



Concepts of Marketing

course description

This course is designed for students anticipating careers in advertising, public relations, or related areas and teaches the vocabulary and basic concepts of marketing as it will be practiced, emphasizing the role of marketing communication.

course overview

This course is a survey course designed to help you understand what marketing is, what marketing people do, and how they interact with other corporate functions such as manufacturing, distribution, and research & development. It is very similar to the marketing course offered in the School of Business. However, the course at Kenan-Flagler is taught with the assumption that students will become product managers or brand managers or something similar on the corporate business administration side. The assumption we make here is that you are more oriented toward marketing communications and that you are as likely to work for an agency or media company as you are for a goods and services provider. As a result, we will spend less time on topics such as financial forecasting and inventory management and explore in more depth the role and function of marketing communication and strategy in every part of the business process.

In the past, advertising and public relations professionals were often perceived as tacticians—other people made the strategic decisions about what was to be communicated, to whom and why. All that has changed. Marketing communication professionals today are expected to take a much more active role in the whole marketing process. You will be held accountable not just for your functional proficiency, but also for making measurable contributions to your company's or client's business growth and profitability. That's why this course has been added to the JOMC curriculum.

This course is ideal for anyone who aspires to be an advertising, product marketing manager or public relations manager for either a consumer products marketer (e.g. Procter & Gamble or Amazon) or a business-to-business company (e.g., IBM) or an account service manager for an advertising or public relations agency. It is also relevant for anyone who wants to run his or her own business someday. People who want to work for non-profit organizations will be able to use what is taught in the course—soliciting contributions requires marketing thinking, as will those in the field of public health who want to “market” healthy behaviors. Finally, it is also helpful for those who want to work in creative. Understanding what the client is trying to accomplish (and why) will increase your chances of doing work that not only wins awards, but contributes to the bottom line—and therefore helps the agency to keep the account.

course objectives, competencies, and core values

Understand marketing's role in strategic planning and how marketers work with upstream and downstream partners to create and deliver customer value.

Know how to design a customer-driven marketing strategy and marketing mix.

Understand the major factors that influence consumer behavior.

Understand the similarities and differences between product/service marketing and social marketing.

Conduct research to inform a new business idea and plan.

Understand concepts and apply theories in the use and presentation of images and information.

Think critically, creatively and independently.

class number : JOMC 475.001

academic term : Fall Semester 2014

instructor : Kevin Nathanson

meeting days : Mondays & Wednesdays

meeting time : 5:30pm to 6:45pm

location : Carroll Hall rm 283

final exam : Friday Dec 5 @ 7:00pm

dates : 08.20.2014 – 12.03.2014

email : knathans@email.unc.edu

office : Not so much...

office hours : 1hr before class, by app't

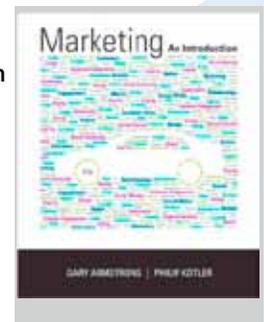
required materials

Marketing: An Introduction (12th edition) by Gary Armstrong and Philip Kotler

ISBN-13: 978-0133451276

laptop computer (for exams)

Assigned Sakai Readings



class resources

I will use a Sakai website to organize class documents and post them for you to download. You can reach the log-in page at <http://sakai.unc.edu>. You will need your ONYEN and password to log in.

note:

The course syllabus is a general plan for the course; changes announced to the class by the instructor may occur.



Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Apply basic numerical and statistical concepts.

course format

Prior to each class, it is expected that you will have completed the assigned readings. During class time I will answer any questions you may have about the readings. We will spend the balance of the class period applying the concepts to current events and case studies.

attendance policy

Class attendance and participation are essential to this class. Critical information for exams and assignments will come directly from class. Additionally, this course has been structured so that the required readings are a foundation from which we will expand during each class session. Roll will be called verbally precisely at 5:30pm (iPhone time). If you are late, it will count as 1/2 an absence. You are provided with three excused absences; do not squander them! *If you miss more than three classes, your final grade will be reduced by one percentage point per class missed after three absences.*

exams

There are three exams during the semester. Exam questions will cover material from the text, class lectures and discussions. Questions will be multiple-choice, short, and long essay. The final exam will include a cumulative component, requiring you to integrate concepts from the entire course. The final exam is scheduled for Friday, December 5 at 7:00pm (3hrs). All exams will be given in our classroom using the class Sakai site, therefore you will need a laptop or other suitable device with which to select and write your answers. Grades and exam feedback will also be provided via Sakai. *No make-up exams will be given without prior arrangement before the exam date and time.*

Case Study Analysis and Defense

You will be assigned to a three or four person team to complete a group case study assignment, consisting of a written analysis of ~8 pages in length, a 15 minute case presentation, and a 15 minute Q&A "defense" with me as the audience and questioner. Due date for the paper is November 12. Your 30 minute presentation/Q&A session will be scheduled for after that date, sequence TBD by random drawing in class on November 12. You may give me your preferences regarding who you want to work with, and I will do my best to honor them. *Deadline for sending me your group member preference(s) (via email, please) is Sept. 3.*

If you do not email a preference, or if I receive conflicting preferences, you will be randomly assigned to a team. Case assignments will be distributed to each team by Sept. 8.

Your project grade will be determined as follows:

Paper = 75% of project grade (same grade to all team members)
Presentation and Q&A = 25% of project grade (individual grading for each team member based on peer review, subject knowledge and demonstration of critical thinking)

This grading structure is designed to ensure that all team members do their fair share of work and can demonstrate facility with the case information. This is not a presentation nor public speaking class, therefore presentations do not need to be fancy or sophisticated; the vast majority of the

course requirements

Fair warning – we will cover a lot of territory over a short period of time. To do well in the class you will need to:

Attend all classes.

Really. It will be very difficult to capture all the information given in lecture from someone else's notes, and there is a lot of information in each lecture, as we cover a large amount of material over the semester.

Complete assigned readings for each class session. The lectures and class discussions will illustrate and expand upon what you've read, but not substitute for it.

Complete assigned marketing math problems.

Complete the Case Study Analysis and Defense as described.

Actively participate in class when called upon.

Complete three exams which may include questions on material covered in the book that won't necessarily have been talked about in class. Don't get behind; it's difficult to catch up.

note:

The course syllabus is a general plan for the course; changes announced to the class by the instructor may occur.



25% component of your grade will be based on your subject knowledge and critical thinking, and not on how pretty or slick your presentation is.

For those of you unfamiliar with the case study approach, here are recommendations for how to approach reading and digesting a typical business-school case study – which begins with reading the case three times:

1. The first reading should be a quick run-through of the text in the case. It should give you a feeling for what the case is about, what the outstanding questions and choices are that are presented within the case, and the types of data contained in the case.

2. Your second reading should be more in-depth. Many people like to underline or otherwise mark up their cases to pick out important points that they know will be needed later. For example, analyze the case with respect to the case's unanswered questions or choices, which may center on areas such as customer behavior and trends, competitor's behaviors and trends, and the firm's strengths and weaknesses. On your second reading, carefully examine the exhibits in the case. It is generally true that the case writer has put the exhibits there for a purpose. They contain information that will be useful in analyzing the situation.

3. On your third reading, you should have a good idea of the fundamentals of the case. Now you will be searching to understand the specific situation. You will want to get at the root causes of problems and gather data from the case that will allow you to make specific action recommendations.

As is often the situation in actual practice, cases may not have all the data that you would like. Nevertheless, it is critical that you develop a reasoned plan of attack on the basis of data available. Moreover, you should not attempt to find out what happened to the company or business (in real-life) as a basis for making your decision.

For each case study, examine the case (both text and exhibits) and be able to share what specific actions your team would recommend that the company take, and why. As benchmark, a typical, successful and well-written Case Assignment will have taken around 8 to 10 hours to complete. Brevity is important in the professional world, therefore case assignments may not exceed **eight** pages, double-spaced, 12 point font in the main body and 8 pages of supporting appendix as needed.

To ensure that all team members are pulling their weight on their teams, I will distribute a mandatory peer evaluation form that must be turned in by all team members before that team's grade will be released. Grades for the project may vary within a team, based on the results of the peer evaluation and my evaluation of the group presentation.

"marketing by the numbers" problem sets

Today's marketing is all about creating customer value and building profitable customer relationships. If the organization understands customer needs and wants and develops a compelling value proposition by which it can attract, keep, and grow targeted customers, the organization will reap the rewards in terms of market share, profits, and customer equity. To help you understand the financial underpinnings of marketing, you will be assigned marketing math problems throughout the semester.

Homework must be done individually. Do *not* work together on homework. If I suspect that you have not worked alone, I will treat it as an honor code violation.

course grade components

No substitute dates will be given for exams. Evaluation components will be weighted as follows:

Exam I	22%
Exam 2	23%
Final Exam	25%
Project	20%
Marketing Math Assignments	10%

TOTAL 100%

grading scale

A	93-100%
A-	90-92%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	60-66%
F	<60%



Assignments will be collected at the beginning of class. Late assignments will not be accepted, unless negotiated prior to deadline. Assignments will not be accepted early, cannot be handed in by a classmate, and cannot be sent via email. No credit will be given for problem sets turned in after the class period.

In this class, as in the business/professional world, appearance matters. therefore, assignments should be *neat, legible, and free of "scratch-outs", "navigation arrows", etc.* I strongly encourage you to type the narrative of your answers; equations may be written out, but should be easily legible. Make sure to show your work so I will be able to assign partial credit if warranted.

JOMC values

The School of Journalism and Mass Communication's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. No single course could possibly give you a solid grasp of all of these values and competencies, but collectively, our classes are designed to build your abilities in each of these areas. You can learn more about them here:

<http://jomc.unc.edu/about-the-school>

honor code

It is expected that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class, which includes outside writing assignments. Use of former students' writing assignments constitutes a breach of the honor code and will be dealt with accordingly. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see me or Senior Associate Dean Chris Roush, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

seeking help

If you need individual assistance, it is your responsibility to meet with me during office hours or to set up an appointment for another time. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

diversity

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2013–2014 Undergraduate Bulletin (<http://www.unc.edu/ugradbulletin>). In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression or disabilities.

special accommodations

If you require special accommodations to attend or participate in this course, please let me know as soon as possible. If you need information about disabilities visit the Department of Disability Services website at <http://disabilityservices.unc.edu> or call (919) 962 8300.



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date	topic & deliverables	required reading
we-08.20	Personal Introductions, Course Introduction and overview	n/a
mo-08.25	Marketing—Capturing Customer Value	A&K - chapter 1
we-08.27	Marketing Strategy and Partnerships	A&K - chapter 2
we-09.03	Marketing Math: The JOMC version DUE: Team roster requests for Case Study Projects	A&K - appendix 3 http://business.tutstplus.com/tutorials/how-to-read-an-income-statement--cms-44
mo-09.08	Analyzing the Marketing Environment DUE: Marketing by the Numbers #2 - Walmart vs. Target (p.62) Cases, teams and due dates announced	A&K - chapter 3
we-09.10	Managing Marketing Information exam article/case distribution	A&K - chapter 4
mo-09.15	Understanding Buyer Behavior	A&K - chapter 5
we-09.17	Exam #1 (Chapters 1–5)	exam article/case
mo-09.22	Customer Driven Marketing Strategy	A&K - chapter 6
we-09.24	Products, Services and Brands	A&K - chapter 7
mo-09.29	Developing New Products and the PLC	A&K - chapter 8
we-10.01	Pricing DUE: Marketing by the Numbers #8 - Kei Cars (p.262)	A&K - chapter 9
mo-10.06	Marketing Channels exam article/case distribution	A&K - chapter 10
we-10.08	Exam review and group project coaching	group case studies
mo-10.13	Exam #2 (Chapters 6–10)	exam article/case
mo-10.20	Retailing and Wholesaling	A&K - chapter 11
we-10.22	Guest Lecturer Laura Marshall - Subject: Real World Public Relations	A&K - chapter 12
mo-10.27	Selling and Sales Promotion DUE: Marketing by the Numbers #9 - Louis Vuitton (p.300)	A&K - chapter 13
we-10.29	Direct and Online Marketing	A&K - chapter 14 selected readings from google.com/think - TBD
mo-11.03	Guest Lecturer Bryce Gartner - Subject: Big Data	n/a
we-11.05	Global Marketplace	A&K - chapter 15
mo-11.10	Flex day, Work day/coaching - finalize group projects	n/a
we-11.12	Sustainable Marketing DUE: Case Study Projects	A&K - chapter 16
mo-11.17	Case Study Presentations I	Cases to be presented
we-11.19	Case Study Presentations II	Cases to be presented
mo-11.24	Case Study Presentations III	Cases to be presented
mo-12.01	Case Study Presentations IV	Cases to be presented
we-12.03	Exam review day and class evaluations	n/a
fr-12.05 (7pm)	Exam #3 / Final Exam (Chapters 11–16) / (Comprehensive)—3 hours	Exam case materials

ADWEEK

Bad Grammar Are Bad for Branding

Why is marketing becoming increasingly illiterate?

By Robert Klara

May 9, 2014, 1:09 PM EDT



Just in case you haven't checked in a while, the English language continues a steady slide into the ditch—and it's not just texting that's to blame, it's marketing. Whether online or on the packaging, brands seem to be forgetting the spelling and grammar we all supposedly learned in grade school.

A few weeks ago, for example, U.K. teen Albert Gifford made social media headlines by correcting the syntax on a carton of Tesco orange juice that claimed to be the “most tastiest.” (The chain apologized and fixed the double superlative.)

Remember February's Super Bowl spot for SodaStream? It was the one with Scarlett Johansson enthusing about “Less sugar, less bottles.” (Except that it's fewer bottles, Scarlett.)

In 2011, Old Navy had to send back an entire shipment of sports team T-shirts when the “Lets Go!” lettering omitted the apostrophe before the “s.” Too bad Victoria's Secret didn't take a lesson. Last year the clothing brand dropped a needless apostrophe

(“You’ve never seen body’s like this!”) into its Secret Body campaign.

How is it that mega brands with eight-figure marketing budgets have gotten so careless? Language police blame everything from the hyper informality brought about by social media to the fact that (yes, here it comes) those Gen Y kids entering corporate America simply don’t know how to write. In fact, pre-teens appear to be even worse. According to the National Center for Education Statistics, a mere 32 percent of the nation’s eighth graders are proficient in language skills.



Photo: SWNS

More to the point, there’s evidence that slovenly prose affects the bottom line, too.

“Being able to write without error, be it grammar or typos, is an important skill for anyone who wishes to be taken seriously in business,” says marketing consultant Debra Murphy. “People form their initial impressions based on what they see online.”

The data back her up. A study conducted late last year by U.K. firm Global Lingo found that 74 percent of consumers pay attention to the correctness of the prose on company Web sites, and 59 percent of respondents said they would avoid doing business with a company that’s made obvious errors. A more recent survey—this one published in March by Standing Dog Interactive—revealed that 58 percent of consumers were either “somewhat” or “very” annoyed by the presence of copy errors, with one respondent volunteering: “If ... I see a typo, I’ll leave without buying a thing.” Yikes.

Fortunately, such militancy doesn’t appear to include beloved bits of branding that already bend the rules. Nobody’s suggesting that Apple’s “Think Different” should be corrected to read “Think Differently.” And while “Got Milk?” might be flat-out incorrect, “Do You Have Any Milk?” just lacks a certain kick.

But still, the long list of famous gaffes really ought to be enough to make companies pay closer attention to that ad copy. What brand wants to suffer the embarrassment that McDonald’s and Hardee’s did when both touted a new “Anus Burger”? Did that Days Inn location that advertised a “Free Wife” instead of free WiFi have to make good? For the record, even President Obama’s reelection campaign, fueled by a billion-dollar budget, apparently had no proofreaders for the banner ad that read: “We’ve come along way...” (Psst! It’s “a long,” Mr. President.)

Perhaps the wordsmiths at someecards.com put it best: “Grammar—It’s the difference

between knowing your shit and knowing you're shit.”