University of Cincinnati
(Sample Course Syllabus)

I. Course Information:

Title: Marketing for Beginners
Course #: 14-MKG1111-002
Credit Hours: 2
Term: Fall 2014
Prerequisites: N/A

II. Instructor Information:

Name: Dr. Albert Einstein
Title: Professor of Marketing
Office Information: LCB, Room 906
Office: (513)555-5555
Fax: (513)555-5550
Email: aeinstein@ucmail.uc.edu
Office Hours: Tuesdays 9-10:00 AM EST (Via Adobe Connect)
Communication Policy: Students are encouraged to contact me anytime via email or phone. A response will be given within 36-48 hours except on weekends. Virtual office hours will be held using Adobe Connect (see Bb for more information).

III. Link to Pace:

This course aligns with PACE, the Lindner College of Business platform for developing the total business professional.

P – Professionalism

- Enhance oral & written communication, express ideas clearly, logically and persuasively.
- Develop and practice teamwork skills through group projects and exercises.
- Practice professional habits of punctuality, preparation, respect and participation.

A – Academics

- Develop foundational knowledge of core business functions and their interactions within firms.
- Begin applying functional and cross-functional knowledge to critically analyze business problems; for example applying techniques for business plan development.

C – Character
• Learn and apply leadership techniques for project management (plan, brief, execute, debrief).
• Build an understanding and initial skills of managing diversity, including understanding cultural differences, and challenges and opportunities of global business.
• Understand importance of ethics and social responsibility in business and personal settings.

E – Engagement

• Build understanding of importance and practices of networking through interactions with business professionals and guest speakers.
• Develop awareness and appreciation of involvement in social organizations, community service, and professional group opportunities.

IV. Course Materials

Required

• Author (Date). Title of Textbook. Edition. Editor. ISBN#

Optional

• Author (Date). Title of Textbook. Edition. Editor. ISBN#

Options for Purchasing the Text Include:

• (UC Bookstore, Dubois Bookstore, Amazon, Etc..)

V. Course Description:

This course is intended to be the beginning of your foray into Marketing. As a beginner course, it initiates a framework for integrating past experiences where you have successfully been marketed to. You will begin to analyze and assess successful and failed marketing campaigns. Students will also be asked to formulate effective marketing strategies for firms under conditions of domestic and international uncertainty. Readings and industry studies will be used to help the student understand the difficulties and challenges of effectively implementing marketing plans.

VI. Student Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

• Apply concepts and tools from the core marketing functions to analyze and assess business performance;
• Propose and evaluate alternatives and select recommendations that address marketing issues;
• Design plans for strategy implementations that are feasible to achieve marketing goals;
• Write and defend persuasive arguments summarizing your analyses, conclusions and recommended plan of action.
VII. Instructional Methods (Including Description about Bb):

The following course utilizes the Blackboard (Bb) Learning Management System to provide student-centered online learning that will enhance the teaching and learning process. Through a variety of instructional methods (e.g. discussion boards, video lectures, readings, online assessments, etc.) the learner will become immersed and engaged in the learning process. If you are not familiar with these tools, please visit http://www.uc.edu/ucit/learningtechnologies/mobilelearn.html.

VIII. Course Communication:

University policy requires that the email set up in Blackboard is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to change your email in Blackboard to a non-UC email it is your responsibility to ensure you check it frequently. Please see the attached Student Email Policy for more information: http://www.uc.edu/content/dam/uc/infosec/docs/general/Policy_StudentEmail.pdf.

IX. Course and Grading Policies:

1. Course Structure: Changes to the syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible. Due dates will be clearly marked in Blackboard. All assignments will be submitted via Blackboard using a Word document, PDF document or an Excel document. When completing discussion board assignments please make sure to abide by the rules of netiquette which are posted under course documents.

2. Academic Integrity: As with all Lindner College of Business efforts, in this course you will be held to the highest ethical standards, critical to building character. Ensuring your integrity is vital and ultimately is your responsibility. To help ensure the alignments of incentives, the Lindner College of Business has implemented a “Two Strikes Policy” regarding Academic Integrity that supplements the UC Student Code of Conduct (see: http://www.uc.edu/conduct/Code_of_Conduct.html)

   - All academic programs at the Lindner College of Business use this “Two Strikes Policy”;
   - All cases of academic misconduct (e.g., copying other students assignments, failure to adequately cite or reference, cheating, plagiarism, falsification, etc.) will be formally reported by faculty; and
   - Students will be afforded due process for allegations as outlined in the policy.

3. Disability: Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. http://www.uc.edu/sas/disability
5. **Missed and/or late examinations, quizzes, and graded exercises:**
   <<Instructor will insert their policy here>>

6. **Campus Closures:** In the event of inclement weather and the university is closed, the closure *will not* affect the online course. All course assignments and activities will remain as scheduled in the course syllabus.

7. **Criteria for letter grades:**
   Your course grades will be based on your performance on the following:

   **Point Allocation:**
   - Student Profile: 5 Points
   - Marketing Analysis (2): 40 Points
   - Discussion Boards (3): 45 Points
   - Quizzes (2): 100 Points
   **Total Points Available**: 190 Points

   **Grading Scale (example)**
   - 94% and above (179 points or above) = A
   - 90% (171-178 points) = A-
   - 87% (166-170 points) = B+
   - 84% (154-165 points) = B
   - 80% (152-153 points) = B-
   - 77% (147-151 points) = C+
   - 74% (141-146 points) = C
   - 70% (133-140 points) = C-
   - 60% (114-132 points) = D
   - Below 60% (113 points or below) = F

**Description of Major Assignments**

- **Student Profile:** (5 pts.)
  - Students are to write brief 1 page, double-spaced narrative describing……..Each student profile will be assessed using the following criteria.……Student profiles will be posted in Module 1 under the link labeled: Student Profile Assignment 1.

- **Marketing Analysis (See Attached Rubric Below):** (3 @ 20 pts. each)
  - Students will chose a business case study review utilizing the UC Business Library website to create a marketing analysis based on the criteria represented in the assigned rubric below and the attached PowerPoint description located in Module 2. The problem sets assigned in each of the modules will help assist students with the development of each analysis as the course progresses. Each assignment is due in by Sunday at 11:59 pm in the module assigned.

- **Discussion Boards (See Attached Rubric Below):** (3 @ 15 pts. each)
  - In Modules 2, 4, and 6 students will respond to a discussion question using research evidence to support their answers. The rubric below will be used to evaluate the student’s response. Each initial discussion response will be due by 11:59 pm the Wednesday assigned and a follow-up response to peers will be due by 11:59 pm the following Sunday.

- **Quizzes:** (2 @ 50 pts. each)
In Modules 3 and 7 students will complete a 50 question multiple choice quiz. Each question is one point each and must be completed within 2 hours once the exam has started.

X. Course Schedule:

<table>
<thead>
<tr>
<th>Module #: &lt;Dates&gt;</th>
<th>Topic(s):</th>
<th>Readings, Lectures, &amp; Other Materials</th>
<th>Assignments &amp; Assessments</th>
<th>Due Dates</th>
</tr>
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<tbody>
<tr>
<td>Module 1: &lt;Dates&gt;</td>
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<td>Module 2: &lt;Dates&gt;</td>
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<td>Module 3: &lt;Dates&gt;</td>
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<td>Module 4: &lt;Dates&gt;</td>
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<td>Module 5: &lt;Dates&gt;</td>
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<td>Module 6: &lt;Dates&gt;</td>
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<td>Module 7: &lt;Dates&gt;</td>
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XI. Rubrics:

Sample 1- Sample Discussion Board Rubric

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<tr>
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<th>5</th>
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<th>1</th>
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<tbody>
<tr>
<td>Completeness</td>
<td>Response directly answers each part of the assigned question.</td>
<td>Response somewhat answers each part of the assigned question.</td>
<td>Response vaguely answers each part of the assigned question.</td>
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<tr>
<td>Content</td>
<td>Response clearly shows student has read and understood the lesson content by correctly defining the key terms, summarizing concepts, and providing accurate application.</td>
<td>Response shows student has read the content and is beginning to understand the essential elements by defining a few key terms, summarizing concepts, and providing accurate application.</td>
<td>Response shows that the student shows very little evidence that they have read the content and that they are able to effectively apply the essential elements by defining the key terms, summarizing concepts, and providing accurate application.</td>
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<tr>
<td>Analysis</td>
<td>A clearly stated and supported analysis is provided with regard to the larger concepts of the lesson.</td>
<td>An analysis is provided with regard to the larger concepts of the lesson; however, support is needed to provide clarification of concepts.</td>
<td>An analysis is not provided with regard to the larger concepts of the lesson.</td>
</tr>
<tr>
<td>Writing</td>
<td>Skillful control of</td>
<td>Generally acceptable</td>
<td>Limited or</td>
</tr>
<tr>
<td>Skills</td>
<td>language and mechanics. Sentence structure is strong and effective in communicating Information.</td>
<td>vocabulary, relates to topic. Few spelling/ Grammatical errors that do not affect meaning.</td>
<td>inappropriate use of vocabulary related to topic. Many errors in spelling and grammar.</td>
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**Sample 2: Marketing Analysis Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
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</table>
| **20** | Consistently does all or almost all of the following:  
- Accurately interprets evidence statements, graphics, questions, etc..  
- Identifies the salient arguments, reasons and claims; pro and con  
- Thoughtfully analyzes and evaluated major alternative points of view  
- Draws warranted judicious, non-fallacious conclusions  
- Justifies key results and procedures, explains assumptions and reasons  
- Fair-mindedly follows where evidence and reasons lead |
| **15** | Does most or many of the following:  
- Accurately interprets evidence statements, graphics, questions, etc..  
- Identifies relevant arguments, reasons and claims; pro and con  
- Offers analyses and evaluations of obvious alternative points of view  
- Draws warranted, non-fallacious conclusions  
- Justifies some results or procedures, explains reasons  
- Fair-mindedly follows where evidence and reasons lead |
| **10** | Does most or many of the following:  
- Misinterprets evidence statements, graphics, questions, etc..  
- Fails to identify strong, relevant counter-arguments  
- Ignores or superficially evaluates obvious alternative points of view  
- Draws unwarranted or fallacious conclusions  
- Justifies few results or procedures, seldom explains reasons  
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions |
| **5** | Consistently does all or almost all of the following:  
- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others  
- Fails to identify or hastily dismisses strong, relevant counter-arguments  
- Ignores or superficially evaluates obvious alternative points of view  
- Argues using fallacious or irrelevant reasons, and unwarranted reasons |
<table>
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<tr>
<th>claims</th>
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<td>• Does not justify results or procedures, nor explain reasons</td>
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<tr>
<td>• Regardless of the evidence or reasons, maintains or defends views</td>
</tr>
<tr>
<td>based on self-interest or preconceptions</td>
</tr>
<tr>
<td>• Exhibits close-mindedness or hostility to reason</td>
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