

# COURSE OUTLINE

MKT 101

Course Number

3

Credits

PRINCIPLES OF MARKETING

Course Title

3

Lecture/Laboratory Hours

## **Catalog description**

A study of the process of planning and executing the conception, pricing, promotion, and distribution of ideas, caption, pricing, promotion, and distribution of ideas, good, and services that satisfy individual and organizational objectives.

**Prerequisites:** ENG101

**Corequisites:** None

## **Required texts/other materials:**

**Required Text:** Marketing by Kerin, McGraw Hill – See Bookstore for latest edition

**Last revised:** Spring 2021

## **Course Coordinator:**

Professor Eva Csige, [csigee@mccc.edu](mailto:csigee@mccc.edu)

609-570-3459

**Library resources:** Journal of Marketing, Business Week, Harvard Business Review, Advertising Age, Chain Store, Wall Street Journal, New York Times, [www.Prenhall.com/Kotler](http://www.Prenhall.com/Kotler)

## **COURSE GOALS.**

The aim is to equip students with an understanding of the marketing functions, institutions and activities as they apply to the marketing of both consumer and industrial goods.

Upon the completion of the course, the student will be able to (GE – Gen Ed Goal; CS = Core Skill Goal):

1. Define marketing, the marketing environment, and marketing's role in profitability (GE#1,CSA)
2. Explain the four Ps of marketing and how each plays a role in creating the optimal marketing mix (GE#1, CSA)
3. Describe the marketing research process (GE#1,4 CSA and E)
4. Perform an environmental scan to understand market potential (CSB and D)
5. Describe the role of technology (GE #4 and CS D)
6. Describe appropriate strategies for Price, Product, Place and Promotion (GE #1, CSA and B)
7. Identify and describe the stages of the product life cycle, and describe marketing strategies at each stage (GE#1, CSA, B and D)

8. Explain the role of marketing in supply chain management. (GE#1, CSA and D)
9. Identify and address ethical issues that may arise in marketing a product (GE#9, CSC)
10. Adjust marketing plans within a global environment (GE# 8, 9, CS B, C and G)

### **Course-specific General Education Knowledge Goals and Core Skills.**

#### **General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

#### **MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

### **COURSE-SPECIFIC GOALS AND OBJECTIVES (=Course Goals)**

#### **Unit 1 – The Marketing Environment**

##### **Learning Objectives**

The student will be able to...

- Define marketing and distinguish it from sales (CG#1)
- Identify specific forms of competitive advantage in products and services (CG#1)
- Define a target market (CG#1)
- Define the marketing mix and explain each of the 4 Ps (CG #2)
- Explain the link between strategic planning and marketing (CG#4 and CG#6)
- Discuss the socio-political, economic and competitive forces of the external marketing environment (CG#4)
- Explain various approaches to ethical decision making (CG#8)
- Discuss the role of social responsibility in marketing plans (CG#8)
- Identify external environmental forces unique to international marketing which affect the 4 Ps (CG#2)

#### **Unit II – Marketing research and market segmentation**

##### **Learning Objectives:**

The student will be able to...

- Provide examples of consumer and business markets (CG#6)
- Explain the social, psychological, cultural and individual factors used by consumers in the decision making process Identify and address ethical issues that may arise in marketing a product (CG#6)

- Appreciate the importance of understanding consumer behavior in developing a marketing plan (CG#6)
- Explain the behavior of business buyers and how business markets differ from consumer markets (CG#6)
- Discuss the bases for segmenting both consumer and business markets and the criteria for successful segmenting (CG#6)
- Explain the strategies used to select a target market (CG#6)
- Discuss the application of positioning and repositioning to achieve competitive advantage (CG#6)
- Explain the importance of marketing research in defining and reaching the target market (CG#3)
- Identify the sources of research data (CG#3)
- Outline the steps in conducting market research (CG#3)

### **Unit III – Product Decisions**

#### **Learning Objectives:**

The student will be able to...

- Define a product, product line and product mix and give examples of product classifications (CG6)
- Explain the benefits of branding and discuss strategies for successful branding (CG6)
- Discuss the decisions surrounding the product's packaging and how those decisions are impacted by the global marketplace (CG6)
- List and explain the steps in the new product development process (CG7)
- Describe the stages of the product life cycle and how marketing strategies change during each stage (CG7)
- Identify global and ethical issues which affect new product development (CG8 and 9)
- Distinguish between goods and services and explain marketing mix issues unique to services (CG6)

### **Unit IV – Distribution (“Place”) decisions**

#### **Learning Objectives:**

The student will be able to...

- Identify distribution channels for both business and consumer products including differences in the global market.(CG 6 and 8)
- Define supply chain management and explain its benefits (CG 6 and 8)
- Discuss issues unique to the logistical component of supply chain management, such as procurement, scheduling, inventory, and materials handling (CG 6 and 8)
- List major types of traditional, non-store and new approaches to retail operations (CG 6 and 8)

### **Unit V – Promotion decisions**

#### **Learning Objectives:**

The student will be able to...

- Explain how advertising, public relations, sales promotion and personal selling work to develop the promotional mix. (CG6)
- List the factors that affect the promotional mix (CG6)
- Describe communication methods for reaching the target market (CG6)
- Explain the creative and media decisions made in creating advertising campaigns (CG6)
- Identify the tools used in PR campaigns (CG6)
- Explain the objective of sales promotions and the tools used (CG6)
- Describe each step in the selling process (CG6)
- Identify global and ethical issues which affect promotional strategies (CG6, 9 and 10)

**Unit VI – Pricing decisions**

**Learning Objectives:**

The student will be able to...

- Explain the objectives of different pricing policies (CG6)
- Explain the impact of demand and elasticity of demand data in pricing decisions (CG6)
- Determine price based on cost data using multiple approaches(CG6)
  
- Discuss alternative determinants of price other than cost and demand (CG6)
- Explain the steps in setting a base price and factors such as economic conditions, which need to be factored in (CG6)
- Identify legal and ethical considerations in setting base prices(CG9)
- Identify global and ethical issues which affect pricing strategies (CG10)

**Unit VII – Technology Driven Marketing**

**Learning Objectives:**

The student will be able to...

Define Customer Relationship Management

- Explain specific benefits and the process of using technology to leverage customer information in developing the marketing mix. (CG 5)

**EVALUATION OF STUDENT LEARNING.**

Homework/Quizzes/Class Participation	15%
Exams	60%
Project	25%

Project fulfills Course Goal #4

**GRADING**

Letter Grade	Nominal %
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
D	60-69
F	0-59

### ACADEMIC INTEGRITY STATEMENT:

“A student who: a.) knowingly represents work of others as his/her own; b.) uses or obtains unauthorized assistance in the execution of any academic work; or c) gives fraudulent assistance to another student is guilty of cheating. Violators will be penalized.” (Student Handbook)

### Classroom Conduct Statement:

It is the students' responsibility to attend all of their classes. If they miss a class meeting for any reason, students are responsible for all content that is covered, for announcements made in their absence, and for acquiring any materials that may have been distributed in class. It is expected that students be on time for all their classes. If students walk into a class after it has begun, it is expected that they choose a seat close to where they entered the room so that they do not disrupt the class meeting.

Students are expected to follow ordinary rules of courtesy during class sessions. Engaging in private, side conversations during class time is distracting to other students and to the instructor. Leaving class early without having informed the instructor prior to class is not appropriate. Unless there is an emergency, leaving class and returning while the class is in session is not acceptable behavior. Disruptive behavior of any type, including sharpening pencils during class while someone is speaking, is not appropriate.

The college welcomes all students into an environment that creates a sense of community of pride and respect; we are all here to work cooperatively and to learn together.