# Syllabus

**Course:**

MKTG 4890: Marketing Management, Fall 2008

**Overview**

I have worked hard to make this syllabus very complete since we do not meet in person, but I'm sure you will have questions after reading this and throughout the course. Just ask me using the discussion board online for any "public questions." (Yes, that will be explained.) This is not a difficult course if you just work weekly reading 1 chapter, reading your cases immediately upon being assigned them, and logging onto the computer several times per week to discuss them. Please send me any suggestions you may have. I USUALLY don't make ANY changes in the syllabus, but if I do, I will note that online.

I hope you enjoy the class and learn something about marketing.

**Instructor:**

John Stovall

Email: Email me within the WEBCT course

Phone: 229-931-2269

Office: #317 in the Business, History, and Political Science Building

**Getting in Touch with ME:**

I don't have an answering machine on my phone, but I check my WEBCT email account 2 – 3 times per week. If you are desperate to leave a message, AND you don't have access to the internet, leave one with the office at 931-2090. Just remember: It's very important to tell me about problems BEFORE due dates, etc.

**"Hands Up" Discussion Board:**

*General Questions*: All general questions about the course should be asked here. If you see another student's question, and you know the answer, please answer it. (More in Course Policy section) Examples of General Questions: When is the next exam? How do I turn in my homework? Etc… **This is VERY important because you should read all posts to keep up with this course. Also, do not use this board to talk about personal matters like grades – email me using the email within WEBCT.**

*Why it's important to keep up with the reading on hands up:* You should log onto this course several times per week and read all the hands up messages. If you get behind, it's a daunting task. I log onto the system about 3 times per week, and it takes me about 5 minutes to read all the new messages in hands up. Also, when students don't keep up with the reading, they continue to ask the same questions many times. That would be all right with me except it then starts many "threads" (subject topics) on the same topic. This is the same as requiring everyone to be responsible for information given in class. I am trying to update the syllabus to include information, but sometimes additional questions are needed to understand the course.

*Additional Weekly Discussion Topics:* You are not limited to the "official" discussion topics I give. (Explained below) Please feel free to use this forum for any other topic you feel is interesting with respect to the weekly reading assignment – or articles from the Wall Street Journal. For this course, you actually spend much of your "official" discussion times on the cases. I highly encourage you to discuss any of your readings in "hands up."

*Anything Else*: Use this discussion board to post anything that's on your mind. I really don't censure you at all in this discussion – although I might respond to some of your postings with my opinion!!! ☺ Remember though: I LOVE hearing your opinion on any topic, and if I respond, it's usually to stir up the discussion because I feel the topic is interesting. If I disagree with you, it's often because I think you've started an interesting topic. Sometimes I actually "secretly" agree with you but am playing "devils advocate" to create additional discussion.

**Personal Questions/Situations:**

Use the email system within WebCT. A personal question is any that you would not feel comfortable asking me in class. You can also call me at 931-2269, but I would ask you to use the WebCT email system to leave me messages. Note: This number may change this semester due to the construction of my new office, and I think, they are going to make me move out of my temporary space before summer is over. NOTE: If you want to ask me a question that has nothing to do with the class, send me an email though the regular email system at stovall@gsw.edu.

**Office Hours:**

I am on campus most days, and I would be happy to have you stop by and visit. My official office hours for the fall are from 11 am to 12 pm on Mondays and Wednesdays, and on Tuesdays from 11:30 am to 12:30 pm. Just email me if you want to make an appointment with a couple of times convenient for you, and I will try and fit one of those times in my schedule. If you are driving to campus during my official office hours, it's still nice to contact me beforehand just in case I have a faculty meeting or meeting with other students.

**Course Policy:**

As you read this syllabus, you will discover that you must keep up with this course weekly or you will fall behind. The above goals will be attained by your participation by reading the chapters, participating in discussions, and reading current business events. THIS IS AN ONLINE COURSE - NOT AN INDEPENDENT STUDY. The pace of the course is determined by the schedule given to you, and it is important that you keep up. PLEASE READ THIS SYLLABUS VERY CAREFULLY! If you have questions, please go to the message forum and ask them so everyone can read and participate. Very often another student can answer your question in a much timelier manner than I, and often, your question also helps another student. Of course, if you have a sensitive personal question, please email me.

**Weekly Modules:**

Each week on Tuesday afternoon (usually at noon but sometimes as late as 6 pm), an icon shows up on your WebCT homepage for this course that's titled, "Week X Module." (If there is a Monday holiday, everything is pushed forward a day.) When you click it, you will find all of your tasks for the week. It will show up online until the quiz is completed, and the next weeks' module will appear. Usually, this tradeoff happens sometime around Tuesday at noon, but as mentioned earlier, it may be delayed if there are technical difficulties. **IF FOR SOME REASON A MODULE DOES NOT COME UP AS EXPECTED, OR SOMETHING IS MISSING IN THE MODULE, PLEASE CONTACT ME IMMEDIATELY ON HANDS UP.** Sometimes the quiz or exam or homework is not visible to the student, and I need your help to fix these mistakes. One of my problems with WEBCT is that sometimes I think something is viewable to you because it's viewable to me -- and it isn't.

**Weekly "Student Only" Discussion Board (Most of your Participation Grade is from here for an online course):**

*Overview*: You must participate in the case discussions several times during a week -- you cannot "make up" discussions. This is not a "self-study" course but rather an online course where students are expected to show up several times every week. Read the assigned case early so you have a chance to participate in the discussions immediately. I'll assign the next case in "hands up." This is your "class time discussion" if you were in a virtual classroom. You should spend about 3 hours per week online – just like you would do if you attend class. In the marketing management class, most of these "student discussions" will focus on your group discussion. You should make sure that all aspects and ideas in your case are discussed online. For example, you could make an "A" on your case – but an "F" on your participation if you have not fully discussed the case online. EVERY POINT YOU MAKE IN YOUR WRITTEN CASE SHOULD BE DISCUSSED ONLINE.

*The Rules*: There are 3 rules: 1) You must participate with thoughtful comments. Just saying, "I agree," will actually count against you. If you agree, explain further why you agree with new points to support the argument.; 2) You must be respectful to others' opinions and use no profanity. I want a healthy debate, and you must accept that some of your ideas will be challenged by others, but any personal attacks will not be tolerated; and 3) You should be discussing the case regularly – and not send a flurry of comments at one time.

*Requirements*: One semester, some of my students wrote the equivalent of 3 pages to answer each discussion question, and they were surprised that students who wrote much less received a better grade. Students who show me they are reading their fellow students writings, give many thoughtful responses even if they are very short, and show me they can get their point across without "trashing" other people's opinions will make an "easy A" for this task. (It also shows me you are reading the other points.) You must show me that you are participating several times a week just like you would if you were attending class. My recommendation is to log on every day, read the new posts, and respond as you read them. Reading/responding in one day does not really work in an online class. You should spend a couple of hours a week participating in this course – just as you would if you had to come to class. I grade participation weekly, and if you do not participate during a module, you will receive a "zero" for that week. That almost means you will not make a passing grade for the participation on a case.

**Weekly Quizzes:**

Overview: Each week you will have a 10 question quizzes on the chapters you have been assigned to read. You must take these quizzes from noon to 8 pm on Mondays (or Tuesdays if a Monday holiday) -- they will usually begin at noon but occasionally there may be a delay for technical reasons -- and I will give an extension if a quiz is ever late. If you have technical difficulties, email me immediately, and make plans to visit campus or another reliable computer to complete the quizzes by noon on Tuesday. (There is no penalty for a late quiz as long as you email me when you have the problem and take it by noon on Tuesday.) YOU MUST TAKE ALL QUIZZES. Students have often complained that their computer is slow, they couldn't connect, etc. If you have any question about the reliability of your computer, I recommend you go on campus to take the tests. Also, make sure you don't wait until the last minute to take them.

NOTE: Let me explain this again: The quizzes will be open from Monday noon to Tuesday noon. I expect you to take them Monday since technical problems do exist, and this gives until Tuesday at noon to find another computer. There is no penalty for taking a quiz after 8 pm Monday as long as you complete it by noon on Tuesday.

You have 10 minutes to take a quiz, and the questions will have to be answered one at a time. (Once you answer or pass on a question, you cannot go back.) I will let you exceed 10 minutes on 1 quiz during the semester, but after that, I will deduct 1 point every 30 seconds you go over the allotted time. Each student

will receive a different quiz. Over the course of a semester, they will roughly be the same level of difficulty for each student. I do not discuss questions online, but if you feel you should have made better, contact me and I'll recheck your quiz.

If you do not like the safeguards I have been forced to place on this exam, feel free to contact me. I will gladly give you the quizzes on campus without any time limit or other restrictions.

**Weekly Articles:**

Overview: Every chapter you will be required to submit a review of an article from the paper version of Wall Street Journal and must be from a current issue during that module week. (Let's say 1 week or newer.) The article should be current, have a connection to our topic of the current review chapter, and it should contain your opinion rather than just a summary of the article. (There is a reason for this for requiring the "paper" version -- the "free online version is really just a pointer of other publications.) There are many places to get a free copy of the Wall Street Journal, but if you want to order your own for the semester, the cost is $20 or so. There will be instructions in "hands up" on how to order at this special student rate.

Specific Instructions: You must include: The publication, date, page number, and title of the article. You can submit your article at any time during the lecture week but it must be turned in during the week of the module – and the WSJ article must be one that appears in the paper during the week the article is due. (If you turn in an article before the week it is due, you will receive a "zero.") An article must be turned in on time. You must copy and paste -- or type directly into -- into the space available in the assignment. (I think this will be more understandable when you see an assignment -- or task as they call it. It's just MUCH easier for me to grade when you do it this way instead of sending your actual file from your word processing program.) You should type it in Word to spell/grammar check before you turn it into me.

Some students don't understand why the articles lag the chapter quizzes. (For example, Article 2 is due the same day as you take Quiz 3.) The reason for this is that I want you to find articles where you can apply your knowledge AFTER you have read the chapter. That is why you have to use a WSJ published during the module week.

The text of your assignment must clearly explain why you picked that article for that chapter. (EX: I picked this article because in Ch 4 on page 123, it said…) Be brief in the actual description of the article, but be thoughtful in your analysis of the article. If you make a C or less, I will give some explanation why. If you make a B instead of an A – it just means that others did a slightly better job. NOTE: Although I will try to grade your first article quickly to make sure you are doing it correctly, I usually grade the bulk of these articles twice a semester – when figuring out midterm and final grades. Many times I get the question, "did you receive my article?," and I have to admit, I just ignore these requests. If WebCT says it was submitted, it was submitted.

These must be submitted in the week where lectures are available, and they can be turned in anytime before Monday at noon once the module begins. (Yes, you can turn them in by Tuesday at noon if you have computer problems.) I would recommend turning them in on Mondays to give you a chance to find a reliable computer or come to campus if you are having difficulties

**Cases**:

You will receive 3 case assignments over this semester, and because it's summer, you must really work hard since you have half the time of a regular semester. As you know, a summer course must still contain all of the material required in a regular semester, but you have half the time to complete it. Your groups will be assigned the second day of class so I can consider any late drops or adds, and you will also become a member of a different group for the 2nd and 3rd case. (This is because of drops, AND I usually put the most active members in the case discussion forums in the same group. I feel this is fair because some students get frustrated when their group members are not posting online as is required.) I sometimes grade

the first case – but sometimes I just give S or U for the first one since I count the 2nd and 3rd MUCH more strictly. I will then give the "general feedback" for all cases on hands up, and give "specific feedback" to each individual group.

Many students ask me: What exactly is required in the case. Well, let me go step by step:

1. *Format of the paper*: It is limited to 8 pages of text. After writing your paper, you may also add an executive summary, pictures or graphs, any attachments you feel are important, etc. It must contain a cover page that is also not counted in the word total (and should not be a page number) with all PARTICIPATING members names. (Yes, if someone does not participate, just leave their name off the paper. Very often, that's someone who plans to drop the course.) The paper should also "look good" – and although that only counts about 10% of the grade – it's usually something that can help you pass other groups since I grade these on a curve. Look at reports, google "reports" and look at different styles, etc. One thing to remember: I do count off for text that is too small, but some groups use MANY fewer words than other groups. You can also make points with graphs, bullets, and other methods to better make your point in a paper. When you turn in the paper, it must be one file ONLY in a Word 2005 format.

2. *Content of the paper*: Read section II & III of the textbook, "How to write a case." It also has an outline on page 217 – and in your discussions – this is a very helpful tool to get your group together. In your actual written case, it's difficult to follow this outline 100% because it is one used on longer cases. Here are the main points I will grade in a paper: What are the problems your group is addressing; Why are these important points; What are alternatives the company can choose to solve these problems; What is the best recommendation among the alternatives; What must the company do to implement the recommendation; What are the expected results? (Hint: You can also look at Section III of the book to help you with this.) You should leave out material in the case that has nothing to do with the problem(s) you have chosen to study.

3. *Section IV: Situation Analysis*: This is actually an area where I feel students go astray from answering the questions above. These cases are a competitive contest where I will give grades based on your case versus others in the class. Pretend you are presenting your reports to the top management of the firm being reviewed. Make sure you heavily edit your Situation Analysis to leave out material that has nothing to do with the questions above that they are asking you – and certainly leaves out information that the board already knows but your group may have used to come up with answers. (Example: "This firm was started by John Smith in 1895." Figure the top management knows the simple history of the business – even though your group found it helpful.) Situation Analysis should be performed in your discussions of the case but be limited in your written paper to be included ONLY WHEN you feel it's needed to justify why you are solving specific problems.

4. *The problems*: This is a marketing class, and you should come up with problems that can be described in terms of marketing. Since all of you have taken Principles of Marketing, you should be familiar with theories and ideas used in marketing. (In addition, this book has some really nice and succinct chapters reviewing what you have learned in your marketing class.) Make sure you don't let the speakers in the case automatically dictate what you should do: Pretend you are consultants and think of interesting problems to solve. Example: What if the sales manager says, "well, I can tell you this. Ours salesforce is doing all they can do." Think about it… What else would the sales manager say? Cases are supposed to be "somewhat" unreliable – and it's your job to think about it considering this. Think about it this way: You have two friends who got into an argument. One is explaining his/her side to you to defend his/her actions. Now, I'm not calling my friend a liar, but I would have a strong suspicion that my other friend would tell a different story defending his/her own actions. OK, say you now have heard both of the stories, and your friends have asked you to judge them. How often would you think either of them were 100% right? When I did these types of cases in my undergraduate/graduate work, I thought of myself as a detective trying to determine the real scenario. (And believe it or not, I actually began to enjoy doing cases!!!) When you are reading the WSJ, think about things when stories are written about companies who had problems, and what people think they should do to fix them. Very often people are fired because they were not trying to fix the right problems. FIND THE RIGHT PROBLEMS.

4. Alternatives and Recommendation: You should pick several alternatives that are mutually exclusive and exhaustive. (In other words, you cannot do more than one – and there are not obvious alternatives you have not taken.) Then choose one to explain further – but don't defend your recommendation by saying the other alternatives were not good ones. In the real world, you would probably explain all of your alternatives further – and let the company decide. If one of your alternatives is clearly lacking, then it shouldn't be an alternative.

5. *Grading*: Although I do "curve" these grades, I would give each group an "A" if I truly felt they were all "A" papers. I still rank them, though, and will give an "A" as the top grade no matter what. In other words, the curve will help you and not hurt you since I do give the top paper an A whether I think it's the best paper I have ever seen or not. (OK, if it's the best I've ever read, then the curve may not help you – but it won't hurt you.)

Something you need to remember: ALL group members must participate online. You will be graded as well as what you turn in to me. If you decide to meet in person, someone should be sure to post a summary of what was discussed, and who attended. I would probably recommend that you should begin by discussing what the company is doing now. (5-forces or SWOT???) And then pick the problem(s) you want to attack. And then discuss the solutions to these problems. And then hand out writing assignments once everyone is on the same page – but make one person your "editor" who just gathers the writing assignments and puts the paper together. Remember: I count format as 10% of the grade.

**Comprehensive Final Exam:**

I have had some fear that not everyone is really learning all the information that they should when taking this course. Knowing the basic marketing outlined in these chapters is a must for EVERY business student, and I will ask you questions from chapters 1 through 12. Also, I have the feeling that not everyone reads "hands up," and I may ask some basic questions from our discussions there. (Nothing tricky – but I notice in the discussions that many do not even read my "tips" during the semester for writing a better case.) And finally, I will ask some questions from the cases. I had several people complain to me that members of their group did not even read the case completely.

This is the first semester I have given a comprehensive final, and I really don't know what to expect. I will take the top 3 grades and give them a grade of 100. I will then tick down from there and award grades. For example, if there were 100 questions, and the number 3 student answered 75 correctly, I would give him/her a 100. Then, I'd give all the other students 25 points as a curve. Of course, as you will read in the next section, you must make a "C" or better in participation to participate in the curve.

**Participation:**

Participation is a tough grade to give, and it is highly subjective. Participation is your "class attendance," and it also helps me figure out who's really working hard in a case. I grade it week by week – but I usually only give you the final grade. IT'S VERY IMPORTANT THAT YOU HAVE SUBSTANTIVE INPUT DURING A MODULE WEEK, OR I WILL GIVE YOU A ZERO! I also "sort of" grade this on a curve, and students are always disappointed with the first round of grades. (I hope this won't be the case in this class.) Then, for the second and third case, I usually put students together who put the same amount of effort – that only seems fair to me. Usually, there's one group who are "super participators," while there's another with people who are not very interested in passing this class. The other groups are usually the same.

**Computer Problems:**

You must have a reliable computer and Internet connection to take this online course. If you do not, I would recommend taking the quizzes on campus and turning in the articles early. I CANNOT ALLOW YOU TO RETAKE QUIZZES OR TURN ASSIGNMENTS IN LATE!!! That said, I will allow you 1

computer problem per semester. (I also will not give you a "zero" if you miss an assignment or quiz. That is just too big a penalty. Although your grade will be negatively affected by "misses," please do not drop the class or do anything drastic until you have talked to me.) Note: I will give you a "zero" if you do not participate in all the case discussions during ANY week. (Defined as Tuesday to Tuesday.)

**Calendar:**

I try and keep the calendar as up-to-date as possible with what's due or upcoming in this class. For example, check it to see the upcoming chapters on the quizzes if you want to read ahead. Sometimes I respond to a question "check the calendar" not to be a "smart aleck," but rather, because I want you to get in the habit of using it. (Also so I don't give you the wrong date if I am hurriedly answering questions.)

The Calendar can be your best friend since it is usually more reliable than the modules or hands up when giving you dates.

**Grading:**

OK, here's what you're really interested in seeing. Here is my philosophy on grading: If you participate weekly and do all quizzes/assignments, you should get a C or better. OTOH, people who work hard should be rewarded. So, I usually pick 1/3 of all students and give them an A – and then give all students REALLY CLOSE an A as well. Then, I give 1/3 B's and do the same. And then the rest C's. So theoretically, I give 1/3, 1/3, 1/3 – but I usually give something like 40%, 40%, 20% ABC. Here's the biggest tip I can give you: If you're not doing well in one area, work MUCH harder in another area.

I will give 100% A's if everyone deserves them. Any curve given by me will only be one that is "helpful."

Here are the "break downs" on giving you a final number score:

Articles: 15%

Quizzes: 15%

Cases: 20%

Weekly Participation in Discussion & Group Boards: 25%

Final Exam: 25%

**Reading Requirments:**

Many students want to save money and purchase a book on the Internet. You need to have read the first assignment by the first Monday of class. If you are reading this on the first day of class, you have already waited to late to order a used book on the internet. Try and purchase one from someone who took the class last semester – or bite the bullet and buy a new one from the bookstore or Amazon with next day delivery. The chapters in this book should be a review – and they are actually very short. You should also begin working on your first case immediately upon the beginning of the semester.

1. Marketing Management: Knowledge and Skills, 8th Ed, Peter and Donnelly, ISBN: 0073137634

2. The Wall Street Journal newspaper