Instructor Name: Alexandra Cain
E-mail: alexandra_cain@uri.edu
Office: White Hall 317
Office Hours: Monday and Tuesday, 1:00-2:00pm or email for appointment

Course Catalog Description:

(3 credits) 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.

Enrollment Requirements:

Open to students with 24 credits or permission of dean's office.

Course Objectives

- Provide a robust breadth & depth overview of the marketing discipline and its role in business and general management
- Develop analytical and critical thinking skills to assess and understand the marketplace, specifically:
  - Knowledge of the role of the external environment in marketing strategy (domestic and international)
  - Knowledge of marketing mix elements
  - Knowledge of segmentation process, targeting and positioning
  - Knowledge of core consumer behavior concepts
- Deliver a foundation on the role of marketing in driving value for business, specifically:
  - Value creation in existing and new products & services
  - Knowledge of the role of pricing and value delivery
  - Knowledge of value communication in media, PR, advertising and sales

Learning Outcomes

After successful completion of this course, you will be able to:

- Understand the role of marketing within business and general management
- Design and implement a basic marketing strategy
- Conduct marketplace analyses using standard marketing frameworks
- Understand the core tenets of value propositions
- Apply marketing concepts and strategies to real world marketing problems
- Demonstrate higher order thinking and critical thinking
- Realize ethical dilemmas and apply decision making tools
- Work in teams
Required Texts & Technology

*M: Marketing* (Grewal / Levy) 8\(^{th}\) edition. ISBN: 9781264131181

The above is the hardcover, but you are welcome to use eBook or spiral bound versions of the text. Older versions are available, but I recommend using the 8\(^{th}\) edition as exam content will be used directly from the text.

Deliverables and Weights

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Weight</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exams (4)</td>
<td>60%</td>
<td>600</td>
</tr>
<tr>
<td>Class Participation and Activities</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Current Event Series and Discussion</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>1000</td>
</tr>
</tbody>
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Class Standards

- This class meets four times per week, in person.
- Please make every effort to attend every class for your learning and contribution to an engaging classroom experience.
- Electronic devices are welcome (encouraged) in class, to support learning. Please be mindful that they do not serve as a distraction to you or those around you.
- Masks are optional. Please feel free to wear a mask or use distancing if needed to protect yourself from COVID19.
- Please stay home if you are ill and email me if you will not be in class. There is no need to secure a note from Health Services regarding mild illness.
- If you miss a class, recordings will be available on Brightspace. You can find them on the Content tab, on the left-hand menu bar labeled Lecture Recordings.
- Course materials are for your use only and are not to be shared or posted to other sites.
- Please never be shy in asking questions. I am here at any point to support you and discuss how you are doing in class.

I believe in reciprocity in learning, meaning that I believe that I will learn from all of you throughout our time together. I look forward to hearing your ideas, perspectives and what is interesting and exciting to you. The most important intangible element that I will bring to this course is respect for your time and unique experience, and an open mind in which to hear and meet that experience. I ask that you do the same for me and for your classmates.
Exams (60%)
There will be four exams given at 150 points each to assess your understanding of course material throughout the semester. Please see the syllabus for the dates of the exams. Content for the exams will come directly from the required readings and lecture content. Exams will be open book and should be completed individually.
- Exam 1 – Chapters 1-4
- Exam 2 – Chapters 5-8
- Exam 3 – Chapters 9-13
- Exam 4 – Chapters 14, 16, 17, 18, 19

Class Participation and Activities (20%):
Class participation is a critical element of this course. It is inclusive of attendance, preparedness, punctuality, verbal participation, active listening and responding to your classmate’s perspectives. A rubric for participation can be found below. In short, the expectation for participation in this course is that you arrive on time, prepared for class (as in doing the required reading in advance), demonstrate active listening, participate in discussion, and be prepared to support your comments with rationale (or even better, specific examples or data). The discipline of doing the work and then being able to share your point of view will be critical to you as you advance both at URI, in internships and your career. Please consider this class a space to sharpen these skills.

If you miss a class, recordings will be available on Brightspace. You can find them on the Content tab, on the left-hand menu bar labeled Lecture Recordings.

<table>
<thead>
<tr>
<th>Participation Rubric</th>
<th>Behavioral Examples</th>
</tr>
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<tbody>
<tr>
<td><strong>F</strong> Fail</td>
<td>Disruptive; Having your phone out in class; On the computer other than note taking or doing research for an in-class discussion as directed by the instructor.</td>
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<tr>
<td><strong>D</strong> Limited</td>
<td>Present and not disruptive; participates only when called upon; is not conversant with the course material</td>
</tr>
<tr>
<td><strong>C</strong> Basic</td>
<td>Offers information directly from readings without elaboration; shows knowledge and some comprehension of material</td>
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<tr>
<td><strong>B</strong> Good</td>
<td>Offers some interpretation of the readings; goes beyond the facts as presented and tries to understand their implications</td>
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<tr>
<td><strong>A</strong> Excellent</td>
<td>Offers analysis, synthesis, and evaluation; suggests new ways of thinking about material; makes connections to other sources (e.g., workplace, business press, personal examples)</td>
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Current Event Series and Discussion (20%):
Throughout the semester, you will search and report on articles or videos (i.e., TedTalks) related to various topics. There will be two Current Event sessions (see schedule). Students will sign up each session to discuss their articles in class. Regardless of if you are presenting, your article/video should be uploaded to Brightspace with a short summary and any key points discussed in class with the upload. More information will be available as the assignment approaches. These can serve as excellent talking points in interviews or networking conversations.
All URI faculty, staff, and students can register for a free one-year subscription to both The Wall Street Journal and The New York Times. You can access both free subscriptions at this link: [https://uri.libguides.com/newspapers](https://uri.libguides.com/newspapers)

**Grades:**

You will receive the grade you earn in this class. The grade will be solely a result of your performance on the exams, assignments and class participation. No forced grade distribution or “curve” will be used. If you would like me to review a grade, you must ask in person (not by email) and your request must be accompanied by documentation supporting your request.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scores</th>
<th>Qualitative Explanation</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>930 - 1000</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>900 - 929.99</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>870 - 899.99</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>830 - 869.99</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>800 - 829.99</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>770 - 799.99</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>730 - 769.99</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>700 - 729.99</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>670 - 699.99</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>630 - 679.99</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>600 - 629.99</td>
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<tr>
<td>F</td>
<td>0</td>
<td>&lt;600</td>
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Course Approach & Schedule
Consider this class as an intensive fitness regime that covers a wide breadth of marketing topics. As a coach, it is my responsibility to make each of you a proficient marketing athlete by the end of the semester, so that you have the skills available to you as you proceed in your business career. As such, it helps to think of the class as follows. Outside of class, you are responsible for the breadth / endurance work, e.g., reading on average 2 chapters per week of the text. In class, we will drill into the key topics from those chapters. This will be the depth / targeted skill work.

Schedule is subject to change. I communicate changes in class and will post and maintain a revised schedule on Brightspace.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Class Content</th>
<th>Assignments</th>
<th>Submission Deadlines</th>
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</table>
| Mon Jan 2    | Welcome and Syllabus Review  
Introduction Exercise  
Chapter 1: Overview of Marketing                                           | Read the syllabus  
Read Chapter 1 before class                           |                                          |
| Tues Jan 3   | Chapter 2: Developing Marketing Strategies and a Marketing Plan  
Chapter 3: Digital Marketing: Online, Social, and Mobile                   | Read Chapter 2 and 3 before class                  |                                          |
| Wed Jan 4    | Chapter 4: Conscious Marketing, CSR and Ethics  
Chapter 5: Analyzing the Marketing Environment  
Exam 1 Review                                                 | Read Chapter 4 and 5 before class                  |                                          |
| Thurs Jan 5  | **Exam 1**  
Chapter 6: Consumer Behavior                                                | Read Chapter 6 before class                        | **Exam 1 in class**                        |
| Mon Jan 9    | Chapter 7: Business to Business Marketing  
**Current Events Session #1**                                                 | Read Chapter 7 and 8 before class                  | **Current Events summary to be submitted on BrightSpace by 9:00am** |
| Tues Jan 10  | Chapter 9: Segmentation, Targeting, Positioning  
STP Exercise                                                             | Read Chapter 9 and 10 before class                 | **Exam 2 Take Home – opens Tues Jan 10th at 1:00pm; closes Wed Jan 11th at 11:59pm.** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter 10: Marketing Research and Analytics</th>
<th>Chapter 13: Services and Chapter 11: Product, Branding and Packaging Decisions Interactive Session</th>
<th>Read Chapter 11 and 13 before class</th>
<th>Exam 2 closes 11:59pm</th>
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<tbody>
<tr>
<td>Wed Jan 11th</td>
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<td></td>
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<tr>
<td>Thurs Jan 12th</td>
<td>Chapter 14: Pricing Concepts for Capturing Value Pricing Exercise</td>
<td>Read Chapter 12 and 14 before class</td>
<td>Exam 3 Take Home – opens Thurs Jan 12th at 1:00pm; closes Friday Jan 13th at 11:59pm.</td>
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<tr>
<td>Tues Jan 17th</td>
<td>Chapter 16: Retailing and Omnichannel Marketing Current Events Session #2</td>
<td>Read Chapter 16 and 17 before class</td>
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<tr>
<td>Wed Jan 18th</td>
<td>Chapter 19: Personal Selling and Sales Management Selling Exercise</td>
<td>Read Chapter 18 and 19 before class</td>
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<tr>
<td>Thurs Jan 19th</td>
<td>Exam 4 Personal Branding</td>
<td></td>
<td>Exam 4 in class</td>
<td></td>
</tr>
<tr>
<td>Fri Jan 20th</td>
<td>Make Up Day</td>
<td></td>
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**Ethics Provision**
This course strictly adheres to the University’s guidelines on ethics specified in The University Manual. It is your responsibility to know and act within these guidelines, and you can read them by accessing the Manual sections 8.27.10 – 8.27.22. Violators of the University's ethics policy will be immediately disciplined without exception.

From the University Manual. “Students are expected to be honest in all academic work related to the classroom, online, internships, co-ops, study abroad, independent studies, research projects, practica, or other experiential placements. A student's name on any written work shall be regarded as assurance that the work is the result of the student's own 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, or reference the work of others with integrity. The following are examples of academic dishonesty:

- Using material 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.”

**Safe Zone**
I follow strict guidelines for full and complete inclusion of every student regardless of gender, sexuality, race, ethnicity, family income, religion, disability, or any other identifier. I expect you to behave accordingly with other students in the course both during class time and outside of class time when working together on group projects. Behavior inconsistent with these standards will not be tolerated. Please contact me at any time if you are made to feel uncomfortable in any way by fellow students or (unintentionally) by me.

Title IX makes it clear that discrimination, harassment, or violence based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to identical offenses against any other people. If you or someone you know has been victimized, then you can find help at The Center for Gender and Sexuality: 874-9277; The Women’s Center; 874-9131(anonymous). In an emergency call 874-2121. Students who plan to be absent from classes or examinations for religious holy days that traditionally preclude secular activity (see 6.20.11 for how such information is made available) may notify me in advance, so additional accommodations can be made.

**COVID/Viral Illness Precautions Statement:** The University is committed to delivering its educational mission while protecting the health and safety of our community. As members of the URI community, students are required to comply with standards of conduct and take precautions to keep themselves and others safe.

- Masks are required in all classrooms, laboratories, and spaces where direct academic instruction and research are taking place, unless the instructor or staff member expressly waives that requirement – **masks are waived for this class.**
- We strongly recommend surgical or higher-grade masks where face coverings are required. Masks should be properly worn, well-fitting, and high quality.
- Students who do not comply with the classroom/lab masking requirement will be asked to leave class and will be reported through the Student Conduct process.
- Students who are experiencing symptoms of viral illness should NOT go to class/work. Those who test positive for COVID-19 should follow the isolation guidelines from the Rhode Island Department of Health and CDC.
If you are unable to attend class, please notify me prior to the start of class via email.

**University Anti-Bias Syllabus Statement:** We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at [www.uri.edu/brt](http://www.uri.edu/brt). There you will also find people and resources to help.

**Disability, Access, and Inclusion Services for Students Statement:** Your access in this course is important. Please send any Disability, Access, and Inclusion (DAI) accommodation letters early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: [web.uri.edu/disability](https://web.uri.edu/disability), or emailing: dai@etal.uri.edu. We are available to meet with students enrolled in Kingston as well as Providence courses.

**Academic Enhancement Center:** The Academic Enhancement Center (AEC) offers face-to-face and online services to undergraduate students seeking academic support beginning Monday, September 12th, 2022. Services are based out of Roosevelt Hall, the Carothers Library room LL004, and online. Peer tutoring is available for STEM-related courses through drop-in centers and small-group tutoring. The Writing Center peer consultants offer feedback focused on supporting undergraduate writers at any stage of a writing assignment. The UCS 160 course and one-to-one Academic Skills Consultations offer strategies for improving studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information, and self-service study resources are all available on the AEC website, [uri.edu/aec](http://uri.edu/aec).

- **Academic Skills Development** programs teach students how to manage time, study effectively, and address common academic challenges. **UCS 160: Success in Higher Education** is a one-credit course focused on developing strategic approaches to planning and studying. **Academic Consultations** are 1 to 1 meetings that help students to identify and address individual academic challenges. Students can schedule an in-person or online consultation with **David Hayes on Starfish**. **Study Your Way to Success** is a self-guided web portal connecting students to tips and strategies on studying and time management related topics. For information or help with scheduling, contact Dr. Hayes directly at davidhayes@uri.edu.

- **The Undergraduate Writing Center** provides peer writing support to students in any class, at any stage of the writing process: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. Writing consultations are available through 1) 25- or 50-minute in-person appointments, 2) synchronous online appointments, and 3) asynchronous written feedback. Synchronous appointments hosted by WConline are video-based, with audio, chat, document-sharing, and live captioning capabilities, to meet a range of accessibility needs. View availability and book online at [uri.mywconline.com](http://uri.mywconline.com). For more information, visit [uri.edu/aec/writing](http://uri.edu/aec/writing).

**URI College of Business Commitment to Diversity & Inclusion in Teaching and Learning**
Our College of Business strives to create a learning environment where all students are supported. We value diversity of thoughts, perspectives, and experiences, and we honor your identities. We are committed to open dialogue and learning from others, and we encourage you to respectfully share any ideas and experiences of yours that can enrich our learning environment.

In our courses, we make our best effort to incorporate readings, cases, and other learning materials that represent diverse authors, issues, situations, and individuals. We acknowledge that, historically, some business learning material may be biased in its presentation or content. Please know that our College of Business leaders and professors are committed to identifying and integrating business subject matter that truly represents the diversity that exists in today's global business environment. We are actively working to bring
more diverse authors, issues, situations, and individuals into our in-person and virtual classrooms. If you have additional ideas on how we might do this, please feel free to share them.

Lastly, we welcome you to contact us if there’s anything we can do to enhance the inclusive excellence of your learning experience. If you prefer to speak with someone outside of a specific course, the College of Business Executive Director of Inclusive Excellence – Dr. Alejandro Hazera – may be reached at sofborder@uri.edu.

We are all in the process of learning more and doing better when it comes to classroom equity, diversity, and inclusion.

Together, we will achieve inclusive excellence in our URI College of Business.

The University of Rhode Island Land Acknowledgement
The University of Rhode Island occupies the traditional homelands of the Narragansett Nation. What is now the state of Rhode Island occupies the traditional homelands and waterways of the Narragansett Nation and the Niantic, Wampanoag and Nipmuc Peoples. We honor and respect the enduring and continuing relationship between these nations and this land by teaching and learning more about their histories and present-day communities, and by becoming stewards of the land we too inhabit. In addition, let us acknowledge the violence of conquest, war, land dispossession and of enslavement endured by Black and Indigenous communities in what is now the United States. Their contemporary efforts to endure in the face of colonialism must be acknowledged, respected and supported.