points (out of 80) for the group project report grade. **If there appears to be a problem with a particular group member's lack of cooperation or effort that cannot be resolved by discussing it with them constructively, please contact the instructor as soon as possible.**
  
3. **Oral Presentation Component.** Each group will provide a 20 minute presentation to the class. Each group member must talk for about 3 minutes, with each individual receiving a separate grade for their portion of the presentation (20 points). The oral presentation should follow the general structure of the written report but exclude the executive summary. When creating Powerpoint slides, students must make sure to include the source for data or paraphrased information at the bottom of each slide (refer to page 2, #7 in this syllabus). In addition, keep in mind the following:
  - Presenting groups are expected to arrive 10 minutes prior to the start time to set up their equipment and table display. **If group members arrive late, the entire group will be penalized points for the oral presentation.**
  - Students are expected to dress in business casual or business professional attire for this presentation.
  - Speakers will be evaluated on eye contact with the class, minimal use of notes, enthusiasm, effective use of Powerpoint slides and communication effectiveness.
  - Speakers may use note cards but they should not be read.
  
4. **Selection of Product.** It is suggested that you locate the NAICS code (in the library) to identify the specific code of the product you are considering for your project. Products that are lumped together under one code as opposed to having their own unique code will be more difficult to obtain data on since many of the directories you will be using will itemize information by NAICS code. **In addition, it is strongly recommended that only products that have been on the market for at least one year and products manufactured by public companies** (traded on a major stock exchange) are chosen.