

Syllabus for BUS 35 – Eureka Campus

Semester & Year Fall 2019

Course ID and Section # BUS 35 – E8443

Instructor's Name Chris Gaines

Day/Time TTH 10:05am – 12:10pm

Location HU 218

Number of Credits/Units 4.0

Contact Information *Office location* AT 139

Office hours T/TH - noon - 1pm and by appointment

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Textbook Information *Title & Edition* MKTG 12th Edition

Author Lamb, Hair, McDaniel

ISBN

ISBN: 9781337407588

Course Description

An overview of the strategic marketing process including environmental scanning, industry analysis, market analysis, target market definition, marketing strategy creation, financial budgeting and projections. The student will learn the strategic marketing process by creating a professional marketing plan supported by both primary and secondary data sources. Emphasis will be placed on

understanding the wants and needs of consumers, differentiating brand identity from competitors, and creating marketing strategies that leverage the competitive advantage of your organization.

Student Learning Outcomes

1. Analyze situations and apply marketing terms and concepts to make business decisions.
2. Write a comprehensive marketing plan.

Special Accommodations

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact [Disabled Students Programs and Services](#)

[\(Links to an external site.\)](#)

. Students may make requests for alternative media by contacting DSPS at 707-476-4280.

Academic Support

Academic support is available at [Counseling and Advising](#)

[\(Links to an external site.\)](#)

and includes academic advising and educational planning, [Academic Support Center](#)

[\(Links to an external site.\)](#)

for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#)

[\(Links to an external site.\)](#)

, for eligible students, with advising, assistance, tutoring, and more.

Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf

[\(Links to an external site.\)](#)

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf

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Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at:

(http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf)

([Links to an external site.](#))

). For more information on Public Safety, go to <http://redwoods.edu/safety/>

([Links to an external site.](#))

In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
 - Once outside, move to the nearest evacuation point outside your building:
 - Keep streets and walkways clear for emergency vehicles and personnel.
 - Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu.” Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

Additional Policies, Assignments and Grading

In-class Participation Policy: Your presence and participation will greatly benefit the classroom experience for you and your classmates. For this reason, your final grade will be raised if your in-class participation is good, and penalized if your in-class participation is poor.

The following is a partial breakdown of your participation grade:

0 to 2 absences	No Deduction
3 or 4 absences	10 Point Deduction
5 or 6 absences	30 Point Deduction
7 or more absences	Please see the “Excessive Absence Policy” below.

Excessive Absence Policy: Missing 7 or more classes in this course will significantly impact your ability to succeed, and thus, is deemed “excessive.” Any student who is absent for 7 or more class sessions will be dropped from the course.

NOTE: If a fellow student signs the attendance sheet for you – you will both lose 100 points from your class total. If you sign the attendance sheet for a day that you were absent – you will lose 100 points.

Participants in intercollegiate events or students with employment conditions that will cause them to miss classes should see me to discuss attendance alternatives. The only exception to this attendance policy is for an unusual emergency, such as a prolonged illness or family emergency.

I will only make allowances for such an emergency if I am notified in **advance** that you will be unable attend class.

Code of Conduct - Professional conduct is built upon the idea of mutual respect. The remainder of your class participation points will be determined based upon (but not limited to) the following criteria:

- **Attending the class.** Please see attendance policy above.
- **Arriving on time.** Late arrivals are disruptive to both lectures and class discussion, and show disrespect to those who are on time.
- **Actively participating in the Daily News discussions in class.** It is not enough to sit in your seat and listen. Please share your thoughts, ask questions, and challenge course material.
- **Minimizing disruptions.** All cell phones and pagers should be turned off during class. You should not leave and re-enter the class. You should avoid engaging in side conversations after class has begun.

- **Being prepared for class.** You should be ready to discuss any assigned readings and to answer any assigned questions for each day's class, including being ready to open a case assigned for that day.
- **Turning off your cell phone (or any other electronic device) prior to class.** Please turn your phones off prior to entering the classroom.
- **RESPECT.** You should act respectfully toward all class participants.

Weekly social media (Tuesdays) and insight (Thursdays) posts

- Please see the description for these posts on the "Assignments" page in Canvas. We will discuss these assignments at length in class.

Each class you will be asked to come prepared to present the key insights from your posts. Students will be randomly selected for in-class presentations. Due to the large class size, you will not be able to present each day, but you will be expected to be prepared to present if called upon. Your participation will be recorded for your "Participation" grade in the class (please see syllabus). You must be in attendance to receive credit. If your name is called and you are absent, you will receive a "0" for that presentation.

Social media teacher for the day: Please see the "Assignments" page of Canvas for the details of this assignment. Generally, you will join a team in class that will be assigned a social media platform to research. Each team will present the best practices for how the platform can be used and detail how data analytics can be used to measure the success of the efforts.

Midterm # 1 and # 2: Please review the Schedule of Events for the required chapters for each midterm. All students are highly encouraged to download the test bank quizzes for each chapter from the Canvas "Resources" page. The questions included in these quizzes will help prepare you for your midterm exams.

Team Marketing Plan (Final presentation): The requirements for the Team Marketing Plan, and related assignments, will be discussed at length in class. In brief, a portion of each class session will be devoted to discussing the many challenges that a marketer faces when starting a new business. Each team will be required to utilize course concepts, and the group's collective creativity, to create a viable Marketing plan. At the end of the semester, each team will be required to present their plan to the class.

Team Marketing Plan Presentation: We will discuss topics related to the "art" of public speaking and the inevitable anxiety that we *all* feel prior to a speech or presentation. It is my hope that we can learn to harness our nerves related to public speaking and support each other in our presentations - as they say, "we are all in this together."

For your presentation, your team will be asked to play the role of the "decision makers" within an entrepreneurial start-up company. You will present your marketing plan to a classroom of potential

investors. Your collective creativity, enthusiasm, and thorough research will either convince our class to invest in your new company...or not. We will discuss the requirements of the presentation at length in class. There will be two assignments due prior to your presentation date. These “deadlines” are meant to monitor your progress as a group, and to make sure that you are on the right track. Please refer to the class schedule for the due dates of these assignments.

PLEASE NOTE: Attendance is required for all presentations; there will be no make-up presentations. It is expected that you will attend your fellow classmates’ presentations as a professional courtesy – even if you have already completed your presentation. If you fail to attend your scheduled presentation, you will not receive any points for your group work (regardless of contributions to the team effort prior to the presentation date).

Grading (The Bottom Line): Grades will be assigned using the following performance measures:

Participation	100 Points
Social media teacher for a day (teams)	100 Points
Weekly insight posts (20 x 10) - two per week for 10 week	200 Points
Midterms (2 X 100)	200 Points
Team Marketing Plan Presentation	100 Points
Total Points Possible	700 Points

Please note: The above assignments and point totals are tentative / subject to change.

100% - 93%	A	92.9% - 90%	A-	89.9% - 87%	B+
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86.9% - 83%	B	82.9% - 80%	B-	79.9% - 77%	C+
76.9% - 70%	C	69.9% - 60%	D	59.9% - 0%	F

If your final grade is “on the bubble” (e.g., 79% or 89%), ***class participation and attendance*** will be the deciding factor.

Work Schedule

Week	Chapter (s)	Notes
Week 1	1 Weekly insight post	Please be sure to buy your textbook and login to our Canvas site to access course materials.
Week 2	2 Weekly insight post	Attend class, ask questions, and read materials.
Week 3	3 Weekly insight post	Attend class, ask questions, and read textbook.
Week 4	6 Weekly insight post	Attend class, ask questions, and read textbook. Prepare for upcoming midterm by reviewing previous chapters.
Week 5	8 Weekly insight post	Attend class, ask questions, and read textbook. Prepare for upcoming midterm by reviewing previous chapters.

Week 6	1-3, 6, 8 Weekly insight post	Midterm # 1 (exact date TBD). Attend class, ask questions, and read textbook.
Week 7	11 Weekly insight post	Attend class, ask questions, and read textbook.
Week 8	20 Weekly insight post	Attend class, ask questions, and read textbook.
Week 9	17,18 Weekly insight post	Attend class, ask questions, and read textbook.
Week 10	18, 20 Weekly insight post	Attend class, ask questions, and read textbook. Prepare for upcoming midterm by reviewing previous chapters.
Week 11	11, 17, 18, 20	Interview Presentations (exact date TBD). Attend class, ask questions, and read textbook.
Week 12	11, 17, 18, 20	Midterm # 2 (exact date TBD). Attend class, ask questions, and read textbook.
Week 13	Project	Team formation. Attendance mandatory. Group work. Slides 5-9.
Week 14	Project	Group work. Slides 10-15.
Week 15	Presentations	Group work. Finalize, practice, and deliver presentations.

Week 16	Presentations	Final presentations – Attendance mandatory to receive credit. Tuesday, December 12th from 10:45-12:45pm.
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Note: The work schedule above is subject to change. If you are absent for your group presentation, you will not receive credit for the assignment. Your final score will also be influenced by the feedback received from your peers via the Peer Evaluation form. This form is included on our Canvas site and the process will be discussed at length in class.