MARKETING 351, SYLLABUS
Spring, 2018

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Office Hours: MW: 9:30-11:00, and 1:00-2:30, TTH: 8:30-9:30 and 1–3:00.
Class hours and room: MW at 2:30-3:45, room 477.

READING MATERIAL: 1) Textbook: Principles of Marketing (MKTG) by Lamb, Hair, McDaniel, 11th ed. and 2) articles handed out in class.

CATALOG DESCRIPTION: The course covers basic marketing processes and concepts, functions, institutions, environment, techniques and factors in marketing management.

PREREQUISITE: Junior standing

Note: If you need course adaptations or accommodations, make an appointment to see me as soon as possible.

COURSE OBJECTIVE:

The overall objective of this course is for you to learn about the basic principles of marketing as practiced by small and large organizations in a modern, high level economy. The course will emphasize domestic as well as international marketing.

Upon completion a student should be able to:

-- identify the foundation terms and concepts that are commonly used in marketing, as indicated by performance on tests.
-- give the reasoning that underlies these terms and concepts, as indicated by performance on tests.
-- ascertain which of these terms and concepts apply to selected marketing situations, as indicated by performance on tests and case analyses.
-- explain the significance of these terms and concepts for selected marketing situation examples, as indicated by performance on case analyses.
-- determine and justify which of these terms and concepts would be appropriate for dealing with selected marketing situation examples as indicated by performance on case analyses.
-- appreciate the value of an ethical approach to marketing activities, as indicated by ethical
formulations in case analyses and communications in class.

---demonstrate preparation to comprehend the basic marketing concerns that might be addressed in inter-functional analyses even if not a marketing professional, as indicated by overall performance in the course's requirements.

**TENTATIVE COURSE GRADE DETERMINATION:**

Tests including the Final 4@100 = 400

Class work, homework, daily

tests, other stuff, etc. 50

TOTAL POSSIBLE* 450

Points you need for the grade you want.

<table>
<thead>
<tr>
<th>Points you need</th>
<th>for the grade you want</th>
</tr>
</thead>
<tbody>
<tr>
<td>405-450</td>
<td>A</td>
</tr>
<tr>
<td>360-404</td>
<td>B</td>
</tr>
<tr>
<td>315-359</td>
<td>C</td>
</tr>
<tr>
<td>270-314</td>
<td>D</td>
</tr>
<tr>
<td>below 270</td>
<td>F</td>
</tr>
</tbody>
</table>

*Some components of the grade determination may change as the semester progresses. If the components change, the total possible may not be 450 points.

**EVALUATION:** Your performance will be measured through attendance, classroom behavior (includes cheating and cell phone use), and multiple choice and short answer tests.

**ATTENDANCE:** You are expected to be in class every day, and roll will be taken every day. If you are late to class, it is **TOTALLY YOUR RESPONSIBILITY** to let me know you are in class. If you leave class early or come too late, your grade will be affected negatively. Class work cannot be made up.

If you miss class 0-2 times for the whole semester and have not missed any class work, you will get help on your grade. Since I am allowing you a "free" absence, the reason for any absence does not matter; no justification for any absence is needed nor accepted. It would be good to save your allowed absence for when you really need or want them. Leaving class halfway through the period is the same as one absence. See the following schedule for the effect on your test grades due to absences:
<table>
<thead>
<tr>
<th>Number of absences</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2</td>
<td>Help!, raise test grades by 2% of your total points.</td>
</tr>
<tr>
<td>3</td>
<td>Lower grade 5%</td>
</tr>
<tr>
<td>4-5</td>
<td>Penalty of 20%</td>
</tr>
<tr>
<td>Over 5</td>
<td>Automatic failure</td>
</tr>
</tbody>
</table>

**TENTATIVE SCHEDULE**

<table>
<thead>
<tr>
<th>Test</th>
<th>Chapters (subjects)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,2,4,5</td>
<td>Feb. 14</td>
</tr>
<tr>
<td>2</td>
<td>6,7,8,9</td>
<td>March 21</td>
</tr>
<tr>
<td>3</td>
<td>10,11,12</td>
<td>April 16</td>
</tr>
<tr>
<td>4</td>
<td>13, 14,15,19</td>
<td>May 7-11</td>
</tr>
</tbody>
</table>

There will be no "pop" tests, but there may be "pop" exercises that may affect your grade. Extra credit will be given on several tests. Since there will be extra credit on several tests, and since attendance is tied to your grade, there is no borderline in the grading system.

REMEmBER: Take care of the customers, and they will take care of you!!

**Rusche College of Business**

**Syllabus Addendum**

**Program Learning Outcomes:**

Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses at [http://cobweb.sfasu.edu/plo.html](http://cobweb.sfasu.edu/plo.html).
General Student Policies:

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

August 20, 2010