



MKT 265 (BUS 365)
Marketing Principles
JTERM 2024
3.0 Credits

Instructor Name: Alexandra Cain
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Office: Zoom for JTerm
Office Hours: 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:

- Recognize the role of marketing within business and general management
- Design and implement a basic marketing strategy
- Conduct marketplace analyses using standard marketing frameworks
- Identify the core tenets of value propositions
- Apply marketing concepts and strategies to real world marketing problems
- Demonstrate higher order thinking and critical thinking
- Identify ethical dilemmas and apply decision making tools



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Required Texts & Technology

M: Marketing (Grewal / Levy) 8th edition.

You are welcome to use hardcover, eBook or spiral bound versions of the text, but I recommend using the 8th edition as exam content will be used directly from the text.

Connect Option (always includes access to the eBook)

ISBN 9781265265878

Connect Online Access for *M: Marketing* (8e) by Grewal/Levy

<https://connect.mheducation.com/class/a-cain-fall-23---spring-24>

Non-Connect Options

ISBN 9781265253356

McGraw Hill eBook Access Card (180 day access) for *M: Marketing* (8e) by Grewal/Levy

ISBN 9781264131181 **[RENTAL ONLY]**

M: Marketing (8e) by Grewal/Levy

ISBN 9781265267025

Loose-leaf version of *M: Marketing* (8e) by Grewal/Levy

Class Mechanics:

- This is an online synchronous class, meaning it is a hybrid of Zoom classes and self-directed study.
- The class meeting times on Zoom are **Tuesday and Thursday from 10:00-12:00PM EST.**
- The Zoom link is: <https://uri-edu.zoom.us/j/6396055618>
- The syllabus schedule is the master schedules which should guide your pace of work.
- It is expected that you will follow along with the syllabus schedule for the self-directed portions of the course.

Deliverables and Weights

Exams (4)	80%	800 points
Current Events (2)	10%	100 points
Participation & Discussion	10%	100 points
TOTAL	100%	1000 points



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Exams (80%)

There will be four exams given at 200 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, 10, 11, 13
- Exam 4 – Chapters 12, 14, 16, 17, 18, 19

Current Event Series and Discussion (10%):

For the two Current Events assignments, you will search and report on articles or videos related to various topics. These articles must come from either the Wall Street Journal or the New York Times. Free subscription information is available below.

- There will be two Current Event sessions (see schedule).
- Students will sign up each session to discuss their articles during an in person session.
- Your article/video should be uploaded to Brightspace with a short summary and any key points discussed in class with the upload.

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>

Participation & Discussion (10%)

Inclusive of attendance and participation during Zoom sessions. On days the class does not meet on Zoom (self-directed days), discussion prompts will be posted for students to respond to. Students will need to respond to each discussion post and reply to at least one other classmate. Please try to respond to someone who has yet to receive a reply.

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**.



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Grade	Scores	Qualitative Explanation
A 4.0	930 - 1000	Excellent – You have fully demonstrated complete and full mastery of the subject matter covered and tasks assigned. You are a role model in behavior (attendance, class participation) and your work is well above and beyond standard performance.
A- 3.7	900 - 929.99	
B+ 3.3	870 - 899.99	
B 3.0	830 - 869.99	Good – You have exceeded expectations in some areas, while meeting expectations in the other areas.
B- 2.7	800 - 829.99	
C+ 2.3	770 - 799.99	
C 2.0	730 - 769.99	Satisfactory - You have met the basic requirements of the course. You meet the minimum performance standard, having done what is expected of you.
C- 1.7	700 - 729.99	
D+ 1.3	670 - 699.99	
D 1.0	630 - 679.99	Unsatisfactory – Your performance falls below the minimum standard and you fail to meet expectations in most areas.
D- 0.7	600 - 629.99	
F 0	<600	Failing – You have failed to meet any of the significant minimal performance standards.

Course Approach & Schedule

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

Location	Dates	Class Content	Assignments	Submission Deadlines
WEEK 1: Units 1 & 2				
Zoom 10-12PM EST	Tues Jan 2	Welcome and Course Syllabus Review Chapter 1: Overview of Marketing	Read the syllabus Read Chapter 1 by 9AM Attend required live Zoom session 10-12pm EST	
Self-Directed	Wed Jan 3	Chapter 2: Developing Marketing Strategies and a Marketing Plan Chapter 3: Digital Marketing: Online, Social, and Mobile	Read Chapter 2 and 3 Watch lecture recordings	Introduction video due by 11:59pm via Discussion post
Self-Directed Zoom 10-12PM EST	Thurs Jan 4	Chapter 4: Conscious Marketing, CSR and Ethics Chapter 5: Analyzing the Marketing Environment	Read Chapter 4 and 5 by 9AM Attend required live Zoom session 10-12pm EST Watch lecture recordings	Response to 2 discussion posts due by 3:00pm Exam 1 opens Thurs Jan 4th at 2:00pm; closes



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				Friday Jan 5 th at 11:59pm.
WEEK 2: Units 3 & 4				
Self-Directed	Mon Jan 8	Chapter 6: Consumer Behavior Chapter 7: Business to Business Marketing	Read Chapter 6 and 7 Watch lecture recordings	Discussion Post Due 11:59PM.
Zoom 10-12PM EST	Tues Jan 9	Current Events Session #1 Chapter 8: Global Marketing	Attend required live Zoom session 10-12pm EST. Current Events will be presented in this session. Read Chapter 8 by 9AM	Current Events summary to be submitted on BrightSpace by 9:00am Exam 2 opens Tues Jan 9th at 2:00pm; closes Wed. Jan 10th at 11:59pm.
Self-Directed	Wed Jan 10	Chapter 9: Segmentation, Targeting, Positioning Chapter 10: Marketing Research and Analytics	Read Chapter 9 and 10 Watch lecture recordings	Discussion Post Due 11:59PM.
Zoom 10-12PM EST	Thurs Jan 11th	Chapter 13: Services Chapter 11: Product, Branding and Packaging Decisions <i>Interactive Session</i>	Attend required live Zoom session 10-12pm EST – Interactive Session Read Chapter 11 and 13 by 9AM Watch lecture recordings	Exam 3 opens Thurs Jan 11th at 2:00pm; closes Friday Jan 12th at 11:59pm.
WEEK 3 Units 5 & 6 & 7				
Zoom 10-12PM EST	Tues Jan 16th	Chapter 12: Developing New Products Current Events Session #2 Chapter 17: Integrated Marketing Communications	Attend required live Zoom session 10-12pm EST Read Chapter 12 and 17 by 9AM Watch lecture recordings	Current Events summary to be submitted on BrightSpace by 9:00am



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Self-Directed	Wed Jan 17th	Chapter 14: Pricing Concepts for Capturing Value Chapter 16: Retailing and Omnichannel Marketing	Read Chapter 14 and 16 Watch lecture recordings	Discussion Post Due 11:59PM.
Zoom 10-12PM EST	Thurs Jan 18th	Chapter 19: Personal Selling and Sales Management Chapter 18: Advertising, PR and Sales Promotions	Read Chapter 18 and 19 by 9AM Attend required live Zoom session 10-12pm EST	Exam 4 opens Thurs Jan 18th at 2:00pm; closes Friday Jan 19th at 11:59pm.

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. 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, 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.

- **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 WOnline 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. For more information, visit 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.