

Texas A&M University – Central Texas
MKTG 3301 (120) – Marketing
Online Section
Spring 2018

Instructor: Dr. Monica (Shuqin) Wei, Assistant Professor of Marketing

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I will be available to answer questions by phone during office hours listed below. If your call is unanswered, please reach me at my “tamuct” email address listed below to schedule a meeting.

Email: Canvas messages or shuqin.wei@tamuct.edu (preferred)

Office Hours: Tuesday 2:30–5:30PM, Thursday 11:00AM–12:30PM and 2:30–4:30PM, or by appointment

Class Web Page: <https://tamuct.instructure.com/login/ldap>
All announcements, assignment instructions, course materials, and grades will be posted on Canvas.

Textbook: *M: Marketing* (5th Edition) with **Connect/LearnSmart Access Code**
Dhruv Grewal and Michael Levy (2016)
ISBN: 978-1259446290
McGraw-Hill

COURSE CATALOG DESCRIPTION:

Examine principles and concepts of marketing goods, services, and intangibles by profit and non-profit organizations in a free enterprise and global economy.

COURSE OVERVIEW AND DETAILED DESCRIPTION:

Marketing is an exciting and dynamic field full of diverse, rewarding career paths. Marketing also plays a fundamental and unique role in every business organization’s success, whether it is a profit or non-profit organization. Moreover, marketing fuels global economy, making it central to building an organization’s competitive advantages in today’s world.

However, people often confuse marketing with advertising and sales and underestimates the strategic importance marketing plays in every organization. That is, marketing is often seen in a tactical rather than a strategic perspective. This limited view of marketing is particularly harmful

for marketers who wish to compete in today's competitive business landscape. In this course, you will learn about the true nature and scope of marketing of which advertising and sales are merely two aspects. More importantly, you will be exposed to recent changes and trends in the field of marketing (the shift to a service-based market, the emergence of new media for promotion, the rise of digital and social media marketing, etc.), allowing you to gain a deeper understanding of what marketing entails in the 21st century. An integrated, comprehensive view of marketing will help you to build your own competitive advantages in the job market as well.

To this end, this course is an introductory marketing course designed to familiarize you with marketing terminology, concepts, theories, ideas, strategies, and practices. This course will explore various, critical marketing topics such as the marketing concept, the marketing mix, strategic planning and competitive advantages, marketing research, consumer behavior, market segmentation and positioning, branding, managing goods and services, marketing channels, and marketing promotions, and ethics and social responsibility. Students will be challenged to critically analyze marketing-related issues from a strategic perspective, while being introduced to key marketing theories and frameworks.

COURSE OBJECTIVES:

Upon completion of this course, the students should be able to:

1. Explain what is marketing, the significance of marketing, and the history and evolution of marketing.
 - (Week 1 & 2; assessed by LearnSmart, tests, and topical discussions)
2. Apply fundamental marketing terms, concepts, principles, and theories and their effective applications to real-world situations in the global market.
 - (Week 3, 6, 8, 10, 13, & 15; assessed by topical discussions)
3. Identify and evaluate the advantages, disadvantages, opportunities, and tradeoffs involved in different marketing strategies and choices.
 - (Week 3, 6, 8, 10, 13, & 15; assessed by topical discussions)
4. Identify the key elements used in developing marketing strategies.
 - (Week 2, 3, 4, 5, & 6; assessed by LearnSmart, tests, and topical discussions)
5. Explain the processes for researching, analyzing, segmenting, and targeting customers in both consumer and business markets.
 - (Week 5 & 6; assessed by LearnSmart, tests, and topical discussions)
6. Explain the process of product development for both goods and services, brand positioning, and brand management.
 - (Week 7, 8, & 10; assessed by LearnSmart, tests, and topical discussions)
7. Explain the role of pricing in the firm's decision-making process and common pricing practices.
 - (Week 11; assessed by LearnSmart and tests)
8. Identify common models of distribution and retailing.
 - (Week 12; assessed by LearnSmart and tests)
9. Describe different promotional tactics, including both traditional and emerging media for promotion.
 - (Week 13, 14, 15, & 16; assessed by LearnSmart, tests, and topical discussions)

This course also reinforces many of the core educational values of the TAMUCT College of Business, including:

- Developing critical thinking/problem solving skills.
- Improving communication skills.
- Building business professionalism.

CLASS FORMAT:

This course is 100% online and uses TAMUCT Canvas Learn System. The class sessions are a combination of lectures and topical discussions. Course materials are posted on Canvas in various formats (e.g., videos, PPT slides, Word files, and PDF files), and *organized by Modules*. Contact me immediately if you have difficulty viewing any of the course materials.

Since this is an introductory marketing course, it covers a wide range of topics. This means, it is imperative to stay on top of the materials and make your due dates. Once you miss a chapter or worse, a module, it is hard to catch up. Be sure to **pace yourself and view all the materials posted under each Module**. I will post course materials **when appropriate** so students do not get overwhelmed or confused.

STUDENT-INSTRUCTOR INTERACTION:

I am very approachable so please do not hesitate to contact me when you have questions. I completely understand that this is your first marketing course and will do my best to help you achieve your academic and better yet, career goals. I sincerely welcome and encourage you to talk to me more if you are interested in becoming **a marketing major** and pursuing **a marketing career**. I am happy to provide additional resources, such as marketing student organizations on campus.

Feel free to call my office number or stop by my office during my office hours. If you cannot make it to my office hours, you may email me to schedule a phone or face-to-face meeting. I check my emails daily and are quick in replying (within 24 hours unless emergency occurs). Note: please do not wait till the last minute to email me about tests or assignments. Cramming the night before a due date is not an effective strategy for higher education pursuit; it may cause you to feel extremely stressed and/or cause poor grades.

COURSE STUDY TOOL:

Connect/LearnSmart:

You are required to purchase an access code for Connect/LearnSmart, which comes together with your textbook. LearnSmart is an adaptive learning technology that can help you assess your progress in mastering the principles of marketing. It allows you to pinpoint your knowledge gaps and provides practice questions based on the learning objectives from each chapter. A LearnSmart study module has been assigned for each chapter. Since you receive credits for completing LearnSmart assignments, you must **purchase the access code by no later than the end of the first week**. The **first LearnSmart assignment is due at the end of the second week**.

COURSE REQUIREMENTS AND GRADING:

The course grade is based on a combination of LearnSmart assignments, tests, and topical discussions.

Grades will be determined based on the following criteria:

Grading		
Requirements	% of Grade	Points (pts)
Tests (5 @ 100 pts each)	50%	500
LearnSmart (16 @ 10 pts each)	16%	160
Introduction & Course Contract	4%	40
Topical Discussions (6 @ 50 pts each)	30%	300
Total	100%	1000

Course grades will be assigned according to the following schedule:

90 % or higher (900-1000 points)	= A
80% - 89.9% (800-899 points)	= B
70% - 79.9% (700-799 points)	= C
60% - 69.9% (600-699 points)	= D
Below 60% (0-599 points)	= F

This class is designed to be a “success-oriented course.” My desire is that all students in the class meet their individual learning (and grade) goals. **However, this does not mean that students can avoid working hard in this class, and it does not mean that all students automatically get a high grade just because they want it.** What this does mean is that all students who do well in the class will be rewarded accordingly. That is, the grade distribution will not be adjusted to force it to fit a bell-shaped curve in which an equal number of students must fail as succeed – thus, students are not in direct competition with each other.

Also, I’ve included various types of assignments that tap into different learning styles in order to help students demonstrate their understanding of the material we cover in class. In addition, the tests and assignments are designed to encourage the development of students’ ability to not only restate course material, but to observe, evaluate, communicate, and apply the concepts to solving real-world problems, which are skills that are highly valued in the workplace.

Tests:

There are five (5) non-cumulative multiple choice tests (**100 points each; 500 points in total**) throughout the course. The tests evaluate your understanding of the concepts discussed in the textbook and supplemental materials. Tests must be taken during their scheduled time period (see course schedule in syllabus). If you must miss an exam for a documented, university-approved

reason, contact me before the day of the test to make other arrangements. Only documented university-approved absences will be accepted – if you miss an exam for any other reason, no “make-ups” will be allowed and you will receive a grade of “0” for the test.

All approved absences require proper documentation, including absences for medical reasons. All absences must be approved by the instructor prior to the test that will be missed, except for medical emergencies (however, note that medical emergencies still require documentation).

Study guides will be provided for the tests. To succeed, you must read the textbook AND view all the supplemental materials posted under each module on Canvas. The supplemental materials help you understand the textbook deeper, and may be in the form of **videos** (my own lecture videos, guest lecture videos, or videos I found from an outside source such as Youtube), PowerPoint **slides**, readings (PDF or Word **files**), or website **links**. Some of the content covered in the supplemental materials will appear on the tests.

Connect/LearnSmart Assignments:

A LearnSmart study module has been assigned for each chapter. Thus, there are 16 LearnSmart assignments throughout the semester (**10 points each; 160 points in total**). To receive credits, each of these assignments will be completed through Canvas by the date stipulated on the course schedule (available at the end of the syllabus). (Note: Connect/LearnSmart is built into the Canvas site for your convenience.)

Introduction and Course Contract:

Students must complete their introductions and submit a signed course contract by the end of the first week (**40 points**) as indicated in the course schedule (available at the end of the syllabus). The introduction will allow your peers and the professor to get to know you. We will spend the next 16 weeks together learning and growing so let’s get to know each other from the get-go! The course contract is an agreement that student signs at the beginning of the semester, stipulating that the student understands and agrees with the responsibilities associated with the course and has read the syllabus thoroughly and understands the course expectations.

Topical Discussions:

Students are required to complete six (6) topical discussions in which they critically assess readings or events posted by Dr. Wei (**50 points each; 300 points in total**). Students are expected to devote significant time to formulate **relevant and substantive** responses.

To be **relevant**, students must apply appropriate marketing concepts, theories, and frameworks to critically analyze the real-world situations. To be **substantive**, students must have enough details and specifics in their responses and the responses must be thoughtful. For example, A simple “The promotion campaign carried out by Company X can be improved,” does not suffice for a substantive response. Instead, detailed evidence must be supplied to justify why and how you think the promotion campaign needs improvement by applying concepts and theories learned

in the course. Be thoughtful and get deeper into the issue. Superficial responses that lack depth or thoughtfulness will receive poor grades.

Although this is an introductory course, my goal is to prepare you for more advanced courses and better yet, for your future career, where writing skills are highly important. Thus, your **writing quality** is important to me when grading your topical discussions. Your answers must be typed, grammatically correct, organized, succinct, and clear. **Formal language** must be used.

I will provide detailed feedback for both content and writing quality of your discussions. Thus, take advantage of these 6 exercises to sharpen your critical reasoning and writing skills. Not many people will spend a lot of time reading our writing and providing feedback. When they do, we need to seize the opportunity and practice.

Students must **individually** complete the topical discussions by the dates stipulated in the course schedule (available at the end of the syllabus). Your answers to the questions must be different from your classmate's answers because you should have different perspectives and interpretations after reading the situation. Paraphrasing another student's perspective that was not yours to begin with does **NOT** yield a "different" answer. All similar sets of answers (including the paraphrased ones) will receive grades of zero (0) points for that entire assignment.

Detailed instructions and materials for each topical discussion will be provided at a later date on Canvas.

No late assignments will be accepted, unless you have a documented, university-approved reason (see page 7 my late work policy).
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CLASSROOM POLICIES:

I expect you to treat this course *like a job*: Be **professional** in your speech, your writings including **posting on Canvas** and **emails to me** (see *Netiquette* and *Email Etiquette* on page 7-8), and your behavior; be on time in submitting your work and be prepared.

As a member of this class, you are invited to think, question, disagree and offer alternatives. That is part of the academic experience, as well as part of learning to be a contributing, critical thinker in any professional setting. However, my expectation is that you will behave **professionally and courteously** toward another student and the professor, and respect the rights of others at all times. Failure to do so will result in being un-enrolled from the course.

Most of you are or will be working **in a corporate setting**. It may be helpful in preparing you for that experience to think of class as a business setting. That means:

- You don't ever simply fail to show up for work in a corporate setting. Similarly, when taking an online course, even though you have more flexibility in deciding when to check course materials, announcements, and upcoming assignments, you must log into your Canvas at least a couple times a week to stay on top of the course schedule.

- You would never schedule vacation during a critical work project in a corporate setting – that means that while you’re in school you should schedule vacations between semesters or on approved university holidays, not during the semester.
- In a corporate setting, you can’t decide you’re just “not interested” in doing the work assigned to you. That means, while taking this course, you can’t just decide you don’t feel like reading the textbook or doing the coursework as required.
- In a corporate setting, you would never submit poor quality work to your managers. This means, while you’re in school, you should do your best and submit college-level-worthy work to your professor. This requires that you study relevant materials and carefully **read and follow** assignment instructions. This also requires that you demonstrate college-level writing skills (I strongly recommend that you utilize the writing center if needed; see the information on p. 11-12).

Late Work:

My experience with teaching college students suggests that, on average, 10 to 15 percent of the class will attempt to turn in assignments later than the time specified. Many reasons are given for late work (computer files corrupted, busy with the corporate job, roommate issues, etc.) Trust me, I’ve heard them all. But no matter what the reason is, the bottom line is that either (a) the work was completed and turned in *when required*, or (b) the work was *not* completed and turned in when required.

Assignments are due on the specified due date indicated in the course schedule. There is no provision for late work on assignments, unless you have a documented, university-approved reason.

Treat your classes like a job – you don’t get to miss work deadlines without consequences, and in the corporate world those consequences are often much more serious than missing a grade on one class assignment. And making a reputation for yourself for completing work on schedule is a key to success in one’s business career.

Netiquette:

Netiquette refers to appropriate ways of communicating through the Internet. It is very important to any online course including this course.

Here are some specific policies for this course:

- You do not dominate any discussion. You will let other students give input in the discussion.
- You do not use aggressive and/or offensive language to present your ideas or opinions to other students or the instructor.
- You do not use sarcastic language when you do not agree with another student or the instructor. Therefore, be cautious in using your humor and make sure you are just being humorous, NOT sarcastic.

- Popular emoticons such as ☺ can be helpful to convey your tone in your reply to another student in discussion but do NOT overuse them.
- You do not make fun of another student’s ability to read or write.
- You should be open-minded and listening to others’ opinions.
- You do not ever use Internet slangs like “LOL,” “Q4U,” and “C U” in your postings and emails.
- You always think, edit, and proofread your postings and emails before you push the “send” button to make sure your spelling and grammar is correct.
- You do not ever post your entire reply using all bold upper-case letters – it is hard on the eye and can be interpreted as “yelling” according to Internet language.
- You respect diversity (e.g., gender and ethnicity) in your communications.
- Your postings should be direct, to the point, and relevant. You do not include wordy sentences that do not add any value to the discussion.
- You should be patient and read all other discussions before you add something. This will help you avoid repeating something someone else has already contributed.

Continued enrollment in this course indicates agreement with these policies.

Email Etiquette:

Communication via email is the norm in today’s business world. A poorly written email that students sent to a potential employer will cost them the job! Thus, it is important that students learn how to write emails in a professional manner while they are in college.

When communicating with me via email, be sure to follow the email etiquette standards: **(1)** begin your message with a greeting, **(2)** formally address the person you are emailing (e.g., Dr. Wei or Professor Wei), **(3)** identify yourself and state the purpose of your email, **(4)** add a signature, including your name and contact information, **(5)** add an email title that is brief but informative, and **(6)** proofread all the emails before clicking “send.”

These standards also apply to Canvas Messages.

OTHER IMPORTANT INFORMATION:

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

911 Cellular

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming

ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and

tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

MKTG 3301: Marketing
Class Schedule – Spring 2018

(This schedule is subject to changes and corrections.)

Week/Date	Topics	Chapters/Tasks/Deadlines
Week 1		
1/16-1/21	Module 1: Introduction Syllabus, Introduction, & Chapter 1 "Overview of Marketing"	Read Syllabus & View Dr. Wei's Welcome Video; Read Chapter 1; View Supplemental Materials Posted under Module 1 on Canvas; Student Introduction/Course Agreement Due 1/21 (Sunday) Midnight; Must have access to Connect/LearnSmart by 1/21 (Sunday)
Week 2		
1/22-1/28	Module 2: Assessing the Marketplace (1) Chapter 2 "Marketing Strategies & Marketing Plan"	Read Chapter 2; View Supplemental Materials Posted under Module 2 on Canvas; Connect/LearnSmart Assignment 1 Due 1/28 (Sunday) Midnight; Connect/LearnSmart Assignment 2 Due 1/28 (Sunday) Midnight;
Week 3		
1/29-2/4	Module 3: Assessing the Marketplace (2) Chapter 5 "Analyzing the Marketing Environment"	Read Chapter 5; View Supplemental Materials Posted Under Module 3 on Canvas; Connect/LearnSmart Assignment 5 Due 2/4 (Sunday) Midnight; Topical Discussion 1 ("The Marketing Concept") Due 2/4 (Sunday) Midnight
Week 4		
2/5 - 2/11	Module 4: Understanding the Marketplace Chapter 6 "Consumer Behavior"	Read Chapters 6; View Supplemental Materials Posted Under Module 4 on Canvas; Connect/LearnSmart Assignment 6 Due 2/11 (Sunday) Midnight; Test 1: Chapters 1, 2, 5, & 6 (available 2/8-2/11)*

Week 5		
2/12-2/18	Module 5: Market Segmentation & Positioning Chapter 9 "Segmentation, Targeting, & Positioning" and Chapter 8 "Global Marketing"	Read Chapters 9 & 8; View Supplemental Materials Posted Under Module 5 on Canvas; Connect/LearnSmart Assignment 9 Due 2/18 (Sunday) Midnight; Connect/LearnSmart Assignment 8 Due 2/18 (Sunday) Midnight;
Week 6		
2/19-2/25	Module 6: Marketing Research & Analytics Chapter 10 "Marketing Research"	Read Chapter 10; View Supplemental Materials Posted Under Module 6 on Canvas; Connect/LearnSmart Assignment 10 Due 2/25 (Sunday) Midnight; Topical Discussion 2 ("Market Segmentation & Positioning") Due 2/25 (Sunday) Midnight
Week 7		
2/26-3/4	Module 7: Product & Branding Chapter 11 "Product, Branding, & Packaging Decisions"	Read Chapter 11; View Supplemental Materials Posted Under Module 7 on Canvas; Connect/LearnSmart Assignment 11 Due 3/4 (Sunday) Midnight; Test 2: Chapters 8, 9, & 10 (available 3/1-3/4)*
Week 8		
3/5-3/11	Module 8: New Product Development Chapter 12 "Developing New Products"	Read Chapter 12; View Supplemental Materials Posted Under Module 8 on Canvas; Connect/LearnSmart Assignment 12 Due 3/11 (Sunday) Midnight; Topical Discussion 3 (Branding) Due 3/11 (Sunday) Midnight
Week 9		
3/12-3/18	Have a great spring break and come back recharged! :)	

Week 10		
3/19-3/25	Module 9: Services Marketing Chapter 13 "Services: The Intangible Products"	Read Chapter 13; View Supplemental Materials Posted Under Module 9 on Canvas; Connect/LearnSmart Assignment 13 Due 3/25 (Sunday) Midnight; Topical Discussion 4 (Services) Due 3/25 (Sunday) Midnight
Week 11		
3/26-4/1	Module 10: Pricing Strategies Chapter 14 "Pricing Concepts"	Read Chapter 14; View Supplemental Materials Posted Under Module 10 on Canvas; Connect/LearnSmart Assignment 14 Due 4/1 (Sunday) Midnight; Test 3: Chapters 11, 12, & 13 (available 3/29-4/1)*
Week 12		
4/2-4/8	Module 11: Marketing Channels Chapter 15 "Supply Chain and Channel Management"	Read Chapter 15; View Supplemental Materials Posted Under Module 11 on Canvas; Connect/LearnSmart Assignment 15 Due 4/8 (Sunday) Midnight;
Week 13		
4/9-4/15	Module 12: Marketing Communications Chapter 17 "Integrated Marketing Communications"	Read Chapter 17; View Supplemental Materials Posted Under Module 12 on Canvas; Connect/LearnSmart Assignment 17 Due 4/15 (Sunday) Midnight; Topical Discussion 5 (Promotion: Emerging Media) Due 4/15 (Sunday) Midnight
Week 14		
4/16-4/22	Module 13: Marketing Promotions Chapter 18 "Advertising, Public Relations, & Sales Promotions"	Read Chapter 18; View Supplemental Materials Posted Under Module 13 on Canvas; Connect/LearnSmart Assignment 18 Due 4/22 (Sunday) Midnight; Test 4: Chapters 14, 15, & 17 (available 4/19-4/22)*

Week 15		
4/23-4/29	Module 14: Digital Marketing Chapter 3 "Social & Mobile Marketing"	<p>Read Chapter 3;</p> <p>View Supplemental Materials Posted Under Module 14 on Canvas;</p> <p>Connect/LearnSmart Assignment 3 Due 4/29 (Sunday) Midnight;</p> <p>Topical Discussion 6 (Digital Marketing & Analytics) Due 4/29 (Sunday) Midnight</p>
Week 16		
4/30-5/6	Module 15: Sales Chapter 19 "Personal Selling & Sales Management"	<p>Read Chapter 19;</p> <p>View Supplemental Materials Posted Under Module 15 on Canvas;</p> <p>Connect/LearnSmart Assignment 19 Due 5/6 (Sunday) Midnight;</p>
Week 17		
5/7-5/11	Finals Week	Test 5: Chapters 18, 19, & 3 (available 5/7-5/10)**

* Tests 1-4 appear on Canvas on Thursday 12:00 am but disappear on Sunday 11:59 pm of the week assigned.

** Tests 5 appears on Canvas on Monday 12:00 am but disappears on Thursday 11:59 pm of the finals week.