



BUEC –230 – Marketing Fall 2023

Class location: **Morgan 217**
Meeting Days: **MWF**
Meeting Times: **1pm – 1:50pm**

Instructor: Moses Luri (Prof. Luri)

Ways To Reach Me

Office Location: **Morgan Hall, Room 209**
Office Hours: **2:30pm – 4:30pm, Mon. & Wed.**
Office Phone: **330-287-1949**
Email: **mluri@wooster.edu**

Course Description

This course offers insights into the marketing of products, services, and ideas. It presents marketing essentials for operating in small businesses, corporate settings, and not-for-profit organizations. The course deals with the central focus of marketing, which is the exchange of value between people and / or organizations. The course emphasizes learning through doing; class sessions are highly engaged and revolve around team-based experiences designed to reinforce important marketing topics.

Pre – Requisites

Econ – 101 (Principles of Economics)

Note: Even though not required, some familiarity with how to use at least one of the following software: Excel, Stata, Python or R would be helpful in some parts of this course.

Learning Goals and Objectives

Upon the successful completion of this course, you will be able to:

1	Describe Marketing Evolution – how marketing has evolved into its present-day crucial role of creating value.
2	Explain the role of marketing in value addition and contribution to society – how companies add value by providing products and services and making contributions to society.
3	Explain consumer and buyer behavior in terms of basic models, information processing, decision making, and adoption.
4	Apply the key elements of marketing research , including segmentation, basic steps, and method trade-offs.
5	Explain the key issues associated with each component of the promotional mix , including advertising, personal selling, sales promotion, and publicity.
6	Describe the marketing mix and how the elements of the 4Ps function together to differentiate a good or service.
7	Understand and demonstrate how companies use sophisticated data analytics to define and redefine their approach to customers and markets.
8	Explain how marketers successfully use digital and social media in their marketing campaigns
9	Describe the different strategies for branding and recognize how to map out a cohesive branding strategy for a company.
10	Demonstrate the pricing of goods and services using key concepts such as supply and demand, elasticity, pricing strategies, and break-even point analysis.
10	Recognize and organize the information needed for the construction of a strategic marketing plan , including SWOT analysis , and environmental scanning.
11	Explain the way that channels of distribution are designed, including types of structure and the role of logistics



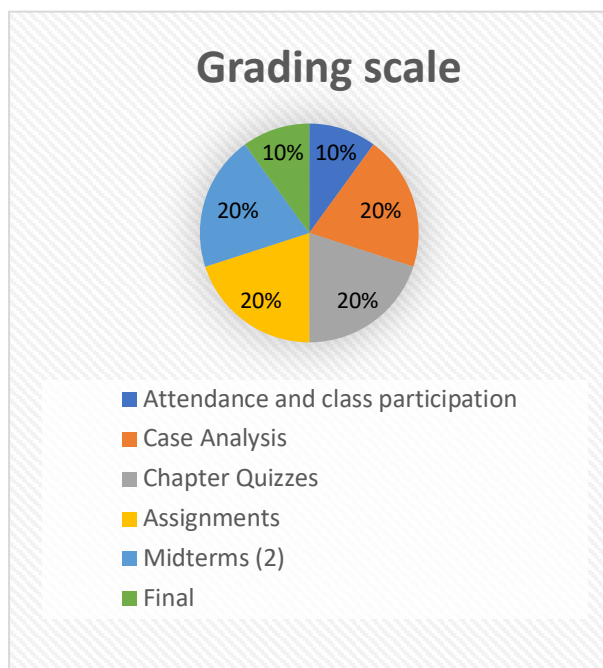
Course Materials and Resources

The recommended textbook for this course is Dhruv Grewal and Michael Levy (2022), *Marketing*, 8th ed., McGraw-Hill Irwin, ISBN 9781260717433 | 9781264155811. Prior editions will supply most of the needed information.



Assessment

Assessment in this class will be a combination attendance and class participation, case analysis, chapter quizzes, assignments, two midterms and a final exam. A breakdown of the weights for these assessments is presented below.



Total points: 1000

At the end of the semester, the sum of points on all graded assessments will be used to assign letter grades using the grading scale below.

Grading Scale:	
A, A-	100 – 93, 92.99 – 90
B+, B, B-	89.99 – 87, 86.99 – 83, 82.99 – 80
C+, C, C-	79.99 – 77, 76.99 – 73, 72.99 – 70
D	69.99 – 60
F	<59.99



Attendance and class participation: Your overall attendance and contribution to class discussions, response to questions in class, response to clicker questions will determine your score for this assessment category.



Case analysis: You will be asked to analyze several marketing cases (individually and in groups). The cases are challenging real-life marketing problems faced by real companies, for which you will be required to apply marketing concepts to analyze and solve. The case analyses will help foster your analytical, and critical-thinking skills.



Quizzes: For every chapter covered in the textbook, there will be a quiz. The quizzes will be based on completion of chapter reading assignments. Each quiz will typically contain 10 to 15 multiple choice questions. Quizzes will be timed; you will have about 30 to 45 minutes to complete each. All quizzes and due dates will be posted on Moodle.



Assignments: three to four data-related (or marketing analytics) assignments will be given. The goal is to allow you practice analyzing marketing data and making decisions using metrics common in marketing.



Exams: Two midterms and a final will be given. The exams will cover all required readings, and all class discussions. Formats of these exams will be announced later in class.



Course Policies



Late-work policy: Due dates are non-negotiable unless prior permission is granted from the instructor. All late submissions can only score up to 70% of the total grade.



Make-up work policy: No makeups will be given for any missed assessments in this course.



Re-grade policy: you can request a re-grade of your work only if it is determined that the instructor oversighted something in your work.



Attendance & Participation: This class is designed to be completed in-person and will take place at the scheduled day/time unless otherwise advised by the College. Class attendance is expected unless you are too ill to participate/concentrate, or have a compelling excuse backed by documentation. You are expected to be on time for class and stay for the entire class period. If you miss a class, read the day's section(s) and get notes from a classmate, and review the day's activity (on Moodle) *before* contacting me for help. Also remember that your teammates are counting on your attendance! Participate fully in each class by coming prepared, being mentally focused, asking and responding to questions, and completing in-class activities.



Maximum Class Absences: You may not miss more than **25% or 10 out of 40** class meetings, through any combination of excused and unexcused absences. If this occurs, the instructor will notify you, and if there are documented extenuating circumstances, the student may petition for a late course withdrawal.

Expectations



Reading Assignments: you are expected to read the required material before class and be prepared to discuss. Class will regularly contain discussions, interactive elements, and competitions.



Team player: You be working in teams throughout the semester. Full team participation is expected and required of every student. Team members who work hard will gain wonderful team experiences and applied marketing knowledge.



Technology and Communication: All course materials will be posted to the course Moodle page. You are expected to ***Check Moodle and your email daily.*** Proper maintenance of computer accounts, files, etc. is your responsibility.

I would like to stress that communication is key to success! This will hold true throughout your college career, work career, and really your entire life. I implore you to contact me as soon as possible if you are struggling with the material or if a conflict arises (see "Conflicts with Academic Responsibilities" on the College Policies document).



Classroom Behavior: I expect you to be respectful in the classroom. I am happy to take any questions in class, no matter how trivial they may seem. To facilitate an open learning environment, every member of this class must show respect for every other member of this class. Listen when others are speaking and avoid distracting or rude behavior. At Wooster we embrace diversity of background, beliefs, ethnicity, gender, gender expression, national origin, religious affiliation, sexual orientation, and other visible and non-visible categories. I will not accept discrimination, offensive language or any other behaviors that may disrupt teaching and learning in the classroom.



Instructional Techniques

Instructional techniques will include the following:



Case Studies (Video and Written):

The cases will challenge you to solve real-world marketing problems faced by actual businesses. You will apply chapter topics to solve video case studies throughout the semester.



Clicker Questions: To facilitate in-class participation, you will regularly be asked during class to respond to questions posted on "classquestion.com" – an online application that summarizes

responses and outputs results in real time. You will submit responses using a phone or computer and will receive points for your submission. Please follow the steps below to create a Class Question account.

If you already have a Class Question account, skip to step 2. If you are new, start at step 1.

1) Go to classquestion.com/students and click "Click here to register". This link will allow you to register for the site.

2) Once you have registered, go to classquestion.com/students and sign in.

3) Click "Add Class" at the bottom. Enter the Class Code for this class: **(GLQJQ)** and then click "Add Class".

4) Your class will be added to the dropdown menu at the top. You can now click the "Sign In" button to log into your class!

Guided Discussions



Presentations



Podcasts



Team activities, assignments, and mini projects





Tentative schedule

Week	Module	Chapter Reading, Mkt- Grewal-Levy	Important Dates
Week 1	Assessing the Market Place	Mkt-G-L CH.1: The role of Marketing	
Week 2	Assessing the Market Place	Mkt-G-L CH.2: Developing a Marketing Strategy/Plan	
Week 3	Assessing the Market Place	Mkt-G-L CH.3: Digital Marketing: Online, Social & Mobile	
Week 4	Assessing the Market Place	Mkt-G-L CH.4: Conscious Marketing, Corporate Social Responsibility & Ethics	
Week 5	Assessing the Market Place	Mkt-G-L CH.5: Analyzing the Marketing Environment	
	EXAM 1		Friday, Sept. 15
Week 6	Understanding the Market Place	Mkt-G-L CH.6: Consumer Behavior	
Week 7	Understanding the Market Place	Mkt-G-L CH.7: Business – to – Business Marketing	
	FALL BREAK		Sept. 29 – Oct. 8
Week 8	Understanding the Market Place	Mkt-G-L CH.8: Global Marketing	
Week 9	Targeting the Market Place	Mkt-G-L CH.9: Segmentation, Targeting, & Positioning	
Week 10	Targeting the Market Place	Mkt-G-L CH.10: Marketing Research & Analytics	
	EXAM 2		Friday, Oct. 27
Week 11	Value Creation	Mkt-G-L CHs.11, 12, & 13: Developing New Products & Services	
Week 12	Value Capture	Mkt-G-L CHs.14 & 15: Pricing	
Week 13	Value Delivery	Mkt-G-L CHs.16 & 17: Supply Chain & Channel Management	
Week 14	Value Delivery	Mkt-G-L CHs.16 & 17: Supply Chain & Channel Management	
	THANKSGIVING BREAK		Nov. 21 – Nov. 26
Week 15	Value Communication	Mkt-G-L CHs.18,19, & 20: Integrated Marketing communication, Advertising and PR	
Week 16	FINAL EXAM		Dec. 4 (12pm -2:30pm)



Syllabus Changes: Disclaimer

Although every effort has been made to make this syllabus as complete as possible, changes may occur regarding schedule, grading, assignments, and office hours. The instructor reserves the right to make changes to this syllabus if it is deemed necessary. Any such changes will be communicated to you in a timely manner and posted on Moodle.

COLLEGE POLICIES:

Academic Integrity

I encourage students to exchange ideas and discuss problems. However, for assignments to be turned in, it will be considered plagiarism if a student copies the work of another. Anything taken from another source, such as another textbook or the internet, *must* be properly cited – failure to do so is plagiarism. On exams or quizzes the giving or receiving of any aid is not permitted. **Our ideas are the most valuable things we have – do not steal them from others.**

The academic program at the College seeks to promote the intellectual development of each student and the realization of that individual's potential for creative thinking, learning, and understanding. In achieving this, each student must learn to act rigorously, independently, and imaginatively.

The College's understanding and expectations in regard to issues of academic honesty are fully articulated in the Code of Academic Integrity as published in [The Scot's Key](#) and form an essential part of the implicit contract between the student and the College. The Code provides framework at Wooster to help students develop and exhibit honesty in their academic work. You are expected to know and abide by these rules.

Dishonesty in any of your academic work is a serious breach of the Code of Academic Integrity and is ground for serious penalties. Such violations include turning in another person's work as your own, copying from any source without proper citation, violating expectations for a group project, submitting an assignment produced for a course to a second course without the authorization of all the instructors, and dishonesty in connection with your academic work. You will be held responsible for your actions. Particular attention should be directed to the appropriate use of materials available online. Whether intentional or not, improper use of materials is a violation of academic honesty. If you are unsure as to what is permissible, please contact your course instructor.

The Wooster Ethic

I hereby join this community with a commitment to the Wooster Ethic upholding academic and personal integrity and a culture of honesty and trust in all my academic endeavors, social interactions, and official business of the College. I will submit only my own original work, and respect others and their property. I will not support by my actions or inactions the dishonest acts of others. (THE SCOT'S KEY, p. 60)

Conflicts with Academic Responsibilities

The College of Wooster is an academic institution, and its fundamental purpose is to stimulate its students to reach the highest standard of intellectual achievement. As an academic institution with this purpose, the College expects students to give the highest priority to their academic responsibilities. When conflicts arise between academic commitments and complementary programs (including athletic, cultural, educational, and volunteer activities), students, faculty, staff, and administrators all share the responsibility of minimizing and resolving them.

As a student you have the responsibility to inform the faculty member of potential conflicts as soon as you are aware of them, and to discuss and work with the faculty member to identify alternative ways to fulfill your academic commitments without sacrificing the academic integrity and rigor of the course.



Title IX Reporting Policy Regarding Sexual Misconduct, Harassment, Relationship Violence, and Stalking

Contact: Lori Makin-Byrd, lmakin-byrd@wooster.edu, (330) 263-2017, [Title IX website](#)

The College of Wooster is committed to fostering a campus community based on respect and nonviolence. To this end, we recognize that all Wooster community members are responsible for ensuring that our community is free from discrimination, gender bias, sexual harassment, and sexual assault. In accordance with Title IX, Wooster is legally obligated to provide supportive options for all reports of sexual harassment and sexual assault that occur on our campus. Faculty who become aware of an incident of sexual violence, including harassment, rape, sexual assault, relationship violence, or stalking, are mandated reporters at the College and are required to notify Wooster's Title IX Coordinator. The purpose of this disclosure is to ensure that students are made aware of their reporting options and resources for support. For more information about your rights and reporting options at Wooster, including confidential and anonymous reporting options, please visit <https://inside.wooster.edu/title-ix/>

Discriminatory or Bias-Related Harassment Reporting Policy

Contact: Kayla Campbell, kcampbell@wooster.edu; or visit the [Bias Reporting website](#)

The College of Wooster is committed to promoting its mission of inclusivity and equity in all aspects of the educational enterprise. This commitment extends to all rights, privileges, programs and activities, including housing, employment, admissions, financial assistance, and educational and athletic programs at the College. The College's Bias Incident Reporting Process is designed to effectively respond to bias concerns raised by faculty, students, staff, alumni and visitors to the College. If you or someone you know are the victims of bias, you can:

- [File a report online](#) (where you may choose to identify yourself or not)
- Contact Campus Safety: 2590 (from campus phone) or 330-263-2590
- Call the Anonymous Tip Line: 2337 (from campus phone) or 330-263-2337
- Contact the Dean of Students Office: 2545 (from a campus phone) or 330-263-2545
- Contact the Chief Diversity, Equity, and Inclusion Officer representative for students: Kayla Campbell, kcampbell@wooster.edu, 330-263-2607

Inclusive Academic Resource Center: Academic Support and Disabilities

Contact: Amber Larson, alarson@wooster.edu, (330)263-2595, [ARC Website](#)

The Academic Resource Center, which is in APEX (Gault library) offers a variety of academic support services, programs and 1:1 meetings available to all students. Popular areas of support include time management techniques, class preparation tips and test taking strategies. In addition, the Academic Resource Center coordinates peer-tutoring for several academic departments. Students are encouraged to schedule an appointment.

An additional support that the Academic Resource Center offers is English Language Learning. Students can receive instruction or support with English grammar, sentence structure, writing, reading comprehension, reading speed, vocabulary, listening comprehension, speaking fluency, pronunciation, and American culture through 1:1 meetings with the Academic Resource Center staff, ELL Peer Tutoring, ELL Writing Studio courses, and other programming offered throughout the year.

The Academic Resource Center also coordinates accommodations for students with diagnosed disabilities. At the beginning of the semester, students should contact the Academic Resource Center to make arrangements for securing appropriate accommodations. Although the Academic Resource Center will notify professors of students with documented disabilities and the approved



Inclusive Learning Statement

Your success in this course is important to me. If there are circumstances that may affect your academic performance or impact your learning in particular portions of the class, please let me know as soon as possible. You do not need to share specifics, but together we can develop strategies to meet both your needs and the requirements of the course. I encourage you to visit the [Academic Resource Center](#) to determine how you could improve your learning as well. If you need official accommodations, the ARC can work with you to make sure your needs are met. There are also a range of resources on campus, including the [Writing Center](#), [Math Center](#), [STEM Success Initiative](#), and [APEX](#).

It is also important that we all be respectful of everyone's privacy around health concerns, vaccination status, and any accommodations that are necessary in the classroom. It is not appropriate to question why someone requests physical distancing, chooses to wear a mask, or requires any other accommodations. As part of our participation together in this class, we commit to showing respect to each other as individuals, to working together to create a learning environment that fosters a sense of belonging and inclusion to all members, and to understanding that our differences are also strengths. Your suggestions are encouraged and appreciated, and please contact me—via email, office hours, or after class—if you have any concerns or questions.

Wellbeing at Wooster

Contact (24/7): (330) 263-2319, or visit the [Wellness Center website](#)

The College of Wooster is committed to supporting the wellbeing of our students. During the course of their academic careers, students experience challenges that may interfere with their learning & health (both physical and mental), including but not limited to: strained relationships, adjusting to a new environment, chronic worrying, persistent sadness or loss of interest in enjoyable activities, family conflict, grief and loss, domestic violence, unwanted sexual experiences, difficulty concentrating, drug/alcohol problems, significant changes in eating and sleeping patterns, microaggressions, challenges with organization, procrastination and/or lack of motivation. Counseling Services at the Longbrake Student Wellness Center is a free and confidential resource providing short-term counseling and connections to community agencies for students needing longer term or specialized resources. You can make an appointment by calling 330.263.2319 between 8:30am-4:30pm during weekdays or by emailing Lori Stine (lstine@wooster.edu). You can also find helpful resources on the Counseling Services website at <https://inside.wooster.edu/health/counseling/>.

Students also have free access to TimelyCare, a telehealth service providing scheduled medical and counseling appointments as well as 24/7 crisis consultation with licensed professionals. Students use their Wooster email to establish an account at [TimelyCare: Telehealth for Scots](#). TimelyCare also provides students access to nutritionists and health coaches about issues of sleep and exercise, and psychiatry (with a referral from doctor or counselor).

If you or a friend is in crisis, please call Campus Safety at 330-287-3333 or the National Suicide Prevention Lifeline (1-800-273-TALK) or connect with the Crisis Text Line by Texting "4HOPE" to 741-741.

For financial concerns: Dean of Students Office, dos@wooster.edu (330) 263-2545, [DoS website](#)

For safety concerns: Campus Safety 330-263-2590 or cow-security@wooster.edu, [Campus Safety website](#). In the care of an emergency, call: 330-287-3333.