

MRKT 212: MARKETING FUNDAMENTALS

Instructor:	Dr. Kimberley Preiksaitis
Email:	kpreiksaitis@siena.edu
Classes:	T/Th, 1:30 PM to 3:00 PM, Location Siena Hall 120
Office Hours:	M 3:00 PM – 5:00 PM, Colbeth 123 T/Th 9:30 AM – 11:00 AM, Colbeth 123 To book an specific time, lease see my appointment calendar [If you would like alternative arrangements for meeting such as Zoom, please email me directly.]

COURSE DESCRIPTION

Marketing is the science and art of creating and managing profitable customer relationships. Marketers must also be good at managing relationships with partners inside and outside the company, working together to connect with customers. Marketers study customer needs and wants, select target markets they can serve best, and design products, services, and programs to serve these markets. Marketing is about attracting new customers by promising superior value, and to keep and grow current customer relationships by delivering superior satisfaction.

This course is designed to introduce you to the core concepts of marketing and how they relate to the overall functioning of a firm. This course will provide you with an overview of marketing concepts with attention given to marketing strategy, consumer behaviour, and marketing strategy implementation.

We will focus on identifying and understanding the factors that are involved in making analytical judgments regarding the selection of target markets. Then the course will focus on identifying and understanding the factors and issues that must be addressed when formulating product, price, distribution, and communication strategies that will allow the firm to profitably satisfy target markets better than the competition. (ATTR: BUS, FILM, ISP, REC)

COURSE READING MATERIALS

Kerin & Hartley, 2019, *Marketing: The Core*, 8th Edition, McGraw-Hill Education.

SCHOOL OF BUSINESS MISSION AND LEARNING GOALS

Mission: We offer a business education integrated with the liberal arts and rooted in the Franciscan values of inclusivity and service. Our AACSB accredited undergraduate and graduate programs develop versatile and socially responsible citizens with the skills to compassionately lead, serve, and succeed.

Vision: Organizations seek our graduates because we develop the whole person, prepared for a successful career and a life of passion and purpose.

STUDENT LEARNING OBJECTIVES

At the conclusion of this course, you should be able to:

1. Describe and discuss marketing's cross-functional relationships within the firm.
2. Describe and discuss the factors that impact a firm's marketing strategy.
3. Describe and discuss the concepts and processes of market segmentation, target market selection, and positioning.
4. Describe and discuss the factors involved in decisions about appropriate product, price, distribution, and communication strategies.
5. Apply and analyze quantitative and qualitative information to make marketing decisions.
6. Develop and communicate marketing recommendations and reasoning in written and oral form.
7. Discuss and appreciate the factors that impact a marketer's ethical and social responsibilities relative to all stakeholders.
8. Recognize and discuss the career opportunities in marketing.
9. Work effectively in a team to develop and implement marketing decisions.

CLASS DELIVERY METHOD: IN PERSON INSTRUCTION

This class is being taught in person. Attendance is required and there is no option for remote attendance, unless explicitly stated by the instructor. Please pay attention to the attendance policy (below in syllabus) which outlines policies that apply to absences.

All course materials will be provided via Canvas and all assignment submissions will be completed through Canvas. If you have any questions or concerns about the technology required for this class, please contact me as soon as possible (kpreiksaitis@siena.edu).

I will begin class with the assumption that you have a basic understanding of the assigned reading and have engaged in the required discussion forum questions posted to Canvas. In some classes, we will talk in depth about the assigned readings, whereas at other times we will not talk about them

at all – they will serve as a supplement to the class discussions. The readings are intended to give you a background on the topic and/or to give a relevant example of how this topic has been examined. Assuming you come to class prepared and engaged, we should have an interesting and enjoyable learning experience.

COURSE EVALUATION

The following is a breakdown of the mark allocation this course uses.

Course Evaluation Overview	
Class Participation	10%
Reading Comprehension Quizzes	20%
Individual Writing Reflection	20%
<i>First Submission (5%)</i>	
<i>Second Submission (15%)</i>	
Tests (non-cumulative)	30%
<i>Test 1 (15%)</i>	
<i>Test 2 (15%)</i>	
Group Activity Submissions	20%
<i>Peer Ratings (10%)</i>	
<i>Team Submissions (10%)</i>	
Total	100%

PARTICIPATION (10%)

Participation marks will be awarded based on your contributions to class discussions [both in class and via online discussion board engagement] and demonstration that you are actively engaged in class and class activities. The objective of a participation grade is to encourage you to contribute to the class when you have something interesting and valuable to add to the discussion. There are many ways to contribute to your participation grade: submitting your Personal Information Survey, contributing to class discussions, contributing to the online discussion boards, and asking relevant questions of your classmates during in-class discussions and groupwork are all considered part of your active engagement in the class.

READING COMPREHENSION QUIZZES (20%)

Prior to classes where specific readings are assigned, you will complete a short Canvas Quiz based on the reading material. The objectives of these quizzes are to provide incentive for you to prepare for class and review material as it is learned, to provide checkpoints on your comprehension of material and to give you a feel for how questions will be asked on in-class tests. Quizzes are to be completed prior to accessing the online content for the upcoming class sessions; if missed, no credit will be awarded. All quizzes will be available on Canvas.

INDIVIDUAL WRITING REFLECTION (20%)

You will have the opportunity to demonstrate your knowledge about marketing through two written assignments. The first will give you a chance to reflect on what you believe marketing to be and how it fits within the organization. This will be completed in the first two weeks of class. The second written assignment will allow you to reflect on your initial thoughts about marketing and to develop a written reflection of your own learnings throughout this course.

IN-CLASS TESTS (30%)

Two tests will be completed as scheduled during class time. These examinations are aimed at testing you on your ability to demonstrate competency and proficiency in applying course concepts. The format of the test will be discussed in class. Each test will cover previous material; no test will be cumulative.

GROUP ACTIVITY SUBMISSIONS (20%)

On designated dates, you will be assigned to work with a group of your peers to complete an exercise or activity that will allow you to apply knowledge that has previously been discussed in class. For each of these opportunities, the groups will vary in size and composition; thus, you will have the opportunity to network within your class with a variety of your peers throughout the semester.

Each activity will involve discussion and problem solving amongst your team. You will be required to create / complete a deliverable for grading. As well, at the end of the activity you will be required to submit a confidential peer assessment of your own contributions and the contributions of your peers. Peer assessments will be aggregated throughout the semester and compose 50% of your activity submission grade; the remaining 50% will be composed of the group submission grades.

GRADING

The following grading scheme will be used in this class:

Percentage	Letter	Description
94-100	A	Exceptional performance that exceeds the highest standards. The course content has been mastered, the ability to apply the material in new ways has been demonstrated, and an understanding of the wider context is evident, all to an exceptional degree.
90-93	A-	Excellent performance that meets very high standards. Mastery of the course material and ability to apply the material in new ways have been demonstrated.
87-89	B+	Very good performance that meets high standards. The course content has been mastered, with a comprehensive understanding of concepts and techniques.
84-86	B	Good comprehension of the course material. The expectations for the course have been met.

80-83	B-	Reasonably good comprehension of the course material. Most expectations for the course have been met.
77-79	C+	Acceptable comprehension of the course material, meeting and, in some cases exceeding, basic standards.
74-76	C	Generally acceptable comprehension of the course material, meeting basic standards.
70-73	C-	Minimally acceptable comprehension of the course material while falling short of basic standards in some areas.
67-69	D+	Comprehension of the course material was unsatisfactory, but sufficient for credit to be granted.
64-66	D	Comprehension of the course material was unsatisfactory, but sufficient for credit to be granted.
60-63	D-	Comprehension of the course material was unsatisfactory; barely sufficient for credit to be granted.
<60	F	Minimum standards have not been met, credit has not been granted.

COURSE POLICIES

1. INCLUSIVE CLASSROOM

In our Franciscan community, diversity is an invitation to celebrate the uniqueness of each individual, as well as the cultural differences that enrich us all. In this course, I will do my best to ensure that students from all backgrounds and perspectives will be served equitably. The diversity that students bring to this class will be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful and inclusive of the many identities of students in terms of gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity and inclusiveness in this course are encouraged and appreciated.

As a member of this class, I encourage you to express your opinions, thoughts, and questions. As such, it is expected that you will treat each person in the class with respect, in the same way that you would expect to be treated. When a classmate is speaking, please give them your attention. Please note that when you present a current event, ask or respond to a question, or offer your insight, it is important for you to communicate in a voice that can be heard by everyone in the classroom.

2. PREFERRED PRONOUNS

Students are asked to indicate their preferred pronouns by updating their profile in Canvas. The use of preferred pronouns is important to show respect for students' gender identities, and to recognize and validate students' right to choose their own names and forms of address. Please use preferred pronouns that other students display in oral and written comments to them during class discussions.

3. CLASS ATTENDANCE & PREPARATION

Attendance will be taken and recorded for each class. Obviously, it will be difficult to earn class participation points if you are not in class. If possible, please let me know in advance that you will miss a class. Students missing more than four classes without documented justification will have their final grade reduced by a third of a letter grade for each absence beyond the allowed limit. Please note that in the event of an absence, you are still responsible for all material and assignments covered in class discussions as well as the text material listed on the syllabus. Finally, you are expected to be on time for class. Arriving late for class will not be tolerated as it is a disruption to students and will negatively impact your final grade. Students are expected to read and review assigned class material before class. Lecture materials are prepared with the assumption that you have prepared by completing the assigned reading or activities as listed in the syllabus calendar. Our lecture time is therefore geared around discussion and engagement, where important material from the assigned readings is highlighted and applied during in-class activities.

4. COVID19-SPECIFIC POLICIES

Masks are required for all unvaccinated individuals in this classroom/laboratory. If you arrive to class without a required face covering, you will be denied entry, and you must leave and obtain a face covering before you may return. **The instructor reserves the right to require masks at any time of any/all students, regardless of vaccination status.**

If I am quarantined due to COVID-19 exposure, our class will be offered remotely until the I am able to return to campus. Additionally, at any time, I may elect to move the class to remote instruction if there is reason to believe that in-person meetings are not safe at the present time.

5. AUDIO/VIDEO TAPING

Classes may not be taped or recorded without my prior approval.

6. LATE ASSIGNMENT POLICY

Unless otherwise specified by the instructor in written communication, all assignments are due at the time stated on Canvas. Providing assignments after the deadline will incur a penalty of 10% for each 24-hour period that elapses from the stated deadline. For example, if the deadline is January 1 at 12PM, anything provided between 12:01PM on January 2 and 11:59AM on January 3 would incur a 20% deduction.

Exceptions may be made for foreseeable or extenuating circumstances (e.g., athletic absences, death in immediate family, personal emergency). In such cases, you must provide me with appropriate documentation.

7. MISSED TESTS POLICY

Missed tests cannot be made-up. Exceptions may be made due to incapacitating illness or extenuating circumstance (e.g., death in immediate family, personal emergency). In such cases, you must provide me with appropriate documentation.

8. E-MAIL RESPONSES & COMMUNICATION WITH INSTRUCTOR

All emails that are sent to the instructor Monday-Friday that require a response will be returned within 24 hours.

9. TECHNOLOGY POLICY

We live in a connected world, however, please make class time a phone/text/email-free time. Cell phones should be turned off during class, or better yet, left at home. Studies show that the mere presence of your phone in your workspace can reduce your ability to concentrate – thus, I encourage you to ensure that you are not distracted by your phone and that it is not present during class times. Laptops are welcome to be used, however, please refrain from engaging in distracting activities or deviating from your lecture notes. Laptops can be a helpful tool for finding relevant information as it is discussed in class, and I do encourage you to do this, where appropriate to support your learning.

Please note: I reserve the right to ask you to close your laptop or device at any time throughout the class if it appears that the use of technology is no longer enhancing the learning environment, but detracting from it.

10. REPORTING A BIAS INCIDENT OR SEXUAL MISCONDUCT

In any case of possible bias or sexual misconduct, either in the classroom or anywhere on campus, you are encouraged to file a report [online](#) (Search: Siena College Bias Report) or in person with [Lois Goland](#), Siena's Title IX/Title VII Officer, SSU 235, [518-782-6673](tel:518-782-6673), lgoland@siena.edu. Any Siena community member, who experiences or observes an incident of bias or misconduct, including faculty, staff and students, can file a report through this system. More information and resources around procedures dealing with [sexual misconduct](#) and [discrimination and harassment](#) are available online.

Please note: faculty members are considered "responsible employees" at Siena College. As such they are required to report all known relevant details about a complaint of sexual misconduct to the College's Title IX Coordinator, including the names of anyone involved or present, date, time, and location.

11. EMERGENCY PREPAREDNESS

Take your text and a copy of the syllabus home with you in the event of a college closure. Continue with readings and assignments according to the course schedule; some assignments may be posted on Blackboard or sent to you via e-mail. If possible, online office hours will be established. Information regarding the status of the College's status and reopening schedule may be monitored on the Siena website, www.siena.edu.

ACCOMMODATIONS

In compliance with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act, Siena College is committed to ensuring educational access and accommodations for all its registered students.

I request that any student with a documented disability needing academic adjustments or accommodations speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities should also contact the Accessibility Office, located in Foy Hall Room 109.

Complaints about services provided or not provided may be brought to the attention of Public Safety at (518) 783-2376 or Ms. Lois Goland, JD, Title IX Coordinator and Equal Opportunity Specialist. Ms. Goland is located in Room 235 of the Sarazen Student Union. Her phone number is (518) 782-6673.

ACADEMIC INTEGRITY POLICY

Student-teacher relationships are built on trust. Any student found violating this trust undermines the educational process and is subject to disciplinary action. The concept of academic integrity lies at the very heart of any college. This is particularly true at Siena with its strong Franciscan tradition and its dedication to fostering sound moral growth. In such an environment, academic dishonesty cannot be tolerated. Students who commit such acts expose themselves to punishments as severe as dishonorable dismissal from the college. Academic dishonesty can take different forms, including, but not limited to, cheating (dishonesty in a test situation), plagiarism (dishonesty in the presentation of materials in a paper or report), and computer abuse. In any situation in which a student is unsure of what constitutes academic dishonesty, it is the student's responsibility to raise the question with his or her instructor. It is also the student's responsibility to be familiar with the student guidelines on academic honesty, "Academic Integrity and the Siena Student." Alleging ignorance of what constitutes academic dishonesty or of the College's policy on the subject will not be considered a valid explanation or excuse.

The Siena Committee on Academic Integrity hears cases of alleged academic dishonesty. This student/faculty committee reviews evidence for and against the accused. If the student is found guilty, the committee will determine the appropriate sanction(s), which may include failure of the course, suspension from the College, or permanent dismissal. A statement of the reasons for such sanctions will be placed in the student's file. Alleging ignorance of what constitutes dishonesty or of the College's policy on the subject will not be considered a valid explanation or excuse.

Although it is presumed that students adhere to all academic integrity guidelines, instructors are to institute specific measures to assure compliance. All submissions will be screened for plagiarism and other violations of academic integrity.