

Concepts of Marketing

MEJO 475 | Fall 2024

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The class is taught in Canvas.

Course Description

This course is for students anticipating careers in advertising, public relations, or marketing and teaches the vocabulary and basic concepts of marketing as practiced, emphasizing the role of marketing communication. This course provides the larger business context within which marketing communication occurs.

Required Materials

- Marketing: An Introduction (14th or 15th edition) by Gary Armstrong and Philip Kotler
- Canvas course materials

Course Overview & Objectives

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 research and development, manufacturing, distribution, and sales. It is very similar to the marketing course offered in business schools. 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 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.

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. Marketing communication professionals today are expected to take a much more active role in the entire marketing process. You will be held accountable not just for your functional proficiency, but also for making measurable contributions to your company or client's business growth and profitability.

This course is ideal for anyone who aspires to be an advertising or marketing public relations manager for either a consumer products marketer (e.g. Procter & Gamble) 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 to someone who wants to run his or her own business someday. People who want to work for non-profit organizations will also benefit from what is taught in the course – soliciting contributions requires marketing thinking, as are those in the field of public health who want to "market" healthy behaviors. Finally, the course is also helpful for students who want to work in creative. Understanding what the client is trying to accomplish (and why) will increase your ability to do work that wins awards AND contributes to the bottom line – and therefore helps the agency to retain the account.

By the end of this course, you will be able to:

- ✓ Distinguish between strategic planning, marketing strategy, and communication strategy.
- ✓ Explain how marketers work with upstream and downstream partners to create and deliver customer value.
- ✓ Identify the components of a customer-driven marketing strategy and marketing mix.
- ✓ Calculate key marketing metrics that drive decision-making.
- ✓ Appraise the marketing activities of a publicly traded company.

- ✓ Apply marketing concepts to current business situations.

Course Format

This course **flips** the classroom. Students are expected to **prepare** in advance of class (1 to 1.5 hours for each class period), **interact** in a meaningful way during our class time together, and complete **application** assignments spread across the semester. I will run the A/V system through Zoom and record each class period for asynchronous viewing (not participation) should you need to miss class or want to review the lecture. I will not be able to provide an experience for remote synchronous learners that is equitable to the in-class experience, which will rely heavily on small group breakouts and convening for discussion.

I have organized the course around three pillars:

PREPARE (Asynchronous) <ul style="list-style-type: none"> • Read assigned texts in advance of class. • View pre-recorded Zoom sessions and videos • Prepare and submit answers to the class prep assignments 	INTERACT (Synchronous) <ul style="list-style-type: none"> • Class application activities • Break-out group case studies and other application exercises • Class regroup and re-cap 	APPLY (Graded Assignments) <ul style="list-style-type: none"> • Marketing Brief • Exams
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- You should **prepare** for each in-class synchronous session and be ready to actively engage in discussion and application exercises. I will spotlight some of the key concepts in class, but expect you to do your homework to learn the core concepts listed for each chapter. Completing this work in advance of each class period allows you to contribute meaningfully to your own and your classmates' experiences, prepares you continuously for the three exams, and enhances the quality of your marketing brief. **Plan on spending 1 to 1.5 hours preparing on your own** for the synchronous sessions by doing the following:
 - Read the assigned chapters from the text/Sakai articles
 - View the pre-recorded Zoom sessions which emphasize key points from the text
 - View other material posted to the Sakai site
 - Prepare and submit answers to the class prep assignments in advance of class
- We will **interact** during scheduled class periods. Our time together will focus on **applying** the concepts you will be learning as you prepare asynchronously. In addition to discussing the assigned class prep exercises, we will break into groups to complete other application assignments and regroup to debrief.

Requirements for the Course

- Prepare for each class session by reading assigned texts and viewing pre-recorded Zoom sessions.
- Complete and submit class prep assignments (CPAs) to Sakai by 10:30 am each day of class (graded).
- Actively participate in all in-class interactive exercises.
- Work with a partner to complete a marketing brief that applies marketing principles to a publicly traded company.
- Complete three open book, open note exams.

Class Prep Assignments (CPAs)

To prepare for class periods, each student will read and upload responses to 13 assignments. Upload answers to the **Assignment** section of the Sakai site **before 10:30 am** the morning of the class. No late submissions will be accepted, as cases will be discussed during class (i.e., the solutions will be divulged). If you are unable to attend class, you should upload your class prep assignment by the deadline for credit. Each assignment is worth 15 points based on evidence of

content knowledge and the provision of substantive answers that will create a rich group breakout experience and class discussion. I will drop the three lowest CPA grades at the end of the semester (this can include three assignments you do not turn in and for which you receive a 0).

Exams

There will be three exams during the semester. Exam questions will cover material from the text, recorded Zoom lectures/materials and class discussions. The first two exams are open book and open note and require you to apply the course material to specific case studies. The final exam is a multiple choice exam covering the vocabulary and terms from the semester.

Marketing Brief

Students will work in teams of two to write a marketing brief for a publicly traded company. A complete schedule for the production and submission of the marketing brief will be provided in class. Late submissions will not be accepted.

Grading Policy

Evaluation components are weighted as follows:

Exam 1	18%	Marketing Brief	22%
Exam 2	18%	<u>Class Prep Assignments</u>	<u>24%</u>
Exam 3	18%	TOTAL: 100%	

Grading Scale:

A = 93-100%	C+ = 77-79%	D- = 60%-62.9%
A- = 90-92.9%	C = 73-76.9%	Below 60% = F
B+ = 87-89.9%	C- = 70-72.9%	
B = 83-86.9%	D+ = 67-69.9%	
B- = 80-82.9%	D = 63-66.9%	

Accrediting Values and Competencies

The School of Media and Journalism's [accrediting body](#) outlines 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 cover all the values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this course, we will address the following values and competencies:

- Understanding concepts and applying theories in the use and presentation of images and information;
- Thinking critically, creatively and independently; and
- Applying basic numerical and statistical concepts.

Professional Obligations

- **Honor Code:** I expect that each student will conduct himself, herself, or themselves within the guidelines of the University honor system <https://studentconduct.unc.edu/about-us/forms-documents/instrument/>. 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. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.
- **Title IX:** Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/>. Please contact the University's Title IX Coordinator (Elizabeth Hall – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services

(confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

- **Mental Health and Well-being:** The Heels Care Network has a compilation of mental health and well-being resources and assistance <https://care.unc.edu/>.
- **Non-discrimination:** The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.
- **Diversity and Inclusion:** I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). 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. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.
- **Seeking Help:** If you need individual assistance, it is your responsibility to meet with the instructor. 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.

Special Accommodations

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act require that institutions in higher education make reasonable accommodations for students with documented disabilities. The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

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Class Schedule (Revised: August 14, 2024)

Class	Day	Date	Time
Class 1	Tuesday	20-Aug	11am
Class 2	Thursday	22-Aug	11am
Class 3	Tuesday	27-Aug	11am
Class 4	Thursday	29-Aug	11am
Well Being Day	Tuesday	3-Sep	No Class
Class 5	Thursday	5-Sep	Remote
Class 6	Tuesday	10-Sep	11am
Class 7	Thursday	12-Sep	11am
Class 8	Tuesday	17-Sep	11am
Class 9	Thursday	19-Sep	11am
Class 10	Tuesday	24-Sep	11am
Class 11	Thursday	26-Sep	11am
Class 12	Tuesday	1-Oct	11am
Class 13	Thursday	3-Oct	11am
Class 14	Tuesday	8-Oct	11am
Class 15	Thursday	10-Oct	11am
Class 16	Tuesday	15-Oct	11am
Fall Break	Thursday	17-Oct	Fall Break
Class 17	Tuesday	22-Oct	11am
Class 18	Thursday	24-Oct	11am
Class 19	Tuesday	29-Oct	11am
Class 20	Thursday	31-Oct	11am
Class 21	Tuesday	5-Nov	11am
Class 22	Thursday	7-Nov	11am
Class 23	Tuesday	12-Nov	11am
Class 24	Thursday	14-Nov	11am
Class 25	Tuesday	19-Nov	11am
Class 26	Thursday	21-Nov	11am
Class 27	Tuesday	26-Nov	11am
Thanksgiving	Thursday	28-Nov	Thanksgiving
Class 28	Tuesday	3-Dec	Last Class