1. Course Description and Objectives

MKT 5410 represents one of the seven core courses (and three of the 24 units) required in the Master of Business Administration program in the College of Business Administration at California State University, Stanislaus. The Master of Business Administration is awarded upon satisfactory completion of 33 units of core and graduate elective courses and either the completion of a graduate project or the passing of a comprehensive examination.

The core represents advanced coursework in the major topical areas of business: students must have completed the 21 units of foundation courses or their equivalents including the direct prerequisite for this course, MKT 5090 Fundamentals of Marketing. MBA core and elective units must be earned within seven years immediately preceding the completion of requirements for the degree. A 3.0 grade point average must be maintained in all graduate work. Enrollment in MBA core classes is limited to students with classified MBA standing at this University. Exceptions to this policy require written approval of the director of the MBA program.

From the 2010-11 California State University, Stanislaus Graduate Catalog (http://catalog.csustan.edu/preview_program.php?catoid=9&poid=806):

MKT 5410. Marketing Management
Emphasis on managerial decision making, problem solving to formulate and administer effective marketing activities. Marketing as a total system designed to plan, price, distribute, and promote goods and services to users. Major emphasis on case method covering buyer behavior, product channel of distribution, pricing, and promotion. Prerequisites: MKT 5090 and consent of instructor.
COURSE OBJECTIVES: To amplify on the broad principles and perspectives learned in prerequisite marketing coursework, and supply both organization-specific and environmental context to marketing decision-making. Casework takes these principles and asks the student to apply them in a limited context, such as focusing on a given company's media planning, segmentation strategy, or pricing policy. Exercises emphasize drill with tools required for quantitative analysis in marketing management. The assigned project takes the principles and asks the student to apply them in a more integrated context, taking the marketing problem and following it through many aspects of decision-making. Throughout, the intention is to prepare the student to identify marketing problems and opportunities, identify options available, and choose appropriate solutions.

COURSE OUTCOMES: On successful completion of this course, the student should be able to:

1a. Perform basic financial calculations necessary for marketing analysis, such as breakeven analysis, contribution analysis, cannibalization analysis, and customer lifetime value.

1b. Recognize the situational need for basic financial calculations in the context of a marketing case.

1c. Utilize these calculations in service of analyzing case materials, comparing and contrasting alternative solutions to the problem presented in the case, and justifying the ultimate proposed decision in the case.

1d. Utilize these calculations in service of analyzing the current situation of a real-life client in preparation of a marketing plan.

2a. Perform simple forecasting techniques.

2b. Integrate simple forecasting techniques in service of a marketing plan.

3a. Calculate financial ratios and utilize in service of benchmarking.

3b. Use financial ratios to analyze health of organization in a case analysis, as well as analyze the client organization for the creation of a marketing plan.

3c. Compare financial ratios of case organization (or, for marketing plan, the client organization) to other similar organizations utilizing readily-available published standards (i.e. Robert Morris Associates data, Standard & Poor’s, or Bizstats).
4a. Identify the major elements of a marketing plan, including environmental assessment, target market selection, product decisions, pricing decisions, distribution decisions, and promotion decisions.

4b. Recognize and diagnose problems regarding specific marketing mix elements of product, price, distribution, and promotion, in service of marketing case analysis.

4c. Recognize and diagnose problems of a synthetic nature, involving the simultaneous interaction of multiple marketing mix elements in service of creating a marketing plan.

2. Access

**Technical Requirements.** The student is strongly encouraged to have broadband access to the internet, as this course will occasionally require downloading large files to complete assigned tasks. The following are minimum requirements for successful interaction with the platform and course components:

- A PC running Microsoft Vista or Windows 7 (computers running the XP operating system may experience difficulties, sometimes freezing or crashing)
- Internet Explorer 7 or above
- Microsoft Office 2007 or newer. Access to and familiarity with Excel spreadsheets is essential for the successful completion of course tasks. Assignments and exercises will also need to be completed in Word document or pdf format. Some group or individual work will require the student to develop an audio-augmented PowerPoint presentation.
- Adobe Acrobat Reader and Adobe Flash (latest versions available at [www.adobe.com](http://www.adobe.com)). Note that some contents will not be accessible by some mobile devices.

The student may also find other communication software of use during the execution of group exercises, such as Skype. Some office hours may be conducted utilizing Elluminate/Collaborate, the access to which the instructor will provide later in the semester; some functions of this software will be easier to use if the student has access to a headset with microphone. The instructor may also occasionally require the student to download exercise-specific free software, so additional free space on your hard drive is a must. The course will also make use of proprietary databases accessible by proxy through the CSU Stanislaus Library website. Other helpful websites and their links will be provided in the “links” section of the course Blackboard, including:

- US Census American Factfinder
- Claritas PRIZM
- NAICS code lookup and NAICS/SIC conversion
The majority of course components will be facilitated via the campus Blackboard learning management system. Weekly assignments will be made available through this course Blackboard, and regular visits throughout the week will be required. Blackboard news, system maintenance and availability, and mobile options, as well as helpful suggestions for students experiencing difficulties navigating Blackboard may be found at: 
http://www.csustan.edu/Blackboard/StudentHelp/MovingAround.html

**Disability Accommodations.** Disabled students may be eligible for accommodations, for more information, please visit: 
http://www.csustan.edu/DRS/

**Office Hours.** The instructor will be available Mondays 4-5 pm Mondays and 10-11am Tuesdays by phone or in person in his office on the CSU Stanislaus Main Campus in Turlock, CA. Contact information is provided in the next section.

Once the students have provided some personal information at the beginning of the semester, the instructor will also schedule additional web office hours utilizing the interactive Collaborate system, which will allow for audio-visual contents, at

https://sas.elluminate.com/m.jnlp?sid=2009440&password=M.AC295768BFE3FEF21270DAE3DCD384

The student may also wish to contact the instructor with questions or comments by:

- e-mail at apetrosky@csustan.edu. The instructor will make an effort to respond to e-mails left Monday through Thursday within 24 hours. The instructor regularly checks his e-mails on Monday and Wednesday afternoons and Tuesday and Thursday mornings.

- Discussion Board comments on the course blackboard under “Kvetching.”
3. Instructor Information

Dr. Al Petrosky
Professor of Marketing
Chair, Dept. of Management, Operations and Marketing
College of Business Administration
Demergasso-Bava Hall 223A
CSU Stanislaus, 1 University Circle, Turlock, CA 95382
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Department Secretary: (209)667-3907
Department Facsimile: (209)667-3210
Email: apetrosky@csustan.edu

Dr. Petrosky teaches Fundamentals of Marketing, Marketing Management, Advanced Marketing Research, and Physical Distribution at the graduate level. He also teaches Marketing Research, Advertising and Promotions Management, and Channel Management at the undergraduate level. He earned his doctorate in Marketing from the University of Arizona, his MBA from the University of Utah, and a Bachelor's Degree in Engineering from the University of Washington. Dr. Petrosky's research interests include the diffusion of innovations, consumption of aesthetic products, and ethnographic research techniques. He currently serves as Chair of the Department of Management, Operations and Marketing; has acted as Program Chair for the International Conference on Industry, Engineering, and Management Systems (IEMS) for the last 16 years; and has been a past Faculty Speaker for CSU Stanislaus.

4. Course Delivery

Mode of Delivery. The MKT 5410 course will be delivered entirely online: no face-to-face attendance will be required. In lieu of an initial in-person meeting, an introductory recorded orientation will be made available early in the first week; a link will be e-mailed the week before class.

All materials will be made available through the Blackboard portal on the CSU Stanislaus website, or directly through the following URL:

http://www.csustan.edu/Blackboard/

Directions for student login are available on the rightmost column of this page, as is a link to the blackboard administrator’s e-mail should you have any questions or difficulties regarding access. It is strongly recommended
that the student regularly check his/her assigned StanMail e-mail account, or otherwise arrange for messages sent to this account to be forwarded to an account he/she frequently check (for instructions on forwarding, see: http://www.csustan.edu/cms/FormsPublications/Documents-Students/StudentEmail-Forwarding.pdf)

The student is strongly encouraged to have broadband access to the internet, as this course will occasionally require downloading large files to complete assigned tasks. The student should also verify his/her ability to download files utilizing Adobe Flash, otherwise some course components will not be accessible (Apple iPad and iPhone users, this means you!).

**Instructional Methods.** Marketing 5410 is intended as an amplification of the principles and practices of marketing in a rich context of real-life organizational settings. As such, it will provide an overview of the broad spectrum of marketing functions, the basic underlying concepts which drive marketing decisions, and the symbiotic nature of marketing with other business functions and society as a whole. To accomplish this, the following methods will be employed:

- The textbook will introduce the basic concepts, issues, and terminology of Marketing, along with the cases to demonstrate them and allow for discussion and implementation in context.
- Mini-lectures (pre-recorded weekly audio-only orientations and audiovisual lectures posted to the Blackboard) will be provided on a regular basis to provide additional emphasis on material covered in the textbook and readings, or to demonstrate analytical procedures in aid of marketing decisions
- Exercises will be assigned to provide the student the opportunity to practice skills and/or provide context to illustrate the topics introduced in the textbook, readings and mini-lectures.
- Online discussions require the students to engage in in-depth analysis of a case pertinent to the topic of the week, and to share that analysis with the other students in the course. Often, the issues will revolve around the consumer perspective of marketing actions, and will involve students sharing an opinions and analyses.

**Information literacy and numeracy.** Given the outlined prerequisites to the course, the student is expected to have already completed coursework to provide grounding in information literacy and numeracy. This grounding shall be expanded upon in the context of marketing management, amplifying on the necessity of both qualitative and quantitative analysis in arriving to a solution:

- Information literacy:
  - For Benchmarking. The student will be exposed to several information sources to assist in benchmarking the performance of organizations
described in their casework, as well as the client organization they have selected for their term project. These will include databases that provide comparative financial ratio data (e.g. Net Advantage on our Library website, as well as free web sources like http://www.bizstats.com/industry-financials.php ), government-sponsored websites for individual organizational filings (http://www.sec.gov/edgar.shtml ) and -- for student with some physical, proximal access to a library such as our own, bound proprietary databases (e.g. Robert Morris Associates Annual Statement Studies).

- **For Historical and/or Trend Assessment.** Many of the corporations highlighted in the accompanying cases are real-life, identified corporations operating in a complex environment; as such, the student may find it helpful to go beyond the information provided in the case for a better understanding of the history of the company, history of the industry, history of that industry’s political and legal environment, and any operative trends in therein. The CSU Stanislaus library website provides many useful databases – including, but not limited to, ABI Inform and Factiva – which may be helpful in delineating these histories.

- **For Elaboration of the Target Market.** All marketing organizations need to consider their target market. The instructor will encourage the exploration of both government-sponsored websites (e.g. http://factfinder2.census.gov ) and proprietary databases (e.g. Claritas and Nielsen) that assist in drawing boundaries for target markets.

**Numeracy:**

- **Marketing-related Financial Analysis.** The student will receive demonstration and drill in such financial analysis that directly influences marketing decision-making, such as breakeven analysis and cannibalization analysis.

- **Financial Ratio Data.** As mentioned in the previous section, financial ratios are used to benchmark and diagnose the health of a given organization. Demonstration and drill will be accomplished in week four, and these ratios will be applied in the casework and term project.

- **Forecasting.** Determining the future value of sales, market share, or other marketing outcomes is necessary in the evaluation of alternative strategies. Simple forecasting techniques will be demonstrated and drilled in week eight, and required for use in the term project.
General Course Policies. The following policies are in effect:

Attendance: Though there are no “physical” attendance requirements, the student is expected to login to the course regularly and complete the assigned tasks in a timely manner. The student should expect a weekly average 10-15 hour workload to stay current.

Promptness: Each weekly module will begin at 12:01 AM PDT Wednesday and end 11:59 PM PDT Tuesday the next week. All cases and exercises are due by 11:59 of the second Tuesday unless otherwise specified. Online Discussions will likely require multiple visits throughout the week: each weekly discussion thread will be made available by 12:01 AM PDT the Wednesday and close at 11:59 PM PDT the next Tuesday. The times will remain the same following the change from daylight to standard time.

Late work: No case participation or exercises will be accepted after the module closes at 11:59 PM the second Tuesday, and zero points will be awarded those who fail to submit on time. Participation in online discussions will be awarded point only during the week the thread is live: zero points will be awarded those who fail to submit on time.

Missed quizzes: There will be no make-up examinations given. Missing a quiz will result in zero points for that portion of the grade.

Plagiarism. Plagiarism (as defined by Macquarie University’s Library website) involves using the work of another person and presenting it as one’s own. Any of the following acts constitutes plagiarism unless the source of each quotation or piece of borrowed material is clearly acknowledged:
- Copying out -- in part or in whole -- of any document or audio-visual material (including computer-based material);
- Using or extracting another person’s concepts, experimental results, or conclusions;
- Summarizing another person’s work;
- In an assignment where there was collaborative preparatory work, submitting substantially the same final version of any material as another student.
Encouraging or assisting another person to commit plagiarism is a form of improper collusion and may attract the same penalties, which apply to plagiarism. Plagiarism of any degree found in the work submitted for this course by any student will result in penalties including -- but not restricted to -- loss of credit for that assignment, a failing grade for the course regardless of performance in other course requirements, or (in particularly egregious cases) suspension from the University. Note that the combining of several different sources without acknowledgement (or "pastiche") is no less plagiaristic than the utilization of a single source. For a more detailed treatment of the subject, see this article at the UC Davis website: http://sja.ucdavis.edu/files/plagiarism.pdf
**Netiquette:** Professional, respectful communications behavior in an online community is an absolute necessity for a productive environment, but novice online participants often don’t understand the differences between online and the real world. For tips regarding online etiquette, see [http://www.csustan.edu/Blackboard/Netiquette.html](http://www.csustan.edu/Blackboard/Netiquette.html).

**General Conduct:** The Student Code of Conduct may be found online at this address: [http://www.csustan.edu/JudicialAffairs/documents/StudentConductCod ev2008.pdf](http://www.csustan.edu/JudicialAffairs/documents/StudentConductCod ev2008.pdf)
5. Grading

Each student's course grade will derive from the accumulation of points across several components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>% grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Quizzes @ 20 points each</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Eight exercise sets @ 5 points each</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>Term Project Marketing Plan</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Individual Case Exam</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Individual Case Discussion Participation</td>
<td>80</td>
<td>20</td>
</tr>
</tbody>
</table>

• **Plus/Minus Grades** will be given in this course: i.e. A, A-minus, B-plus, B, B-minus, etc.
• Grades will reflect both **absolute** (objective with respect to the student's ability to complete assigned tasks) and **relative** (compared to the demonstrated contribution of peer students) quality of the student's work.

The assignment of course grades will reflect the student's relative standing among his/her classmates across all exams and assignments taken as a whole. Approximate grade ranges for individual assignments and exams will be explained as they are returned. Accumulated point range guarantees are in effect:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92% or greater</td>
</tr>
<tr>
<td>A-</td>
<td>89% to 91.9%</td>
</tr>
<tr>
<td>B+</td>
<td>85% to 88.9%</td>
</tr>
<tr>
<td>B</td>
<td>82% to 84.9%</td>
</tr>
<tr>
<td>B-</td>
<td>79% to 81.9%</td>
</tr>
<tr>
<td>C</td>
<td>72% to 74.9%</td>
</tr>
<tr>
<td>C+</td>
<td>75% to 78.9%</td>
</tr>
<tr>
<td>C-</td>
<td>69% to 71.9%</td>
</tr>
<tr>
<td>D+</td>
<td>65% to 68%</td>
</tr>
<tr>
<td>D</td>
<td>62% to 64.9%</td>
</tr>
<tr>
<td>D-</td>
<td>59% to 61.9%</td>
</tr>
<tr>
<td>F</td>
<td>58.9% and lower</td>
</tr>
</tbody>
</table>

These ranges are guaranteed **to the high side**: they will in all likelihood be some relaxing of the ranges downward given difficulty of individual exercise elements and exams, but they are guaranteed not to be adjusted **higher** than these given ranges.

**Quizzes.** There will be five quizzes, each covering material in two of the Chapters 1 through 10 in the Farrell/Hartline text (for example, Quiz One takes place at the end of the second week, and will cover the...
assigned chapters 1 and 5 – see Course Schedule for information regarding chapters covered and date quiz is deployed); most of this material should constitute review for anyone who has met the prerequisite requirement of an Introduction to (or Fundamentals of) Marketing course (such as our own MKT 3410 or MKT 5090). Each will be deployed through the Assignments section of the course Blackboard. Each will be made available for a 48 period: logon any time in that 48-hour period to take the quiz. A timer will limit you starting the moment you launch the quiz. You will not be able to take the quiz more than once, so be sure you are connected through a reliable service. Quiz will be comprised of multiple choice, fill-in-the-blank, short essay, and problem types of questions. Each quiz will have 15-20 questions, and be worth 20 points. Each quiz is to be done individually. Questions may be drawn from a testbank, and exact sequence and number of questions may be unique to the student.

**Exercise sets.** There will be eight exercise sets assigned during the semester. The exercises will sometimes draw upon the textbook reading of the week, but will at other times be related to the material covered in the recorded Tools Lecture of the week. Each exercise set will be worth 5 points, and will be due by Tuesday at 11:59 by e-mail to the instructor: these e-mails should have a subject line that reads “Online 5410 (your last name).”

6. Casework

Every student is expected to have read and contemplated each of the cases discussed in class.

The case discussion should regularly follow along these lines: Brief summary of the "current" situation described in case

- SWOT analysis
  - Company Strengths
  - Company Weaknesses
  - Environmental Opportunities
  - Environmental Threats
- Environmental issues
- Issues related to the Target market
- Issues pertinent to the topic of the week
- Casewriter's perspective of the Problem at Hand
- Any "hidden" problems that need to be addressed
- Alternative solutions: each proposed solution should list advantages and disadvantages inherent to that solution, with any analysis required to support that solution
- Product-related
- Price-related
- Place-related
- Promotion-related
- Decision
- Implementation strategies/suggestions
- Contingencies that need to be planned for

A demonstration case will be used in the second week of the term.

The Blackboard Discussion Board will have unique threads for each case, and the student should make initial, original posts regarding these topics for each of the cases. Any student need not post for every SINGLE subtopic, but should make a minimum of three initial posts, one of which concerns the weighing of alternative actions leading to a solution. The student should also return during the week to pick up on the line of discussion and respond to the posts of other students and the instructor.

The majority of the cases we prepare concern real-life, undisguised corporations. If you would like to see some characterization of the company and its competitors, Hoovers.com descriptions are available from ABI/Inform, one of the databases available through the university library website. The lead team is not expected, nor is asked to, provide an exhaustive analysis, but rather provide the framework for the week’s discussions.

**Individual case discussion participation**

A SIGNIFICANT portion of student efforts shall be directed toward weekly participation in discussions of the solution of the week’s detailed cases. Each student is expected to digest the material assigned for the given class period, and be able to constructively contribute to its discussion. Failure to participate in that week’s case discussion will result in a zero score, and makeup is not available.

Not including the demonstration case (Sea-link) or the Case Exam (week 12, to be done individually), and factoring in that there is no case in week 8, there are a total of eight case discussions during the semester, and up to ten points will be awarded per case. Participation posts on each weekly case discussion will be graded on that ten-point scale – based on relative and absolute contribution -- and percentage of total possible points for the semester will determine your grade for this element. Assessment of individual participation on each weekly discussion will be rewarded on originality of each post, clarity of position on each post, willingness/ability to incorporate information from additional sources to strengthen and augment stated position, utilization of qualitative and quantitative analysis techniques to bolster argument, and the individual’s amount of participation relative to classmates. Minimum expected amount of participation would include three (3) original posts and three (3) responses to peer posts. Use the following as
a guideline to perceived strength/quality of posts. A rubric that will be used in the grading of weekly participation is provided as an appendix to this syllabus.

7. Case Exam

In the twelfth week of class, students will be given a marketing case of some comprehensive nature as a “take-home” exam. This exam is worth up to 80 points. Each student is expected to work independently and turn in their own unique solution to the case in a week’s time (exact due date is indicated in the course schedule). The solution should follow these parameters:

- It is expected that the student will submit the product of his/her own work; plagiarism -- in whole or pastiche -- will result in a failing grade for the course. Any supportive quotations or data from sources outside of the case itself should be duly documented in a bibliography, and should not constitute the greater proportion of the solution text.
- The text of the solution must be typewritten, and is limited to 2000 words maximum. The student is allowed no more than eight tables, figures or diagrams in support of the text.
- Solution particulars should follow the same outline as our weekly case discussions.
- The solution may be submitted as a Microsoft Word document or pdf transmitted via e-mail to apetrosky@csustan.edu: in either case, the student should keep a copy available should the original be lost or ineffectively transmitted.

Further instructions will be provided at the time of assignment.

8. Term Project

The student is expected to recruit a local client organization for the purposes of constructing a marketing plan; this client organization may be public or private, profit or not-for-profit, product- or service-oriented, the business you own or work for -- whatever.

Since you will need financial and other quantitative data to complete the marketing plan, you must ascertain whether these are readily available and/or willingly provided by the client: marketing plans not including said data will be substantially penalized.

The form of the marketing plan is as detailed in the appendix of your text, and further elaborated in the exercise of week three. Materials described week by week throughout the course will be helpful. The first half of the
suggested Cohen supplement book contains many tools which may be used in analyzing the company at hand; the second half contains many samples of marketing plans for a number of different types of organizations.

These projects should be done individually or in groups of two students. The output will be a paper and a PowerPoint-based overview presentation of the plan available for peer scrutiny and comment the final weeks of class.

- The paper should be approximately 12-15 double-spaced pages in length with regards to text. Supporting exhibits, tables, graphs, documents should be provided in an appropriately-referenced appendix, and does not count toward the 12-15 page count. This appendix is also the appropriate place for including any support materials derived from the workbook exercises/tools found in Cohen. You must provide the instructor an e-mail Word or pdf of the paper and PowerPoint, delivered with the subject line “Online 5410 Plan (your last name).”

- The presentation should be recorded on Screencast-O-Matic, which provides free access on their website. It will be given in the penultimate week of class, and be placed on the Blackboard website for comment by other students. It is meant to be an overview of your project, lasting 5-7 minutes, and need not be as extensive as the paper.

No material should be used without appropriate referencing. Copying material from the internet or any other sources (including marketing plans turned in by other students in the past) without documentation of the original source constitutes plagiarism and will result in a minimum of a failing grade for the course. Plagiarism refers not just to the copying of sources in their entirety, but also to pieces thereof and/or pastiche created from numerous sources. Do not represent the work of others as your own. This project is expected to be an ORIGINAL work. Plagiarized material will result in a failing grade for each of the team members.

One of the many aspects of the marketing plan analysis is the proper situating of the client company in its environment. You are required to use AT LEAST two financial ratios in your marketing plan, and compare the client company to other similar companies based on those ratios, and incorporate that in the SWOT analysis. You are also required to have at least one self-prepared, original forecast in your marketing plan, and incorporate that forecast into the analysis.

Be especially careful when discussing the target market; some means by which you may understand and/or describe your target market follow from tools lectures and exercise during the semester.
9. Required Materials

The **main text** for this course is available in both physical and electronic form. This text is **required**.

The **supplementary text** is available in print form only. Several editions are available in used condition for a nominal price: any edition is likely to be helpful in completing the final project. This text is **recommended**.

**REQUIRED TEXT**

Marketing Strategy
By Ferrell and Hartline

Published by Cengage
768 Pages Paperback

Purchase options and student companion materials available at: [www.cengagebrain.com](http://www.cengagebrain.com)

**SUPPLEMENTARY TEXT:**

The Marketing Plan
By William Cohen
Publisher: Wiley, John & Sons, Incorporated
Pub. Date: December 2005

Or other previous editions.
## 10. Course schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1 8/22-8/28</td>
<td>Introduction to course</td>
<td>Overview of semester: watch introductory video (DC) Post your bio to the DB (see instructions ASSN) and welcome other students Read Chapter 1 (FH)</td>
</tr>
<tr>
<td>W2 8/29-9/4</td>
<td>Case Solutions</td>
<td>Read Chapter 5 (FH) Read Case: Sea-link Ventures (in ASSN) View Tools Lecture 1: Sea-link Ventures (DC) Participate in Sea-Link Discussion (DB) Take Quiz One over chapters 1 and 5: Noon 9/2-Noon 9/4 (ASSN)</td>
</tr>
<tr>
<td>W3 9/5-9/11</td>
<td>Strategic Marketing</td>
<td>Read Chapter 2, Appendix A, and Appendix B (FH) Read case: Gillette (FH) View Tools Lecture 2: BCG Analysis Participate in Gillette Discussion (DB) Complete Exercise A (ASSN)</td>
</tr>
<tr>
<td>W4 9/12-9/18</td>
<td>Marketing Ethics</td>
<td>Read Chapter 3 (FH) Read Case: Mattel (FH) View Tools Lecture 3: Benchmarking with Financial Data (DC) Participate in Mattel Discussion (DB) Complete Exercise B (ASSN) Take Quiz Two over chapters 2 and 3: Noon 9/16-Noon 9/18 (ASSN)</td>
</tr>
<tr>
<td>W5 9/19-9/25</td>
<td>Marketing Research</td>
<td>Read Chapter 4 (FH) Read Case: USA Today (FH) View Tools Lecture 4: Using Census Data (DC) Participate in USA Today Discussion (DB) Complete Exercise C (ASSN)</td>
</tr>
<tr>
<td>W6 9/26-10/2</td>
<td>Market Segmentation</td>
<td>Read Chapter 6 (FH) Read Case: Indy Racing League (FH) View Tools Lecture 5: Perceptual Mapping (DC) Participate in Indy Racing League Discussion (DB) Complete Exercise D (ASSN) Take Quiz Three over chapters 4 and 6: Noon 9/30-Noon 10/2 (ASSN)</td>
</tr>
<tr>
<td>W7 10/3-10/9</td>
<td>Product</td>
<td>Read Chapter 7 (FH) Read Case: Blockbuster (FH) View Tools Lecture 6: Breakeven Analysis (DC) Participate in Blockbuster Discussion (DB) Complete Exercise E (ASSN)</td>
</tr>
<tr>
<td>W8 10/10-10/16</td>
<td>Price</td>
<td>Read Chapter 8 (FH) No Case or Case Discussion This Week View Tools Lecture 7: Simple Forecasts (DC) Complete Exercise F; plus 150-250 wd progress report on Term Project Take Quiz Four over chapters 7 and 8: Noon 10/14-Noon 10/16 (ASSN)</td>
</tr>
<tr>
<td>W9 10/17-10/23</td>
<td>Distribution</td>
<td>Read Chapter 9 (FH) Read Case: IKEA (FH) View Tools Lecture 8: Cannibalization Analysis (DC) Participate in IKEA Discussion (DB) Complete Exercise G (ASSN)</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Activity</td>
</tr>
<tr>
<td>-------</td>
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</tbody>
</table>
| W10   | 10/24-10/30 | Promotion             | Read Chapter 10 (FH)  
Read Case Sigma Marketing (FH)  
View Tools Lecture 7: Promotional Budgeting/Competitive Inventory (DC)  
Participate in Sigma Discussion (DB)  
Complete Exercise H  
Take Quiz Five over chapters 9 and 10: Noon 10/28-Noon 10/30 (ASSN) |
| W11   | 10/31-11/6 | Integration           | Read IMAX Case (FH)  
Participate in IMAX Discussion (DB) |
| W12   | 11/7-11/13 | Case Exam             | Case TBA: will be posted in DC on 11/7; individual solution will be due by e-mail no later than 11:59 PM PST 11/20 |
| W13   | 11/14-11/20 | No Additional Assignments this week; Thanksgiving Week |
| W14   | 11/21-11/27 | Term Project          | See Screencast-o-matic overview (DC)  
Enroll for free screencast  
Post 5-7 minute Screencast overview of your term project |
| W15   | 11/28-12/4 | Term Project (cont.)  | Participate in Discussion of Term Project Screencasts (DB)  
E-mail Final Written term Project to instructor by 11:59 PM 12/4 |
| W16   | 12/5-12/14 | Exam Week             | No final exam in this course |

All times Pacific  
“DC” refers to Documents and Content area of the course blackboard  
“FH” refers to the Ferrell and Hartline “Marketing Strategy” textbook  
“ASSN” refers to the Assignments section of the course blackboard  
“DB” refers to the Discussion Board section of the course blackboard

All exercises should be e-mailed to the instructor by the end of Tuesday in the week it was assigned, no excuses. Email to apetrosky@csustan.edu with the subject line “Online 5410 (your last name).”
## Appendix. Case Discussion Participation Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable 0-1 Point</th>
<th>Acceptable 2-4 Points</th>
<th>Good 5-7 Points</th>
<th>Excellent 8-10 Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Initial Assignment Postings</strong></td>
<td>Posts no assignment.</td>
<td>Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task.</td>
<td>Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.</td>
<td>Posts well developed assignment that fully addresses and develops all aspects of the task.</td>
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<td><strong>(20 %)</strong></td>
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<td><strong>Follow-Up Postings</strong></td>
<td>Posts no follow-up responses to others.</td>
<td>Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.</td>
<td>Elaborates on an existing posting with further comment or observation.</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
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<td><strong>(20%)</strong></td>
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<tr>
<td><strong>Content Contribution</strong></td>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Posts information that is factually correct; lacks full development of concept or thought.</td>
<td>Posts factually correct, reflective and substantive contribution; advances discussion.</td>
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<td><strong>(20%)</strong></td>
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<td><strong>References &amp; Support</strong></td>
<td>Includes no references or supporting experience.</td>
<td>Uses personal experience, but no references to case, readings or research.</td>
<td>Incorporates some references from literature and personal experience.</td>
<td>Uses ample references to case, literature, readings, or personal experience to support comments.</td>
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<td><strong>(20%)</strong></td>
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<tr>
<td><strong>Clarity &amp; Mechanics</strong></td>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
<td>Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.</td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors.</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.</td>
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<td><strong>(20%)</strong></td>
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