

Course: MBA628 E &NE Marketing Systems  
Credit: 3 Semester Hours  
Semester: SP 2022, Cycle 4  
Time: Class meets Wed. nights, 06:00 p.m. to 9:00 p.m.;  
Course in session: January 10 – March 4, 2022  
Instructor: Dr. Tracy A. Haney, DBA, MBA  
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## I. DESCRIPTION

This course is designed to cover essential marketing concepts from a manager's perspective. The use of case studies from the textbook and from the instructor help students understand the marketing process, available marketing tools, and potential problems firms face.

*\* This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

*\* The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

## II. OBJECTIVES

A. General competencies to be achieved. The student will be able to:

1. Develop and articulate a marketing strategy for an organization.  
(PLO 2)
2. Understand an overview of buyer behavior. (PLO 1,2, 3)
3. Improve market research capabilities. (PLO 4)
4. Evaluate advertising, pricing objectives, and other marketing issues.  
(PLO 2,3)

B. Specific competencies to be achieved. The student will be able to:

1. Evaluate marketing opportunities in a changing environment. (PLO 2)
2. Evaluate specific market research criteria and trends, including segmentation and positioning. (PLO 2)
3. Improve marketing decisions with marketing information. (PLO 3)
4. Develop a Marketing Plan for a business or ministry. (PLO 1-5)

### III. REQUIREMENTS

- A. Attendance of all classes
- B. Read textbooks, complete assignments on time, and participate in class discussion and activities (online).
- C. Completion of course materials according to the prescribed schedule.
- D. Complete comprehensive exam or **final paper** (Final assignment depends on class dynamics.)

### IV. METHODS

- A. Lecture
- B. Reading and writing assignments
- C. Student Participation – discussion in online forum, assigned interaction.
- D. Final Exam or Paper
- E. System of Student Evaluation:
  1. Reading Assignments, Weekly problems, & Assigned Papers 50%
  2. Discussion each week 25%
  3. Marketing Plan – final project 25%

### V. REQUIRED MATERIALS

- A. Bible

*The Holy Bible*, [www.biblegateway.com](http://www.biblegateway.com) (the instructor will use NASB).

Please feel confident in using the Bible you use in other Calvary University courses (see statement below). Retail price \$0.00.

*The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal*

*equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.*

B. Other Textbook:

Perreault, W., Cannon, J., & McCarthy, E. (2010). *Essentials of marketing:*

*A marketing strategy planning approach.* (12<sup>th</sup> ed.). NY: McGraw-Hill.

ISBN: 9780073404813 retail price \$19.00

VI. COURSE ASSIGNMENTS

- a. **Weekly Assignments:** Students are to read chapters as assigned and to complete questions and problems assigned. Only the initial assignments are specified in this syllabus. The instructor will assign work each class for the following week.
- b. **Participation:** During each class, the instructor will give an interaction topic for **all** students to discuss in the on-line forum between lectures. Students must engage with the instructor in each assignment given, and respond to at least two classmates. Students must follow guidelines for “Substantive Posts” at the end of this syllabus to receive full credit.  
**Assignment due: Weekly during the course.**
- c. **Final Project:** Prepare a written Marketing Plan using the Case Study provided. The Student’s plan should correlate to the student’s learning outcomes from course materials and activities. Throughout your plan, make clear references to the origins of your learning by citing references as appropriate. (Please see Canvas for detailed instructions & grading rubric.) **Assignment due: TBD.**

## VII. TENTATIVE CLASS SCHEDULE

| <b>Date/<br/>Week</b> | <b>Class Topic Description</b>   | <b>Assignments<br/>/Discussions</b>                          | <b>Reading</b>   |
|-----------------------|--|--|--|
| Week 1                | 8 Week course Overview/In class & Canvas Discussion<br>Assignment<br><b>(GLO 1-3,)</b><br><b>(SLO 1-)</b><br>Course Introduction –What is Marketing? | <b>TBA in Canvas</b><br><b>GLO 1-5,)</b><br><b>(SLO 1-4)</b> | <b>Read ch. 1&amp; 2</b><br>Assignment<br><b>GLO 1-3,)</b><br><b>(SLO 1-5)</b>                           |
| Week 2                | Marketing Strategy Planning & Evaluating Opportunities<br><b>GLO 1-4,)</b><br><b>(SLO 1-4)</b>   | <b>TBA in Canvas</b><br><b>GLO 1-4,)</b><br><b>(SLO 1-4)</b> | <b>Read ch. 3-4</b><br><b>GLO 1-4,)</b><br><b>(SLO 1-4)</b>  |
| Week 3                | Consumer behavior & Decision Making<br><b>GLO 1-5,)</b><br><b>(SLO 1-4)</b>  | <b>TBA in Canvas</b><br><b>GLO 1-5,)</b><br><b>(SLO 1-4)</b> | <b>Read ch. 5,6,7</b><br><b>GLO 1-5,)</b><br><b>(SLO 1-4)</b>  |
| Week 4                | New Product Development, Channel Systems<br><b>GLO 1-4,)</b><br><b>(SLO 1-4)</b>   | <b>TBA in Canvas</b><br><b>GLO 1-4,)</b><br><b>(SLO 1-4)</b> | <b>Read ch. 9,10</b><br><b>GLO 1-4,)</b><br><b>(SLO 1-4)</b>   |
| Week 5                | Wholesale, Retail Strategy, Promotion, Integrated Marketing<br><b>GLO 1-4,)</b><br><b>(SLO 1-4)</b>  | <b>GLO 1-4,)</b><br><b>(SLO 1-4)</b>                         | <b>Read</b><br>ch. 12,13<br><b>GLO 1-4,)</b><br><b>(SLO 1-4)</b>   |
| Week 6                | Personal selling/ customer service;<br><br>Advertising/Promotion; Pricing and Policy<br><b>GLO 5,)</b><br><b>(SLO 1-4)</b>                           | <b>GLO 5,)</b><br><b>(SLO 1-4)</b>                           | <b>Read</b><br>ch. 14, 15, 16<br><b>GLO 5,)</b><br><b>(SLO 1-4)</b>                                      |
| Week 7                | Price Setting/<br>Ethical marketing<br><b>GLO 1-5,)</b><br><b>(SLO 1-4)</b>  | <b>GLO 1-4,)</b><br><b>(SLO 1-4)</b>                         | <b>Read ch. 17,18</b><br>Continue to finalize writing assignment<br><b>GLO 1-5,)</b><br><b>(SLO 1-4)</b> |
| Week 8                | Marketing Plan<br><b>GLO 1-4,)</b><br><b>(SLO 1-4)</b>   | <b>GLO 1-5,)</b><br><b>(SLO 1-4)</b>                         |  |

Late coursework submissions may incur a 10% deduction. Work submitted more than one week late will be reduced 5% for each day beyond one calendar week. Students are encouraged to submit work on time.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.

*Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.*

Organization Development students write papers according to the *Publication Manual of the American Psychological Association*, Seventh edition (APA Manual). The instructor suggests that students acquire the manual or resources to produce correct formatting.

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

#### BIBLIOGRAPHY

- Barna, G. (1991). *User friendly churches: What Christians need to know about the churches people love to go to*. Ventura, CA: Regal Books.
- Morgan, A. (1995). *Prescription for success: The life and values of Ewing Marion Kauffman*. Kansas City, MO: Andrews & McKeel.
- Wilcox, P. (2006). *Exposing the elephants: Creating exceptional nonprofits*. Hoboken, NJ: Josey-Bass.
- Zikmund, W. G. (2003). *Exploring marketing research* (8<sup>th</sup> Ed.). Mason, OH: Thomson South-Western.

## RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

| CRITERIA  | NEEDS<br>IMPROVEMENT<br>Minimum Points  | SATISFACTORY<br>Medium Points   | EXCEPTIONAL<br>Maximum Points  |
|---|---|---|--|
| <b>CONTENT</b><br>75%                                       | <p>The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.</p> <p><i>48.9 or FEWER POINTS</i></p>   | <p>The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.</p> <p><i>49 to 65.9 POINTS</i></p>  | <p>The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.</p> <p><i>66 to 75 POINTS    Score:</i></p>  |
| <b>ORGANIZATION</b><br>Including Readability & Style<br>20% | <p>Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).</p> <p>The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.</p> <p><i>15.9 or FEWER POINTS</i></p> | <p>Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.</p> <p>Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.</p> <p><i>16 to 18.9 POINTS</i></p> | <p>The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.</p> <p>The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.</p> <p><i>19 to 20 POINTS    Score:</i></p> |
| <b>FORMAT</b><br>4%   | <p>The paper does not conform to APA style. Students must use on or the other correctly.</p> <p><i>0 POINTS</i></p>   | <p>The paper does not conform completely to APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).</p> <p><i>Up to 2 POINTS</i></p>  | <p>The paper is correctly formatted to style (e.g., margins, spacing pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>).</p> <p><i>2.1 to 4 POINTS    Score:</i></p>   |
| <b>GRAMMAR, PUNCTUATION, &amp; SPELLING</b><br>1%           | <p>The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.</p> <p><i>0 POINTS</i></p>  | <p>The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.</p> <p><i>0.5 POINTS</i></p>   | <p>The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.</p> <p><i>1 POINT            Score:</i></p>   |

**What is a Substantive Post?** © 2016  
By Skip Hessel, D.M.

In a world of social media and text-messaging, proper interaction between student and teacher and other students is increasingly important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Student scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must “embrace technology with gusto” (p. 8).

Others who express innovative thinking should receive credit for their ideas and intellectual property. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar’s attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

Reference: [No need for page break in substantive post.]



Blackaby, H., & Blackaby, R. (2011). *Spiritual leadership: moving people on to God's agenda*. B & H Publishing: Nashville, TN.