

Course: OL343 E-EN Organizational Marketing and Sales  
Credit: 3 Credit Hours  
Semester: Spring 2022 Cycle 6 May 9<sup>th</sup>-July 1<sup>st</sup>  
Time: Tuesday 6pm-9pm E ED 116  
Instructor: Allen Prodoehl  
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## I. DESCRIPTION

The use of organizational mission to develop a marketing approach to reach potential constituencies with image, product, and service that will cause those constituencies to utilize the organization to meet their perceived needs in a manner that is profitable to the organization.

*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.*

## II. SYLLABUS DISCLOSURE

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.

## III. GENERAL OBJECTIVES

### **The student will:**

- A. Explain how organizational mission closely relates to the marketing plan for any organization. (PLO 1, 3, 4,5,6)
- B. Describe how to identify the potential constituencies (customers, clients) of an organization. (PLO 4,5,6)
- C. Describe the medium through which each of these constituencies can be reached with the marketer's message understood and accepted. (PLO 3,4,5,6)
- D. Explain the use of image, product and service to produce that which will be desired by the constituency. (PLO 3,4,5,6)
- E. Articulate the relationship between effective marketing and the need for an

organization to make a profit (have more revenue than expense). (PLO 3, 4,5,6)

#### IV. SPECIFIC OBJECTIVES

- A. State the marketing differences between for-profit organizations and not-for-profit organizations. (PLO 3,4,5,6)
- B. State the relationship between marketing and sales. (PLO 3,4,5,6)
- C. Explain the role of marketing research and information systems. (PLO,4,5,6)
- D. Describe consumer buying behavior and how it affects marketing. (PLO,4,5,6)
- E. Summarize the relationship between product decisions and marketing. (PLO 4,5,6)
- F. Articulate the relationship between distribution decisions and marketing. (PLO 4,5,6)
- G. Explain the role of promotion decisions in marketing. (PLO 4,5,6)
- H. Describe the role of pricing decisions and marketing. (PLO 4,5,6)
- I. Recount the role of marketing in e-commerce. (PLO 4,5,6)
- J. State the role of social responsibility and ethics in marketing. (PLO 4,5,6)

#### V. REQUIREMENTS

- A. Classroom attendance or weekly online attendance.
- B. Read text, complete assignments, and participate in assessment & forum activities.
- C. Completion of course materials in each section according to the prescribed schedule.
- D. Complete assigned problems
- E. Complete final paper.

#### VI. METHODS

- A. Lecture
- B. Reading and Writing Assignments
- C. Student Participation - Forum (online course) and discussion.
- D. Final paper

**Course Weight** 1000 points possible for cycle

<b>Item</b>	<b>Point</b>	<b>Total Points</b>
Reading	630 pp of course book	100
Research or Problem solving assignments	Short Writing Assignments	250
Canvas Discussions/Forum	1 Discussion per week	250
Marketing Plan		400

**VII. MATERIALS - REQUIRED**

Pride, William M: Marketing (18<sup>th</sup> ed). Cengage 2016.  
**ISBN-13: 978-1305769786 New Price: \$84.80, Used \$40 (Amazon)**

The Holy Bible, [www.biblegateway.com](http://www.biblegateway.com) (the instructor will use ESV).  
Please feel confident in using the Bible you use in other Calvary University courses (see statement below).

**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

**VIII. COURSE ASSIGNMENTS**

- a. Students are to complete all reading assignments. Reflect on what you believe to be the most important issues from each assigned reading then she/he may need to express the Biblical view from personal experience and study.
- b. The posted class schedule is a guideline for pacing yourself in development of your **marketing plan or Analysis**. The course textbook is an excellent source in accomplishing the purpose of the assignment, however it is expected that all students will take advantage of available library resources and outside resources in accomplishing the assignment.

- c. Participation: During each class, the instructor will give an interaction topic for **all** students to discuss in the on-line forum (in Canvas) during the week between lectures. Students must respond to the week's post first **before** responding to classmates and must use at least **two references** in the initial post to support post response to question. Particular attention should be given substantive response that reflect scholarly comprehension in at least 300 words (approximately 2 paragraphs-4 sentences each). Word count may be checked by highlighting your text and selecting [Review] [Word Count. Students should then respond to at least two classmates by the end of the week with a response comprising at least one paragraph of relevant thought. Students must follow guidelines for "Substantive Posts" to receive full credit. The week's topic will be posted a couple of hours later following the evening's instructor led class. This will allow asynchronous (blended) students to engage with in-class students within an approximate time frame.

Answers shorter than the posted requirement above or none at all will result in a failing grade for the week's post. Failure to post the required number of posts will result in a grade reduction based on the level of participation.

- d. Prepare a written 10 to 15 page Marketing Plan or Analysis (double space) depending on whether the instructor assigns one or gives students a choice between the two. Use course materials to create a marketing plan or analysis reflecting a Christian worldview. It must also be **approved by the instructor** by the instructor. Be sure to appropriately cite copy and written material using APA style as prescribed for this course. **Assignments due final week of course.**

IX. TENATIVE CLASS SCHEDULE

<b>Date/ Week</b>	<b>Class Topic Description</b>	<b>Assignments</b>	<b>Quizzes on Canvas (None)</b>	<b>Reading</b>
week 1	<b>Course 8 Week</b> Overview Strategic Marketing/Planning Implementing Marketing Strategy  ( <b>PLO A, B; SLO A,B,C</b> )			<b>Read</b> ch. 1& 2  ( <b>PLO A, B; SLO A,B,C</b> )
Week 2	Marketing Environment, Social Responsibility, & Ethics ( <b>PLO A,D, E; SLO B,J</b> )	<b>Assignment</b> <b>PLO A,D, E;</b> <b>SLO B,J</b> )		<b>Read</b> ch. 3-4 <b>PLO A,D, E; SLO B,J</b> )
Week 3	Marketing Research and Information Systems/Target Markets: Segmentation ( <b>PLO B, C; SLO, C, E, I,</b> )			<b>Read</b> ch. 5,6 ( <b>PLO B, C; SLO, C, E, I,</b> )
Week 4	Consumer Buying Behavior/Business Markets & Buying Behavior ( <b>PLO E, SLO A, B, G</b> )	<b>Assignment</b> ( <b>PLO E,</b> <b>SLO A, B,</b> <b>G</b> )		<b>Read</b> ch. 7,8 ( <b>PLO E, SLO A,</b> <b>B, G</b> )
Week 5	Reaching Global Markets/Digital Marketing & Social Networking ( <b>PLO E, SLO A, B, G</b> )			<b>Read</b> ch. 9, 10 ( <b>PLO E, SLO A,</b> <b>B, G</b> )
Week 6	Product Concepts, Branding & Packaging/Developing & Managing Products ( <b>PLO C, D SLO C,D,G,</b> )	<b>Assignment</b> ( <b>PLO C, D</b> <b>SLO C,D,G,</b> )		<b>Read</b> ch. 11,12 ( <b>PLO C, D SLO C, D, G,</b> )
Week 7	Service Marketing/Marketing Channels & Supply Chain Management ( <b>PLO B,C,D; SLO C,G,H</b> )			<b>Read</b> ch. 13,14 <b>PLO B,C,D;</b> <b>SLO C,G,H</b> )
Week 8	Retailing, Direct Marketing, and Wholesaling/Integrated Marketing Communication ( <b>PLO A, B,C, D, E; SLO A-J</b> )	Research Paper Due ( <b>PLO A,</b> <b>B,C, D, E;</b> <b>SLO A-J</b> )		<b>Read</b> ch. 15,16,17  ( <b>PLO A, B,C, D,</b> <b>E; SLO A-J</b> )

*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.*

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)), located in the library building, 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.

**Business Administration students must to write papers according to the *Publication Manual of the American Psychological Association, 7th edition (APA Manual)*.**

#### BIBLIOGRAPHY

Perreault, W. D., & Cannon, J. P. (2010). Principles of Marketing (13<sup>th</sup> ed.). McGraw-Hill/Irwin. ISBN: 978-0078028885 Price: \$84.59 Also Available in Kindle.

## RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
<b>CONTENT</b> 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</i></p> <p style="text-align: right;"><b>Grade:</b></p>
<b>ORGANIZATION</b> Including Readability & Style 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</i> <b>Grade:</b></p>
<b>FORMAT</b> 4%	<p>The paper does not conform to Turabian or APA style. Students must use one or the other correctly.</p> <p><i>0 POINTS</i></p>	<p>The paper does not conform completely to Turabian or 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</i> <b>Grade:</b></p>
<b>GRAMMAR, PUNCTUATION, &amp; SPELLING</b> 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</i> <b>Grade:</b></p>

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

In a world of social media and text-messaging, interaction between student and teacher and other students is 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.

#### **SYLLABUS DISCLOSURE**

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.

### Reference

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