



Fall 2024 Principles of Marketing

<b>Meeting days:</b> Tuesdays	<b>Instructor title and name:</b> Karen Pascoe
<b>Meeting times:</b> 6:00 – 8:45 pm	<b>Phone:</b> 916-749-5133
<b>Meeting location:</b> Southwestern	<b>E-mail:</b> kpascoe@pointloma.edu
<b>Final Exam:</b> December 17; 6:00 pm	<b>Office location and hours:</b> TBA

**PLNU Mission**

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Fermanian School of Business Mission**

**Character – Professionalism – Excellence – Relationships – Commitment - Innovation**

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

**COURSE DESCRIPTION**

A study of the role of marketing in the organization, in society, and in a global economy. Topics include market analysis, consumer and business marketing, product planning, pricing, distribution, promotion, and ethical issues. Special emphasis will be given to marketing strategy formulation.

**COURSE LEARNING OUTCOMES**

The student who successfully completes this course will be able to:

1. Exhibit an understanding of definitions, terms, basic principles and theories in marketing (PLO 1).
2. Employ marketing planning process to collect relevant data and analyze the external environments, identify a market and create insights about the market (PLO 2).
3. Devise a marketing strategy that exhibits a coherent marketing mix (PLO 2)
4. Formulate marketing decisions informed by Christian ethical and social responsibility principles (PLO 4).
5. Apply professional communication skills to propose a marketing plan (PLO 3).
6. Collaborate effectively in teams to create and present a marketing plan (PLO 5)

**PROGRAM LEARNING OUTCOMES**

The student who successfully completes this course will be able to:

1. Exhibit general knowledge of theories and practices in the core areas of business.
2. Critically analyze and apply business knowledge to solve complex business situations.
3. Demonstrate effective business communication through both written and verbal means.
4. Formulate decisions informed by ethical values.
5. Collaborate effectively in teams.

### COURSE CREDIT HOUR INFORMATION

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In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

### REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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*Marketing*, 16<sup>th</sup> Ed., Kerin and Hartley, 2023, McGraw Hill, New York

The text is available in the Point Loma Bookstore or online in unbound, international edition, or digital text. Rental of this book is also available. Note: The publisher “Connect” program is not required and is not part of this course.

### ASSESSMENT AND GRADING

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Assignment distribution by points:		Grade scale:	
Professional Practicum	160	A=93-100	C=73-76
Online Discussion	160	A-=90-92	C-=70-72
Weekly Chapter Review	80	B+=87-89	D+=67-69
Case Study Facilitator	160	B=83-86	D=63-66
Strategic Plan Section	160	B-=80-82	D-=60-62
Final Strategic Marketing Plan	220	C+=77-79	F=0-59
Plan Presentation	60		
Total	1,000		

Multiple measures of evaluation are used in the course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles. Course components that will be evaluated include practicums (in-class application), online discussions, chapter reviews, case studies and a team marketing plan preparation and presentation.

#### Discussions

Each week students will participate in online discussions that are related to the week’s readings with their classmates. These discussions replace a portion of the interactive dialogue that occurs in the traditional classroom setting. **Discussions represent 16% of the overall course grade**

#### Weekly Chapter Reviews & Case Studies

Each student will present two chapter reviews and two case studies during this course. **The assigned chapter reviews will represent 8% of the overall course grade.** Each student will also present two case studies during the course. These studies will focus on regional companies, exploring various marketing

strategies and conducting discussions based on course learning. **The case studies will represent 16% of the overall course grade.**

### **Professional Practicums**

During selected class sessions, students will engage in the application of learned objectives. Applications will include team exercises, professional interviews, comparative marketing studies, and other extensions of course objectives. **Practicums represent 16% of the overall course grade.**

### **Strategic Marketing Sections**

Four sections of the Strategic Marketing Plan will be drafted by the class teams and submitted in successive weeks for review and grading. The drafts will be polished after reviews and prepared for the final Presentation. **Strategic Marketing Sections represent 16% of the overall course grade.**

### **Final Presentation & Plan**

The final assignments for this course are the Strategic Marketing Plan and accompanying Presentation. The purpose of these is designed for students to compile, research, plan and evaluate learned strategic marketing principles in the culmination of the course. **Final Presentation and Plan represent 28% of the overall course grade.**

## **INCOMPLETES AND LATE ASSIGNMENTS**

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All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## **ARTIFICIAL INTELLIGENCE (AI) POLICY**

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You are allowed to use Artificial Intelligence (AI) tools, (e.g. ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.), to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work that will be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

## **CONTENT WARNING**

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I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

## **TRIGGER WARNING**

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I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are

a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

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### **LANGUAGE AND BELONGING**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

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### **SEXUAL MISCONDUCT AND DISCRIMINATION**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [www.pointloma.edu/title-ix](http://www.pointloma.edu/title-ix) or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

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### **SPIRITUAL CARE**

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at [scortezm@pointloma.edu](mailto:scortezm@pointloma.edu).

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

## GPS ACADEMIC RESOURCES

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PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **[The GPS Writing Center](#)** offers:
  - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
  - **One-to-one appointments** with the Writing Coach
  - **Microlearning YouTube Video Library** for helpful tips anytime
  - **[Research Help Guide](#)** to help you start your research
  - The physical office is located on the third floor of the **[Mission Valley Regional Center](#)** off the student lounge
- **[Academic Writing Resources Course](#)**: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **[Watch a quick video run-through](#)** and take time now to explore!
- Grammarly: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **[Tutoring](#)**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: [GPSWritingCenter@pointloma.edu](mailto:GPSWritingCenter@pointloma.edu)

***NOTE: The following policies are to be used without changes:***

### PLNU COPYRIGHT POLICY

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### PLNU Recording Notification

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In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### PLNU ACADEMIC HONESTY POLICY

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Adult Undergraduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

### **COURSE MODALITY DEFINITIONS**

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1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
  - a. Synchronous Courses: At least one class meeting takes place at a designated time.
  - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

### **PLNU ATTENDANCE AND PARTICIPATION POLICY®**

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#### **Face-to-Face BBA/BAOL Courses:**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

### **Synchronous Attendance/Participation Definition**

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

**Note:** For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

### **Online Asynchronous Attendance/Participation Definition**

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

### **USE OF TECHNOLOGY®(required for online and hybrid delivery ONLY)**

In order to be successful in your course, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **FINAL STRATEGIC MARKETING PLAN & PRESENTATION**

Successful completion of this class requires the presentation of the final completed strategic marketing plan with teammates on the scheduled day.

**COURSE SCHEDULE AND ASSIGNMENTS**

DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
	<b>Note: Each week, one student will present a Case Study and one student will present a Chapter Overview. This will be in addition to all other assignments and discussions.</b>	
<b>9/2-9/8</b>	<b>Week 1</b> Online Discussion: The Meaning of “Marketing”	<b>9/8</b>
<b>9/10</b>	<b>Week 2</b> Professional Practicum #1 (In-class assignment aligned with weekly learning objectives)	<b>9/10</b>
<b>9/10</b>	Online Discussion: Principles, Product, Process, Plan	<b>9/15</b>
<b>9/10</b>	\$5 Challenge Create, impact or improve the marketing strategy of a product within the marketplace of student’s choice.	<b>12/3</b>
<b>9/17</b>	<b>Week 3</b> Online Discussion: Baby Boomers to Gen Z	<b>9/22</b>
<b>9/24</b>	<b>Week 4</b> Professional Practicum #2 (In-class assignment aligned with weekly learning objectives)	<b>9/24</b>
<b>9/24</b>	Online Discussion: Zero Party Data	<b>9/29</b>
<b>10/1</b>	<b>Week 5</b> Online Discussion: To B2B or Not to B2B	<b>10/6</b>
<b>9/17</b>	Draft – Strategic Marketing Plan Section 1 Due	<b>10/6</b>
<b>10/8</b>	<b>Week 6</b> Professional Practicum #3 (In-class assignment aligned with weekly learning objectives)	<b>10/8</b>
<b>10/8</b>	Online Discussion: A Left-Brain or Right-Brain Future?	<b>10/13</b>

10/15	<b>Week 7</b> Professional Practicum #4 (In-class assignment aligned with weekly learning objectives)	10/15
9/17	Draft - Strategic Marketing Plan Section 2	10/20
10/29	<b>Week 8</b> Online Discussion: Fuel v. Friction	11/3
10/29	<b>Week 9</b> Professional Practicum #5 (In-class assignment aligned with weekly learning objectives)	10/29
9/17	Draft: Strategic Marketing Plan Section 3	11/3
11/5	<b>Week 10</b> Online Discussion: Supply Chains	11/10
11/12	<b>Week 11</b> Professional Practicum #6 (In-class assignment aligned with weekly learning objectives)	11/12
11/12	<b>Online Discussion:</b> Compare & Contrast Retail Chains	11/17
11/19	<b>Week 12</b> Professional Practicum #7	11/19
11/24-30	<b>Week 13</b> No Assignments/No Class	
9/17	<b>Week 14</b> Draft: Strategic Marketing Plan Section 4	<b>12/8</b>
11/2/10	<b>Week 15</b> Professional Practicum #8 Team Preparation: Final	12/10
9/17	<b>Week 16</b> Final Team Strategic Marketing Plan & Presentation	12/17