Instructor: Dr. Christy Ashley
Format: Online; required meetings on Zoom each Tuesday and Thursday from 12:30 – 2:30; asynchronous work required between Zoom meetings
Dates: January 4 – January 22

Course Description
LEC: (3 crs.) An introduction to marketing from a managerial viewpoint. Examines social, economic, technological, legal, ethical, and other environmental factors and their impact on product, price, promotion, and distribution decisions in a worldwide market. (Lec. 3, Online 3) Open to students with 24 credits or permission of dean's office. Proficiency test available if course was taken at a non-AACSB program prior to transfer to the University.

Course Goals
- To understand marketing concepts and the factors that influence marketing decisions.
- To appreciate the vital role of marketing in today’s global economy.

Student Learning Outcomes
Upon successful completion of this course, each student will be able to:
1. Use the marketing lexicon.
2. Apply marketing frameworks, analytical skills, and appropriate ethical standards to solve marketing problems.
3. Make informed marketing decisions that balance environmental, social, and economic needs and consider sustainability goals, global issues and forces.
4. Describe how marketing impacts your major or field of interest.
5. Conduct a marketing planning project.

Required Texts/Readings Textbook
Assignments and Grading Policy

Introductory Activities (5%, 50 points)
By January 5th, you will be asked to review the syllabus, watch two videos, respond to questions about each, and write a brief statement of commitment to the course. Successful completion of these activities is worth 50 points.

Segmentation Exercise (5%, 50 points)
Primary Learning Outcome: LO1, Use the Marketing Lexicon; LO2, Apply marketing frameworks, analytical skills, and appropriate ethical standards to solve marketing problems
A Segmentation Exercise will be completed outside of synchronous class time on McGraw-Hill Connect®. It is worth 50 points.

Practical Assessments (35%, 350 points)
Primary Learning Outcomes: LO1, Use the Marketing Lexicon; LO2, Apply marketing frameworks, analytical skills, and appropriate ethical standards to solve marketing problems; LO3, Make informed marketing decisions that balance environmental, social, and economic needs and consider sustainability goals, global issues and forces; and LO4, Describe how marketing impacts your major or field of interest
Seven practical assessments will be completed. These self-directed assignments are due outside of synchronous class time on assigned days. Each assessment is worth 50 points.

Adaptive Learning Exercises (25%, 250 points)
Primary Learning Outcomes: LO1, Use the Marketing Lexicon; LO2, Apply marketing frameworks, analytical skills, and appropriate ethical standards to solve marketing problems; LO3, Make informed marketing decisions that balance environmental, social, and economic needs and consider sustainability goals, global issues and forces
Individual students will engage in adaptive learning exercises. These self-directed assignments are due prior to class time on assigned days. A video that is assigned as part of the introductory course activities explains adaptive learning exercises. Each exercise is worth 50 points (250 points total).

Mini-Simulations (15%, 150 points)
Primary Learning Outcomes: LO1, Use the marketing lexicon; LO2, Apply marketing frameworks, analytical skills, and appropriate ethical standards to solve marketing problems; LO3, Make informed marketing decisions that balance environmental, social, and economic needs and consider sustainability goals, global issues and forces
Two mini-simulations will be done in the MH Connect Course: Buyer Behavior and Integrated Marketing Communications. Each mini-simulation is worth 75 points.

Class Participation: Marketing Planning Project (15%, 150 points)
Primary Learning Outcomes: LO1, Use the marketing lexicon; LO2, Apply marketing frameworks, analytical skills, and appropriate ethical standards to solve marketing problems; LO3, Make informed marketing decisions that balance environmental, social, and economic needs and consider sustainability goals, global issues and forces; LO4,
Describe how marketing impacts your major or field of interest; LOS, Conduct a marketing planning project
A marketing planning project will be done during synchronous class and will be worth 150 points. Benchmarks will provide opportunities to integrate and apply the marketing frameworks, analytical skills, and ethical standards introduced in the chapters. Students will practice making informed decisions that balance environmental, social, and economic needs and consider sustainability goals, global issues, and other forces. 50 points will be allocated to the successful completion of benchmarks I and II (25 points each). 50 points will be allocated to benchmarks III and IV (25 points each). 50 points will be allocated to the plan and its presentation. Assignment details and rubrics will be distributed in class.

Late work will not be accepted without advanced permission from the instructor. Late work will have a 10% penalty for each day that it is late, where day 1 begins immediately following the time it is due and each subsequent day accrues at 24-hour intervals.

Grading Scale
A 93-100
A- 90-92.99
B+ 87-89.99
B 83-86.99
B- 80-82.99
C+ 77-79.99
C 73-76.99
C- 70-72.99
D+ 67-69.99
D 60-66.99
F <60)

INSTRUCTOR POLICIES

Accommodations for Special Needs
Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 302 Memorial Union, Phone 401-874-2098.

Academic Honesty & Integrity
Students are expected to be honest in all academic work. A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity.
The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another’s work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another’s academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors.

If you consult other sources (class readings, articles or books from the library, articles available through internet databases, or websites) these MUST be properly documented, or you will be charged with plagiarism and will receive an F for the paper. In some cases, this may result in a failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the following websites: the URI Student Handbook, and Sections 8.27.10 – 8.27.21 of the University Manual (web.uri.edu/manual/).

Any good writer’s handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

**Academic Enhancement Center**

The work in this course is complex and intensive. To do the best you can, it’s a good idea to visit the Academic Enhancement Center (AEC) in Roosevelt Hall. The AEC offers a comfortable environment in which to study alone or together, with or without a tutor. AEC tutors can answer questions, clarify concepts, check understanding, and help you to study. You can make an appointment or walk in during office hours — Monday through Thursday from 9 am to 9 pm, Friday from 9 am to 1 pm, and Sunday from 4 pm to 8 pm. For a complete schedule — including when tutors are available specifically for this class — go to web.uri.edu/aec, call (401) 874-2367, or stop by the fourth floor in Roosevelt Hall.

**The Writing Center**

The Writing Center is for “all writers, all disciplines, at all levels, and all stages of writing.” If an instructor suggests that you go to the Writing Center, it is not a punishment, and does mean that you are a terrible writer. It means the instructor wants you to receive more individualized attention to your writing than s/he is able to provide,
given the constraints of the class. It will only improve your grade. If possible, call ahead for an appointment (401-874-2367). Drop-in tutorials are often available. You may make repeat appointments, requesting the same tutor each time if you wish. See their Web Page: web.uri.edu/aec/writing/ for tips on how to make the best of your Writing Center visit.

Standards of Behavior
Students are expected to treat faculty and fellow classmates with dignity and respect. Students are responsible for being familiar with and adhering to the published “Student Code of Conduct” which can be accessed in the University Student Handbook (http://web.uri.edu/studentconduct/student-handbook/).

The University of Rhode Island is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value each other’s opinions
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the University of Rhode Island community

If you must enter the Zoom meetings late, please do not disrupt the class. Please turn off all cell phones and chat, as well as other electronic devices, during the Zoom meetings.

You are allowed to keep your camera off. However, since I cannot see if you are engaged, and I feel your engagement is critical to learn in the synchronous sessions, I am allowed to call on you more frequently if your camera is off.

Here are three general rules for email, and how they relate to email communications related to this class.

1. **Each email should have a meaningful subject line.** For this class, when you send email to me or your teammates, you should include the name of the course and your section number, as well as a subject that helps double as a “filing label.” If you are responding to a previous email thread, please change the subject so it is appropriate for the current communication (so people do not think they already responded or underestimate the urgency of the communication).

2. **Each email should have an appropriate salutation.** Please use Dear Dr. Ashley to begin your email communications with me. Your salutation is your first impression in an email. Avoid salutations like Hey, Hi, or addressing someone informally if a
protocol does not exist to do so. In business environments, the senior level professional sets the level of formality.

3. **Professionalism.** Be sure that your message is clearly expressed with attention to spelling, capitalization, punctuation and grammar, using complete sentences in order to convey a professional image and ensure clarity. An e-mail IN ALL CAPS SCREAMS at the reader while shortcuts, such as U 2 dude, brand you as unprofessional. Profanity or abusive language always destroys your credibility.

**Class Attendance**
Students are expected to attend class on Zoom and participate in classroom activities during class. Occasionally, students may miss class activities due to illness, severe weather, or sanctioned University events. Also, it is the policy of the University of Rhode Island to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students desiring to observe a holiday of special importance must inform each instructor and discuss options for missed classes or examinations. See Sections 8.51.11 – 8.51.14 of the University Manual for policy regarding make-up of missed class or examinations.

*The schedule is subject to change with fair notice in class and on Brightspace.*

**Course Schedule**

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<tr>
<th>Date</th>
<th>Topics, Readings, Assignments, Due Dates, Deadlines</th>
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| 1/04 | Introductory Activities Assigned (Videos, Syllabus, Statement)  
Read Part I: Marketing Overview |
| 1/05 Before Class | Introductory Activities Due  
Complete Overview of Marketing: Practical Assessments  
Complete Values and Ethics: Adaptive Learning Exercise |
| 1/05 Class | 12:30 – 2:30  
Marketing planning introduction  
Benchmark I Assigned |
| 1/06 | Read Part II: Marketing Strategy  
Complete Strategic Planning: Practical Assessments |
| 1/07 Before Class | Strategic Planning and Marketing Environment: Adaptive Learning Exercise |
| 1/07 Class | 12:30 – 2:30  
Benchmark I Due  
Benchmark II Assigned |
| 1/08 | Read Part III: Today’s Marketing Environment  
Read Marketing Research  
Complete Global Marketing: Practical Assessment |
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<th>Date</th>
<th>Assignment</th>
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| 1/11 | Complete Marketing Research: Practical Assessments  
Read Consumer Behavior |
| 1/12 Class | Class meets 12:30 – 2:30  
Benchmark II Due  
Benchmark III Assigned |
| 1/13 | Complete Consumer Behavior: Practical Assessments  
Read Part 5: Segmentation, Targeting, Positioning |
| 1/14 Before Class | Complete Consumer Behavior: Mini-Simulation  
Complete Segmentation Exercise |
| 1/14 Class | Class meets 12:30 – 2:30  
Benchmark III Due  
Benchmark IV Assigned |
| 1/15 | Complete Positioning: Practical Assessments  
Read Product, Branding, and Packaging  
Read New Product Development |
| 1/18 | Complete Products and New Product Development: Adaptive Learning Exercise |
| 1/19 Class | Class meets 12:30 – 2:30  
Benchmark IV Due |
| 1/20 | Read Integrated Marketing Communications  
Read Digital Marketing  
Read Customer Relationship Management |
| 1/21 Before Class | Complete Integrated Marketing Communications: Practical Assessment  
Complete Digital Marketing and Customer Relationship Management:  
Adaptive Learning Exercise |
| 1/21 | Class meets 12:30 – 2:30  
Marketing plan presentations due |
| 1/22 | Submit Integrated Marketing Communications mini-simulation |