

Master Syllabus
College of Business & Economics, University of Hawaii at Hilo
MKT 310 Principles of Marketing

I. Catalog Description:

A. Fundamental marketing concepts and contemporary marketing issues are analyzed within present economic, social and legal environments; consumer and functional analysis are emphasized. This course is a prerequisite for all other marketing courses offered at the University.

B. **Prerequisites:** *Courses or Class Standing:* ACC 250 (Financial Accounting), ECON 130 (Introduction to Microeconomics), BUS 290 (Critical Thinking), and junior class standing. *Justification:* A general understanding of equilibrium theory and different types of competitive environments is a necessary foundation for the study of marketing theory and strategic decision making. Also, students need to know how to calculate profitability and total costs. These topics are covered in ECON 130 and ACC 250 respectively. Students will also have developed thinking, reasoning, and problem solving skills required for successful assimilation of upper division business course material. Junior standing is essential because students need to take classes in University's general education requirements in order to better understand these disciplines' relationships to marketing theories about consumer's decision making process (e.g., psychology) and business' external environmental constraints (e.g., political science).

II. Course Learning Outcomes: Upon completion of this course, students should know or be able to:

1. Describe why long-term customer relationships are important to businesses
2. Acquire the ability to create a basic marketing plan
3. Identify the main elements of the external environment
4. Recognize why businesses should be socially responsible
5. Explain the differences in marketing to consumers and businesses
6. Describe the marketing research process
7. Identify the standard methods of segmenting customer groups
8. Distinguish between product lines and products mixes
9. Compare product categories using product life cycle theory
10. Explain the importance of a product's brand
11. Explain the four elements of the marketing mix
12. Describe how a good is different than a service
13. List the general pricing approaches
14. Articulate why intermediaries are needed in marketing channels
15. Explain why marketing communications should be integrated
16. Discuss the methods of the promotional mix and explain when each works best
17. Explain why doing business in a foreign market is more difficult

18. Communicate research results and marketing strategies effectively and professionally in writing and through verbal communication

III. Course Materials: This course uses a standard Principles of Marketing text that covers the following topics. The instructor may assign additional reading of business periodicals (e.g., Wall Street Journal or Business Week).

- A. Overview of Marketing: The history of marketing theory; the importance of creating and managing customer relationship; strategic planning; how the external environment affects businesses; ethical and social responsibility of businesses
- B. Understanding Buyers and Markets: How consumers behave; business-to-business marketing; global marketing
- C. Targeting Customers: Marketing research, identifying market segments; strategies to serve market segments
- D. Marketing Management: New product development; managing products and brands over time; pricing products; types of distributions systems; various methods for promoting products to customers

IV. Teaching Methods: The primary teaching method for this course is Team Based Learning (TBL). TBL requires students to come to class prepared, having completed the assigned readings, and participate in group problem solving activities both in and outside of the classroom. Each activity is designed to develop and exercise the student's critical thinking skills. Students also complete a team project whereby they develop a marketing plan for a local organization after having completed a research plan designed to provide the students with information necessary to devise effective marketing strategies utilizing the entire marketing mix.

V. Evaluation Tools: Students are evaluated by a series of open-notes quizzes based on course readings, two individual papers, and a team project and presentation. The open-notes quizzes are administered during the first ten minutes of class on the first class meeting of the week. The purpose is to provide students with the motivation to prepare for class and the problem solving activities throughout the week. Students completed the assessment individually, followed by a collaborative effort with their team members. The two papers completed by the students comprise major components of the research and marketing mix development portions of the team project. Following the completion of each paper, students collaborate within their teams in developing the team project paper and presentation, supplementing the work done on their individual papers with charts and tables and mock-ups of the components of their marketing mix. Final projects are presented to three teams of judges from the business community during the two hour class period during finals week. Both the individual papers and team project are designed to develop their critical thinking skills and to apply the theories learned in class.

VI. Course Content:

A. Typical major course topics will include:

- 1 Marketing's Role in the Global Economy
- 2 Marketing's Role within the Organization (marketing concept, marketing mix, marketing plan)
- 3 Evaluating Opportunities in the Marketing Environment (external forces, competitive analysis)
- 4 Information Systems and Marketing Research
- 5 Behavioral Dimensions of Consumer and Organizational Markets
- 6 Market Segmentation, Targeting, and Positioning Strategies
- 7 Product Management and New-Product Development
- 8 Services Marketing
- 9 Place Decisions, Channel Systems Management, Logistics, and Retailing
- 10 Pricing and Value Issues
- 11 Integrated Marketing Communications
- 12 Social Responsibility and Ethical Issues

VI. Support of Program Learning Goals

Program Learning Objective	Course Learning Objective(s) Supporting	Targeted Course Performance Level*	Possible Contributions to Program Assessment
Objective 1. Comprehend the fundamental principles of business administration	1, 3, 4, 5, 7, 8, 11, 12, 13, 16, 17	I	Course embedded evaluation: multiple choice questions and problems; pre-post tests
Objective 2A. Communicate clearly, logically, and persuasively in Writing	1, 2, 3, 10, 14, 15	D	Course embedded evaluation: multiple choice questions and problems; pre-post tests
Objective 2B. Communicate clearly, logically, and persuasively orally	1, 2, 3, 10, 14, 15	I	Course embedded evaluation: multiple choice questions and problems; pre-post tests
Objective 3. Evaluate and analyze source information, subsequently draw conclusions, and present an argument based upon that analysis	1, 2, 3, 9	I	Course embedded evaluation: multiple choice questions and problems; pre-post tests
Objective 4. Identify, analyze, and decide on courses of action to resolve complex, unstructured problems, using appropriate tools and technology	1-17	I	Course embedded evaluation: multiple choice questions and problems; pre-post tests
* I = Introduced, D = Developed & Practiced with Feedback, M = Demonstrated at the Mastery, Blank=Not Treated in this Course			

Definitions of Student Mastery Levels set performance levels that are somewhat parallel to Bloom's Taxonomy.

I = the student can identify examples (and non-examples) of the desired outcome, name the elements involved, and answer "objective, multiple-choice, fill-in-the blank" type of test questions showing awareness. (Objective tests are not necessarily simple, but they are most likely to be used at this introductory level.)

D = the student can describe, demonstrate or construct an example of the desired outcome but with guidance about each step. In some cases, the steps to learn the outcome may be spread among more than one course or activity within a course. Also included here is evaluation of existing examples of the outcome (pro's and con's, etc.) Essay questions and short projects would be used as evidence.

M = the student can demonstrate the outcome given a problem statement and appropriate data and tools. The student would need to synthesize skills learned previously in isolation. The skill demonstration would be sufficiently rigorous that an outside stakeholder (future employer) would be satisfied with it for an entry level position after graduation. Term papers, senior projects and research papers, senior portfolios, and capstone coursework would be used as evidence.