

About the Instructor

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About this Course

Welcome to BA3700, Principles of Marketing. This course examines the basic function of marketing, the strategic marketing process, and how marketing contributes to organizational performance and customer value. The focus of this course is on application. You will learn to apply theories and tools to real business challenges. After taking the course, you will have a good understanding of the relevance of marketing to your business education and the importance of marketing to your future career. A combination of lectures, online assignments, discussion, and quizzes will be used to achieve the course objectives.

Course Description

The course examines the character and importance of the marketing process, its essential functions and the institutions performing them. Attention is focused on the major policies (such as distribution, product, price, and promotion) which underlie the multifarious activities of marketing institutions and the managerial, economic, societal implications of such policies.

Course Objectives

The course focuses on improving your marketing knowledge and problem-solving skills in order to advance your career in marketing and related business areas. Specifically, we have the following learning objectives:

- You will be able to understand the definition of marketing, its basic function, and the process of environmental scanning.
- You will be able to use marketing research to understand consumer decision making and perform market segmentation, targeting, and positioning.
- You will be able to explain the process of new product development and concepts of branding equity and strategies.
- You will be able to discuss integrated marketing communications and various promotion strategies.
- You will be able to understand channel distribution structure and coverage, and related pricing strategies.

Instructional Strategies

This course will be delivered exclusively online (100%). I have divided the course into eight modules. Each module contains some combination of *lectures, Online Discussion, Quiz, LearnSmart, and homework.*

Time Requirements:

If this course were offered on campus, you'd be in class 2.5 hours/week plus travel time. The online version is no different in terms of expectations for your involvement. This is an active online course that requires 3 hours of your time each week **in addition to** the time it takes you to read the required materials, watch the videos, and complete the assignments. That means that you need to plan to spend a minimum of **6 hours every week** (up to 9-10 hours a week) on activities related to this course. If you are worried about your preparedness, consider taking the [Online Readiness Survey](#) to help decide if an online course is right for you.

Technology Requirements:

As a student in an online course, you are expected to have reliable internet access almost every day. If you have computing problems, it is your responsibility to address these or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, [get help in solving it immediately](#). At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
2. Updated Internet browsers ([Apple Safari](#), [Internet Explorer](#), [Google Chrome](#), [Mozilla Firefox](#))
3. Ability to navigate Canvas
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. DSL or Cable Internet connection or a connection speed no less than [6 Mbps](#).
6. Media player such as [VLC Media Player](#).
7. [Adobe Flash player \(free\)](#)
8. [Adobe Reader or alternative PDF reader \(free\)](#)
9. [Oracle Java plugin \(free\)](#)
10. [Microsoft Silverlight plugin \(free\)](#)
11. A webcam or microphone is highly recommended.

Prerequisites

Econ 1001, junior standing and a minimum campus GPA of 2.0

Textbook

1. **Marketing, 15th Ed, by Kerin, Hartley, and Rudelius, by McGraw-Hill:** available as part of the Triton AutoAccess Program, which was developed as a partnership between the University and the publisher to lower the cost of course materials. This means that the book is automatically available digitally on the first day of class. The Triton Store will charge your student account during the official Add/Drop date two weeks into the semester. What if you have to drop the course? As long as you drop the course before the end of the official Add/Drop date you will not be charged for the cost of course materials. Contact the UMSL Triton Store for more information.
2. **ROI in Marketing, the Design Thinking Approach to Measure, Prove, and Improve the Value of Marketing,** Jack J. Phillips, Frank Q. Fu, Patricia Pulliam Phillips, and Hong Yi, **by McGraw-Hill.**

Teaching Philosophy and Expectations

Tell me and I will forget. Show me and I may remember. Involve me and it's mine forever.
- Ancient Chinese Proverb

I love teaching! My teaching philosophy derives from my own experience as a student, a manager, and a professor. In essence, I believe that the learning process is most effective when instructors (1) teach with passion, (2) create an enjoyable and safe environment, (3) involve students actively, and (4) maintain credibility. I believe that we college professors are facilitators in a life-changing process. With the business world becoming increasingly competitive, we impact our students' lives by helping them acquire business acumen and embark on rewarding careers. I consider myself a bridge, a catalyst, and a disseminator in this process.

Meanwhile, I believe it's your responsibility to invest adequate time, energy, and effort into the learning process. After all, you are, and should be, the owners of this process. To ensure effectiveness of teaching and learning, I would like to set the following expectations for the class: 1) when I tell you, you should listen to me; 2) when I show you, you should pay attention; and 3) when I invite you, you should get yourself involved. Interaction should take place not only between you and the instructor, but also among you and other students in the class.

Assessment/Grading

Your final grade will be determined by:

| | Percentage | Points |
|----------------------------|-------------------|---------------|
| Final Exam (1) | 25% | 100 |
| Quizzes (2) | 17.5% | 70 |
| MH Connect Assignments (8) | 40% | 160 |
| Online Discussions (2) | 15% | 60 |
| VoiceThread Participation | 2.5% | 10 |
| Total | 100% | 400 |

The final letter grades will be strictly based on the following scale.

| Grade | Points Received |
|--------------|------------------------|
| A | 372 – 400 |
| A- | 360 – 371 |
| B+ | 348 – 359 |
| B | 332 – 347 |
| B- | 320 – 331 |
| C+ | 308 – 319 |
| C | 292 – 307 |
| C- | 280 – 291 |
| D+ | 268 – 279 |
| D | 256 – 267 |
| D- | 240 – 255 |
| F | 239 & Below |

*The UMSL Grading System is using a four-point scale. The grade value for each letter grade:
A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 D- = 0.7 F = 0
EX = Excused DL = Delayed FN = Failure/Non-participation

** With earned extra credit points (if any), a student may be able to accumulate more than 400 points. If so, the letter grade will still be an A.

VoiceThread Participation

- During the instructor lectures (PPT and VoiceThread), you have the opportunity to make comments at any time (via written, voice, or webcam). In many cases, I will prompt you for your opinion or input. Your participation during the lectures will count towards your VoiceThread Participation scores. This activity is worth 2.5% of your grade (10 points). I will evaluate your comments on both quantity and quality.

Quizzes and Exams

- Both the quizzes and the final exam are open book, open notes and multiple-choice. As indicated by an empirical study, college students learn just as much from open-book tests as they do from closed-book ones, but experience less test anxiety (Gharib et al. 2012, Psychology Research).
- Both the quizzes and the final exam will take place online. You may take the tests at one of the computer labs, library, testing center, your home or other places with reliable Internet connection.
- There will be **NO** make-up quiz under any conditions. There will be **NO** make-up exam, except under extraordinary circumstances. If there are conflicts, please contact me as early as possible.
- More details of the quizzes and exam will be discussed later.

Extra Credit Points

You may earn extra credit points to improve your grades by:

- Taking bonus quizzes and working on extra credit assignments (if available).
- Participating in academic research (if available).

These Extra Credit Points are as valuable as other points earned through quizzes, assignments, final exam, and online discussion, etc. They will increase your chance of earning a good letter grade.

Connect Plus LearnSmart and Homework

You will have homework through McGraw-Hill Connect Plus for each of the eight modules.

- The LearnSmart and homework covers all learning materials in a particular module.
- You need to complete and submit the homework by its due date.

Connect Plus Tech Support

If you have problems using the McGraw-Hill Connect Plus, please contact their tech support directly by phone, email, or online chat.

- By phone: 800-331-5094
- by email: <http://mpss.mhhe.com/contact.php>
- by chat support: <http://mpss.mhhe.com/>

McGraw-Hill Connect Customer Experience Group (CXG) Hours of Operation (All times Central):

- **Sun:** 11am - 1am / **Mon-Thurs:** 7am - 3am / **Fri:** 7am - 8pm / **Sat:** 9am - 7pm

Online Discussion

- I will post two discussion topics on the discussion board. Your grade is based on the quantity and quality of your comments. This activity is worth 15% of your grade (60 points). You may use *either* the AMA style (American Marketing Association), APA style (American Psychological Association) or other citation format, but please be consistent. You can find details of the two styles at the following websites:
 - <https://www.ama.org/publications/JournalOfMarketing/Pages/jm-submission-guidelines.aspx>
 - <http://www.apastyle.org>
- Discussion board grades will be returned, with rubric feedback, within 72 hours of the discussion due date.
- You need to submit your initial posting and reply to at least two of your classmates' postings by their deadlines. You can find the expectations for quality of your postings in the Online Discussion Rubric.
- I will not respond to each post, but will be monitoring each discussion closely.

Online Discussion Rubric*

| Criteria | Exceeds Expectations | Meets Expectations | Developing | Needs Improvement | Missing |
|---|---|---|---|---|---|
| Original Post | 20 pts. Use of analysis, synthesis and evaluation Critical and/or creative contribution Incorporates readings well into responses, demonstrating excellent understanding. Asks questions that extend the discussion and relate material to prior course content. Makes insightful, critical comments on the readings and to fellow students. Contributes new information and identifies the source. | 15 pts. Use of comprehension and application Incorporates readings into responses, demonstrating solid understanding. Exhibits some insights and understanding of course content, but may not ask critical questions of the readings or fellow students. May relate module's issues to prior material covered in the course. May respond to fellow students. | 10 pts. Use of knowledge Repeats basic correct information related to discussion, but neglects to extend conversation or critically analyze course content. | 5 pt. No clear evidence that readings were understood or even completed. | 0 pt. No postings throughout the week |
| Reply(ies)/Question to Classmate | 10 pts. Insightful question or reply to a classmate's post. Asks questions that extend the discussion and makes insightful, critical comments. | 7 pts. Exhibits good insights and understanding of discussion questions. | 5 pts. Repeat basic correct information related to discussion. | 3 pt. Only agreed/disagreed but never contributed to the ongoing conversation. | 0pt. Did not reply or question any classmates. |

Online Class Netiquette/Behavior

- **Be self-reflective** before you post an emotional response and reread what you have written to be sure it is positive. Think of your comments as printed in the newspaper. Your online comments will be seen, heard and remembered by others in the class.

- **Use effective communication.**
 - Avoid the use of all caps or multiple punctuation elements (!!!, ??? etc).
 - Be polite, understate rather than overstate your point, and use positive language.
 - If you are using acronyms, jargon or uncommon terms, be sure to explain them so everyone can understand and participate in the discussion.

- **Ask for clarification** to a point if you feel emotional from a classmate's post. It is likely that you misunderstood his/her point. This strategy will also help you step away from the intensity of the moment to allow for more reflection.

- **Sign your name.** It is easier to build a classroom community when you know to whom you are responding.

- **Foster community.** Share your great ideas and contribute to ongoing discussions. Consider each comment you make as one that is adding to, or detracting from, a positive learning environment for you and your classmates.

- **Be constructive.** You can challenge ideas and the course content, but avoid becoming negative online. When you disagree politely, you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.

- **Keep the conversation on topic** by responding to questions, adding thoughtful comments about the topics at hand. Online dialogue is like conversation. If there is a certain dialogue going on, please add to it, but if you have something new to say, please post it in another thread.

- **Define your terms.** When using acronyms or terms that are particular to your field (or new to our course), please define them for others.

Course Policies

Online Participation and Professionalism

- It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions whether in class or online.
- Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments, coursework and discussions. Timely participation in online discussions is a very important part of this course and participation in these discussions, and other activities as assigned, is not optional. You are expected to prepare and post to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric*.
- If you are unable to participate in the scheduled class activity or discussions, you must notify the instructor within the week of that class module or discussion. **An unexcused failure to engage or participate with the class will be counted as an absence; unexcused absences may result in failure.** The instructor reserves the right to make judgment to accept and/or make-up assignments missed because of failed participation in the course activities.

Online Discussion Protocol

- Participation in the course should maintain a positive work and learning environment, as outlined in the UM Collected Rules & Regulations, 330.080
- Postings should be evenly distributed during the discussion week.
- Postings should be a minimum of three sentences, or one short paragraph, and a maximum of two paragraphs.
- Responses should be well written with proper punctuation, spelling and grammar.
- Avoid short one-word postings, for instance, "I agree," unless accompanied by supporting statements from the readings or prior knowledge (work and life experience).
- Stay focused on the topic.
- Ask questions; challenge other postings that lack supporting evidence or present incorrect information.
- Encourage further discussion by building on current threads.
- Check your postings for responses from others and respond in kind.
- Use proper "netiquette".

Attendance Policies

- "Present" in class for online courses is determined by participation in an "academically related activity," i.e. submission of an assignment, assessment or discussion forum posting. The last day of attendance is the last day a student is academically participating in the online course.
- Documentation that a student has logged into an online class is not sufficient by itself to demonstrate academic attendance.

Academic Integrity/Plagiarism

- You are responsible for being attentive to and observant of University policies about academic honesty as stated in the University's Campus Policies and Code of Student Conduct found in the UMSL Bulletin
- Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. One form of academic dishonesty is plagiarism – the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by using any unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member (e.g., copying someone else's answers on tests and quizzes). Unauthorized possession or distribution of academic materials is another type of academic misconduct. It includes the unauthorized use, selling or purchasing of examinations or other academic work, using or stealing another student's work, unauthorized entry or use of material in a computer file, and using information from or possessing exams that an instructor did not authorize for release to students. Falsification is any untruth, either verbal or written, in one's academic work. Facilitation is knowingly assisting another to commit an act of academic misconduct.

Plagiarism, cheating, and falsification are not acceptable.

- All instances of academic dishonesty will be reported to the Office of Academic Affairs who will determine whether you will appear before the Student Conduct Committee for possible administrative sanctions such as dismissal from the university. The instructor will make an academic judgment about the student's grade on that work in this course. The campus process regarding academic dishonesty is described in the "Policies" section of the Academic Affairs website
- Plagiarism is the use of another person's words or ideas without crediting that person.
- Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University, per the UMSL academic dishonesty policy.
- Students are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University's Student Conduct Code.
- To avoid accusations of academic dishonesty, please submit all written work to the Turnitin System before finalizing what you submit for evaluation. Check information about The Writing Center on UMSL's website.

Title IX Policies

- **Mandatory Reporting:** Under Title IX, all UMSL faculty, staff, and administrators (with limited exception) are obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals. Note: There are several offices at UMSL (e.g., Counseling Services, Health Services, Community Psychological Service, Center for Trauma Recovery, and Student Social Services) whose staff are exempt from Title IX mandated reporting, when the information is learned in the course of a confidential communication.

Student Resources

Access, Disability and Communication

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact Disability Access Services (DAS) immediately. Students must provide documentation of their disability to the office of Disability Access Services in order to receive official University services and accommodations. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. Information about your disability is confidential. Once DAS reviews your medical documentation, they will provide you with the information and steps to inform me about the accommodations to which you are entitled. Your accommodations will begin as soon as we discuss your approved accommodations.

- 144 Millennium Student Center (MSC)
- Phone: (314) 516-6554
- Email: Tara Cramer, cramert@umsl.edu
- Website: <http://www.umsl.edu/services/disability/>

Office of International Students and Scholar Services

If you have difficulty communicating in English with the instructor of this course, contact ISS.

- 362 Social Sciences & Business Building (SSB)
- Phone: (314) 516-5229
- Email: iss@umsl.edu
- Website: <http://www.umsl.edu/~intelstu/contact.html>

Office of Multicultural Student Services (MSS) and the University Tutoring Center (UTC)

MSS provides comprehensive student retention services to diverse student populations; through their tutoring center, the MSS offers comprehensive tutoring services free to students at UMSL.

- 225 Millennium Student Center (MSC)
- Phone: (314) 516-6807
- Email: multicultural@umsl.edu
- Website: <https://www.umsl.edu/~mcraa/index.html>

If you expect to miss class due to a religious observance, let me know early in the semester so that we can discuss your responsibilities and plan so that you meet course obligations and requirements.

Technical Support

Online Mentor Program

Online education requires different teaching, learning, and technology skills than those found in traditional face-to-face classes. We assist students with the online technology in Canvas and provide resources for studying and success in online classes.

- 598 Lucas Hall
- Phone: (314) 516-4211
- Email: onlinementor@umsl.edu
- Website: <http://www.umsl.edu/services/ctl/studentsupport/omp.html>

Canvas

If you have problems logging into your online course, or an issue within the course site, please contact the **Technology Support Center**:

- Phone: (314) 516-6034
- Email: helpdesk@umsl.edu
- Website : <http://www.umsl.edu/technology/tsc/>

If you are having difficulty with a technology tool in Canvas, consider visiting the [Canvas Student Guides](#), which has overviews of each tool and tutorials on how to use them. If you continue to experience problems or just have questions, you can also contact the **Learning Resource Lab**:

- Phone: (314) 516-6704
- Email: lrl@umsl.edu
- Website: <http://www.umsl.edu/technology/lrl/>

If you are new to or unfamiliar with Canvas, consult the Canvas course site where you can learn about and practice with tools that will be used in this course. You'll learn about technologies and learning strategies to help you be successful in this course. Follow this link to temporarily leave our course and learn more about Canvas: <https://umssystem.instructure.com/courses/83642>

VoiceThread

- Online Contact Form: <https://voicethread.com/support/contact/>
- Website: <https://voicethread.com/howto/>

Academic Support

The Writing Center

At the Writing Center, students collaborate with consultants on their writing. Students can make appointments to meet with writing consultants on campus, or to work online. Consultants work with lots of writing concerns: bigger issues such as clarity, developing ideas, and organization—or with other concerns such as grammar and academic citation. Students can also access more resources, including Turnitin, by enrolling into the Writing Center Canvas site.

- To find the WC course, click on Courses→All Courses. Then click to join the course
- Location: 222 Social Sciences and Business Building (SSB)
- Website: [https://www.umsl.edu/~umslenglish/Writing Center/](https://www.umsl.edu/~umslenglish/Writing%20Center/)
- Appointments: <https://umsl.mywconline.com>

Course Evaluation

Near the end of the semester, you will be asked to complete an online course evaluation form. When it is time, you will receive email reminders to complete the survey until you've done so. Your feedback on the course is extremely valuable to me. I read my students' comments carefully and use them to improve the course the next time I teach it. Please let me know what aspects of the course helped you learn and what aspects might be changed to help you learn more effectively. Your comments and responses are confidential, and I will not be able to see who completed the surveys. I only see the aggregate responses in one combined report available to me one week after final grades are submitted to the Registrar. [Learn more here.](#)

TENTATIVE COURSE SCHEDULE

(Subject to Changes upon Notice)

| Module #/Name | Dates | Lectures | Contents | Tasks | Connect Assessments^ |
|--|------------------|--|---|--|---|
| Module #1: Introduction | Aug. 22 – Sep. 2 | Ch. 1 of Kerin et al. Ch. 1 of ROI Marketing | Course overview | <ul style="list-style-type: none"> • Textbook • Online Learning Technology | LearnSmart Homework By 11:59pm, Sept. 4 |
| Module #2: Marketing plan and marketing environment | Sep. 5 - 16 | Ch. 2 Ch. 3 | Marketing Plan and Situation Analysis | | LearnSmart Homework By 11:59 pm, Sept. 18 |
| Module #3: Customer | Sep. 19 – 30 | Ch. 5 Ch. 6 | Consumers and Organization Buyer Behavior | Discussion Topic 1 By 11:59 pm, Oct. 2 | LearnSmart Homework By 11:59 pm, Oct. 2 |
| Module #4: Global Markets and Marketing Research | Oct. 3 – 14 | Ch. 7 Ch. 8 | International Marketing and Marketing Research | Quiz 1 (Ch. 1, 2, 3, 5, 6, 7) Available from Oct. 8 – Oct. 16; by 11:59 pm, Oct. 16 | LearnSmart Homework By 11:59 pm, Oct. 16 |

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|--|---|---|--|--|--|
| Module #5: STPD | Oct. 17 – 28 (Fall break from Oct. 20 – 23) | Ch. 9 Ch. 10 Ch. 2 of ROI Marketing | STPD Strategies and New Product Development | | LearnSmart Homework By 11:59 pm, Oct. 30 |
| Module #6: Product and Pricing of the 4Ps | Oct. 31 - Nov. 11 | Ch. 11 Ch. 12 Ch. 13 Ch. 14 | Product and Pricing Strategies of the 4Ps | Discussion Topic 2 By 11:59 pm, Nov. 13 | LearnSmart Homework By 11:59 pm, Nov. 13 |
| Module #7: Place (Distribution) of the 4Ps | Nov. 14 – 18 Fall Break (Thanksgiving holiday) | Ch. 15 Ch. 16 | Distribution Strategies of the 4Ps | Quiz 2 (Ch. 8, 9, 10, 11, 12, 13, 14) Available from Nov. 12 – 20; by 11:59 pm, Nov. 20 | LearnSmart Homework By 11:59 pm, Nov. 20 |
| Module #8: Promotion of the 4Ps | Nov. 28 – Dec. 9 | Ch. 18 Ch. 19 Ch. 20 Ch. 21 | Promotion strategies of the 4Ps | Final Exam (Ch. 1 - 3, 5 – 16 and 18 - 21) Available from Dec 3 – 11; by 11:59 pm, Dec. 11 | LearnSmart Homework By 11:59 pm, Dec. 11 |

^You earn up to 20 points each module by working on the LearnSmart, the video cases and other homework. Until the due date, there is no time limit for you to finish the assignments and unlimited attempts are allowed. Further, there is no score deduction for taking new attempts. However, only the last submission counts and the assignments will be automatically submitted on the due date and **late submissions will NOT be accepted**. There will be **NO makeup assignment under any circumstances**. **Make sure you finish the assignment by its due date.** If you have any questions or concerns, please contact me as early as possible.