

Service Learning Syllabi



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MARKETING 301 PRINCIPLES OF MARKETING

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Spring Semester 2000 - Section 4 (Marketing Majors only)

Clemson University

Room 229 Sarrine Hall (Sarrine Hall Auditorium)

12:20 – 1:10 a.m. MONDAYS, WEDNESDAYS, FRIDAYS

INSTRUCTOR: Mr. James Gaubert

OFFICE: 234 Sarrine Hall

OFFICE HOURS: 11:15 a.m.- 12:15 p.m. Mondays and Wednesdays;

1:15 - 2:15 p.m. Mondays and Wednesdays;

2:00 - 5:00 p.m. Fridays

(If these times are inconvenient, appointments may be arranged easily with the instructor.)

TELEPHONE: 656-1087 (campus office); 850-0288 (home)

E-MAIL: gauberj@clemson.edu

REQUIRED TEXT: Hoffman et al, *Marketing: Best Practices*(1st Edition), Harcourt, 2000.

(An optional study guide is also available.)

COURSE OBJECTIVES:

The main objective of the course is to introduce the student to the basic principles of marketing: What is marketing? Who uses marketing and how is it accomplished? What role does marketing play within today's

organizations? What objectives do marketers pursue? What decision must marketers make? What tools do they use to accomplish their objectives? What constitutes a sound marketing strategy?

As consumers, we are all targets of marketing activities. Therefore, we all know something of marketing but this course will lead the student to discover more about marketing than what consumers see. To achieve this goal, we will explore marketing from the marketing manager's viewpoint -- that is, we will study the management of marketing activities. From this perspective, the student should complete the course with:

1. a broad basic knowledge of marketing as a management tool -- how organizations plan, implement,

and control marketing programs;

2. an understanding of marketing as a social institution -- how marketing reflects and affects us as

consumers and as a society; and

3. a critical orientation toward marketing -- an ability to evaluate marketing activities as to what

objectives are sought and the degree to which these are obtained.

This section is limited to marketing majors and is also intended to provide marketing majors with additional opportunities for discussion and exploration of the principles covered in the text. It is hoped that students will be equipped upon course completion with an understanding of the depth of their chosen major, knowledge of the career opportunities available within the discipline, and the framework for success in subsequent marketing courses. Fridays during the semester will be particularly important as we will be working together on a **service learning** project that will also introduce students to the useful and practical application of marketing in service to society at large.

GRADING:

Exams and Quizzes -There will be three exams (100 points each) during the semester and a comprehensive final exam (150 points) at the end of the semester. In addition, there will be six unannounced quizzes (25 points each) during the semester. Students may also acquire 75 points through optional participation in marketing research studies during the semester; participation in these activities will allow the students to substitute the earned 75 points for any 3 of his/her quizzes that are either missed or low-scored. There is NO grading in this research participation; the total 75 points are given to students willing to participate. Exams and quizzes will consist of multiple choice questions, true/false questions, and short written responses (e.g. definitions) taken from text, video, and lecture material.

Attendance - There will also be a class attendance/participation score worth a possible 50 points at the semester's end. Assignment of these attendance/participation points is based on the student's presence and preparedness for class, as discussed in the attendance policy section of the syllabus.

SERVICE LEARNING PROJECT – Contributing more than any other component to the student's final semester grade will be participation in a semester-long service learning project. This project will expose students to the value of service learning as well as demonstrate the principles of marketing in action. Students will be working with each other and the instructor to examine problems faced by university freshman at Clemson by development of a strategically-based research design and conducting focus group and personal interviews with current first-year students. The project will be incorporated in class lectures and worked on weekly both in and out of the classroom. The project will culminate in the presentation of a formal written and oral document toward the end of the semester. ALL students are expected to take an active role in the project as it comprises nearly one-fourth of the semester's grade. Topic coverage of service learning is on service learning and the details of the semester-long project provided and discussed in the second week of class.

The student's final course grade will be determined by calculating the student's percentage of acquired total points from the potential course total of 600 points, using a ten-percentile scale (90-100% = A; 80-89.9% = B; 70-79.9% = C; 60-69.9% = D; below 60% = F). Thus, the semester breakdown of point assignment is:

	Possible Points	Student's Point Score	% of Final Grade
		(enter as received)	
EXAM #1	100		11.77%
EXAM #2	100		11.77%
EXAM #3	100		11.77%
SERVICE LEARNING PROJECT	200		23.53%
Quiz	25		2.94%
Quiz	25		2.94%
Quiz	25		2.94%
Quiz or Replacement by Survey Research Participation	25		2.94%
Quiz or Replacement by Survey Research Participation	25		2.94%
Quiz or Replacement by Survey Research Participation	25		2.94%
Class Attendance and Participation	50		5.88%
FINAL EXAM	150		17.65%
Total	850		100%*
			*rounding error present

Point Ranges for Final Course Grade:

A: 765-850 points B: 680-764 points C: 595-679 points D: 510-594 points F: below 510 points

ATTENDANCE POLICY:

CLASS ATTENDANCE IS REQUIRED. Exams and quizzes will likely include lecture material not contained in the text. Attendance will be taken at EACH class meeting based on assigned seating. Each missed class beyond five absences will result in a 10-point loss of the student's total possible attendance/participation grade points. **MORE IMPORTANTLY**, each absence beyond ten total absences will result in a reduction of the student's FINAL COURSE AVERAGE by **5 percentage points!**

If you arrive late for class, it is the student's responsibility to inform the instructor so credit for attendance is given for that day's lecture. Students will not be given credit for class attendance if they leave prior to the end of a lecture unless PRIOR permission is granted by the instructor. Sleeping in class does not constitute mental presence and will be counted as an absence for the day!

Although unlikely, if the instructor has not arrived to the classroom by 12:35 p.m., the class may be dismissed.

MISSED EXAMS OR QUIZZES:

In the hopefully rare case of an extreme hardship or medical emergency (supported by appropriate documentation) resulting in a missed EXAM, the instructor will *consider* the option of a make-up (with possible essay questions). Only 1 make-up exam will be considered for each student and only under such circumstances. ANY MAKE-UP EXAM WILL BE ADMINISTERED ON MONDAY, April 24st at 6:30 p.m.. Students should make appropriate arrangements with the instructor on the day last class meeting prior to this date (that is, by Friday, April 21).

Missed QUIZZES cannot be made up and will be scored as 0. They, however, may be substituted by participation in the research assignments as discussed previously.

POLICY ON ACADEMIC DISHONESTY:

The "POLICY ON ACADEMIC DISHONESTY" stated in the Clemson University Student Handbook will be strictly enforced. Any student caught cheating or demonstrating dishonest academic behavior will be assigned an F in the course!

	CLASS DATE	FOCUS OF LECTURE	LECTURE COVERAGE
Jan	12	What is Marketing?	Course Introduction; Chapter 1
	14	What is Marketing?	Chapter 1
	17	Marketing Strategy, Ethics, & Social Responsibility	Chapter 2
	19	Marketing Strategy, Ethics, & Social Responsibility	Chapter 2
	21	Introduction to Service Learning	
	24	Marketing Research and Information Systems	Chapter 4
	26	Marketing Research and Information Systems	Chapter 4
	28	The Focus Group & Interview as Research Tools	
	31	SERVICE LEARNING PROJECT PLANNING	
Feb	2	SERVICE LEARNING PROJECT PLANNING	

		PLANNING	
	4	SERVICE LEARNING PROJECT PLANNING	
	7	Consumer Behavior	Chapter 5
	9	Consumer Behavior	Chapter 5
	11	Business-to-Business Marketing	Chapter 6
	13	EXAM I [CHAPTERS 1,2,4-6]	
	15	Market Segmentation and Target Markets	Chapter 7
	17	SERVICE LEARNING PROJECT WORK	
	21	Product Development, Strategies, and Management	Chapter 8
	23	Product Development, Strategies, and Management	Chapter 8
	25	SERVICE LEARNING PROJECT REPORTS	
	28	Services Marketing	Chapter 9
Mar	1	Marketing Channels and Distribution	Chapter 10
	3	SERVICE LEARNING PROJECT REPORTS	
	6	Retailing and Wholesaling	Chapter 11
	8	EXAM II [CHAPTERS 7-11]	
	10	SERVICE LEARNING PROJECT REPORTS	
	13	Advertising, Promotions, & Supplemental Aspects of Integrated Marketing Communications	Chapter 12

	15	Advertising, Promotions, & Supplemental Aspects of Integrated Marketing Communications	Chapter 12
	17	SERVICE LEARNING PROJECT REPORTS	
	20	SPRING	NO
	22	BREAK	CLASS
	24	1998	MEETING
	27	Advertising, Promotions, & Supplemental Aspects of Integrated Marketing Communications	Chapter 12
	29	Selling and Sales Management	Chapter 13
	31	SERVICE LEARNING REPORT FINALIZATION	
April	3	Selling and Sales Management	Chapter 13
	5	Pricing Strategies and Price Determinations	Chapter 14
	7	SERVICE LEARNING REPORT (ROUGH DRAFT)	
	10	Pricing Strategies and Price Determinations	Chapter 14
	12	Internet Marketing	Chapter 15
	14	SERVICE LEARNING PROJECT PRESENTATION	
	17	International Marketing	Chapter 3
	19	International Marketing	Chapter 3
	21	EXAM III [CHAPTERS 12-15;3]	
	24	Strategic Planning	Appendix
	26	Strategic Planning	Appendix
	28	Course Review	
May	1	FINAL EXAM (1:00 – 4:00 p.m.) [FRIDAY]	Chapters 1-15

SERVICE LEARNING PROJECT DESCRIPTION

The Principles of Marketing course (MKT 301) lends itself to service learning in that students study the role of the marketer in society and how services as products are marketed through research and project development. The incorporation of a service learning project will allow students to see the application of classroom subject areas into the relevance of these topics and the benefits that can be derived from successful implementation.

Students will be assigned to teams to focus on the problems encountered by freshmen at Clemson University. In this regard, the community of benefit will be the University but more specifically the future freshman classes of Clemson. The service learning project will be conducted in four phases that will correspond to the four learning styles of reflection: reading, writing, doing, and telling.

PHASE 1 – READING

Students will be assigned to research the problem of freshmen retention nationwide and at Clemson University. This will require review of secondary data gathered in newspaper articles, periodicals, and the Internet. It is hoped that students will also conduct interviews with university personnel who work with on-campus programs and resources addressing the problem of freshmen retention.

PHASE 2 – WRITING

As students will have covered marketing research in class lecture, this phase will begin the implementation of primary research into the project. Students will begin the development of the qualitative research technique of focus groups. They will focus on the development of participant pools and the writing of the focus group script to be utilized in the conduct of the focus group sessions.

PHASE 3 – DOING

Students will conduct the focus group sessions. This will also include the recording and transcribing of the sessions. Following the sessions the students will begin analysis of the topics discussed. Students will also reflect with other groups to determine common themes and points of discovery.

PHASE 4 - TELLING

The project will culminate with a formal written research paper and oral presentation that will be given to the professor and any other parties interested in the findings of the research teams.

The project teams will be staggered in the different formations through the phases to balance individual students' skill strengths. The money from the grant will be administered by the professor to the students to cover project expenses such as copying, recording material, and any compensation the students decide to pay the focus group participants.

The success of the project will enable the students to see the role of marketing research in practical application. They will also be well-equipped to succeed in their subsequent marketing research projects and be able to use the project in subsequent employment discussions.

