INSTRUCTOR INFORMATION and COURSE INFORMATION

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Biography
Dr. Marilyn Liebrenz-Himes is an Associate Professor of Global Marketing, in the Department of Marketing, School of Business at The George Washington University, in Washington, D.C. She received her Ph.D. in Business Administration, with a focus on Marketing and International Business from Michigan State University in 1980.

Dr. Liebrenz-Himes, along with GWU colleague, Dr. Robert Dyer, was the recipient of a major grant to study Customer Relationship Management in the U.S. Architecture, Design and Building Industries. The grant process led to a number of industry conference and trade publications connected to the Society for Marketing Professional Services.

Dr. Liebrenz-Himes is a board member of the Direct Marketing Association of Washington Education Foundation (DMAWEF), and Chair of the annual Collegiate Maxi Competition. In addition, she is a member of Beta Gamma Sigma, the American Marketing Association, and the Academy of Marketing Science.

Dr. Liebrenz-Himes has conducted numerous seminars on management and marketing techniques from supervisory level through upper level management. She has been a visiting professor at universities in China, France, and Viet Nam. She has written prolifically on topics in marketing and international business, including her books, Technology Transfer to Eastern Europe, and International Business, and has been listed in Who’s Who of American Women and the World’s Who’s Who of Women.

Dr. Liebrenz-Himes feels that marketing today is a strong reflection of our lives, and yet, it is also one of the major change agents affecting our future. Along with the impact that marketing has upon our daily lives, she has also found that the ability to communicate is critical to success today. This communication not only involves reading and writing but the electronic transmission of information.

WELCOME

It is a pleasure to welcome you to this online course, Basic Marketing Management. The course has been designed to provide you with an insightful overview of the key marketing practices, tools, and applications for today’s (and hopefully, tomorrow’s) business arena. The fact that you are taking this course online is already an
indication of your forward thinking. Marketing involves insight into the actions and motivations of ourselves and those around us. It encourages creativity.

This course has been designed to also develop your skill in writing. You may think of ‘writing’ as assigning long term papers, but most of marketing communication patterns need to be short, but powerful. This Writing In the Discipline (WID) course has been designed to provide you with a variety of writing assignments, ranging from reports on popular books, to recording interviews, to chronicling your research on assigned products or other marketing-related topics.

COURSE INFORMATION

Prerequisites
Econ 11 and 12; Stat 51

Required Text

NOTE: this new 16th edition has been issued this spring by Pearson and this is the same textbook edition as used for the classroom BADM 3401 courses on the GWU campus. There should be a number of used textbooks. Even if you are ordering the E-Book edition, be sure to obtain the 16th edition, since the essay questions and other content items in this course are closely tied to this specific 16th edition.

Required Software and Hardware
In terms of software, you should be familiar with Word, Excel, and PowerPoint. You will also need Adobe Acrobat reader (http://get.adobe.com/reader/) to download PDF documents. To watch video you will need Adobe Flash Player which is a free download from the following website: (http://www.adobe.com/products/flashplayer).

In order to perform well in this or any other online class, you will need to become thoroughly familiar with the online tools we will use as soon as possible. At the absolute minimum, we will be making use of The George Washington University’s Blackboard site, Dropbox (a free document sharing service), and Turn it In, an online anti-plagiarism service.

Course Description
The purpose of this course is to discuss the role of marketing as it relates to the overall business strategy from the viewpoint of the customer: Marketing analysis, consumer behavior, product analysis, channel distribution, pricing, and promotional decision making are integral parts of the course.

You will notice that this course is numbered: BADM 3401 WID. This designation stands for Writing in the Discipline, which means that this course is designed to enhance your writing skills as well as expand your knowledge of the field of marketing.

There will be more writing-based activities in this course than would normally be the case. It will be important for you to do all the reading and viewing assignments, because your answers to the case and discussion questions will be graded, in part, on how you are able to incorporate marketing information that has been assigned. The focus of this course, like all WID courses is on writing. Thus this course will NOT have any examinations, no midterm, no final, not even any quizzes. When the papers are all completed, you will be done with the course.

This course, Basic Marketing Management, is required of all students in the GW School of Business, and is one of the core subjects. Those students who select Marketing as their major will take additional courses that will provide greater depth on many of the subjects briefly described in this course. However, even if you do not
decide to select Marketing as your major, your life as a consumer will involve numerous marketing-related decisions and activities. While this course is designed to acquaint you with basic marketing activities, it should help you to be a more informed consumer in your daily life.

If you were to become a marketing major, you would build upon this introductory marketing course content as you move into the specialized marketing courses. Your additional required courses would include a combination of: consumer behavior; marketing research; personal selling and sales management; advertising, marketing communications, digital marketing, and/or strategic marketing management.

Course Goals

- Identify the philosophy underlying marketing practice;
- Explain a balanced view of marketing;
- Develop an appreciation of the complexities of marketing and its position in society and the economy;
- Identify the interrelationships of managerial marketing, and strategic decision-making, including product, distribution, promotion, and pricing decisions;
- Apply the tools for making marketing decisions; and,
- Develop the basic skills for completion of a marketing plan for a product or service.

Learning Objectives

- Understand the concept of marketing, including definition, purpose, and role in creating exchanges;
- Contrast the periods of marketing evolution from the early history through the eras of production, sales, and customer marketing leading up to today;
- Understand the six key forces that are dramatically influencing how organizations create and capture value.

Course Structure

**Week 1:** Defining Marketing and the Marketing process, and Understanding the Marketplace and Customer Value. Text Chapters: 1, 2, and 3.

**Week 2:** Continues Understanding the Marketplace and Customer Value, with a focus on Consumer Markets and Consumer Buyer Behavior; and Business Markets and Business Buyer Behavior. Text Chapters: 4, 5, and 6.

**Week 3:** Designing a Customer Value-Driven Strategy and Mix, including Segmentation; Products, Services and Branding; and New Product Development. Text Chapters: 7, 8, and 9.

**Week 4:** Pricing Values and Pricing Strategy; Distribution and Place Decisions, including Logistics, Transportation, Wholesaling, and Retailing. Text Chapters: 10, 11, 12, 13.

**Week 5:** Communications in Marketing, including Advertising, Public Relations, Personal Selling, Sales Promotion, Direct Marketing and Online Marketing Relationships. Text Chapters: 14, 15, 16, 17.

**Week 6:** Competitive Advantage, the Global Marketplace, and Sustainability Marketing, Social Responsibility, and Ethics. Text Chapters: 18, 19, 20.

Method of Instruction

The content of this course is completely provided through your online course materials as well as your textbook. The structure of this course has also been designed to provide you with additional writing opportunities, an opportunity that is not readily available in many courses.

COURSE POLICIES

Communication Policy

This course contains a variety of assignments, with different dates for completion. You are encouraged to work
along with the course, setting specific times to ‘attend’ the class (you just do not need to get out to ‘go’ to class). Many successful writers describe how they have a set time and place to work on their writing, and you are encouraged to do something along these lines.

**Assignment Policy**
Please pay close attention to the deadlines for class discussion and paper submissions. Just like ‘in-classroom’ courses taught in the summer, this class will move swiftly, and you will need to be dedicated to keep up in these fast-moving six weeks.

There will be a class discussion component in each of the six weeks of this course where your response to the questions should be submitted ahead of the weekly deadline, to allow you and your classmates to respond to the answers submitted by others. Everyone should respond to at least two of the answers provided by others. Regardless, your final response-to-others will be due by Sunday night (midnight) just preceding the start of the next week’s lessons.

All case question answers and other assignments will also be due on the same Sunday night of the week, just ahead of the following week’s activities and assignments.

NO LATE SUBMISSIONS will be accepted.

**Grades**
The student submissions can receive from 5 pts up to 80 pts, depending on the different assignments. Please see the matrix provided below for the respective number of points as an indication of a ‘grade.’ Basically, there are five different types of assignments in this course, based on different points, these are as follows:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Range of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student small assignments</td>
<td>5-15 pts</td>
</tr>
<tr>
<td>Student Individual Questions</td>
<td>50-70 pts</td>
</tr>
<tr>
<td>Student Discussion Analysis</td>
<td>20-30 pts</td>
</tr>
<tr>
<td>Student Informational Interview</td>
<td>20-30 pts</td>
</tr>
<tr>
<td>Student Research Report, Parts A-D</td>
<td>30-70 pts</td>
</tr>
</tbody>
</table>

The basis for the grade for this course will include the above measures and weights: Regardless of the points, failure to adequately complete all requirements for the course may greatly vary the student’s final grade.

Grades for each assignment will be provided as a total of points awarded for each assignment. While the final grade for the course will be awarded based on the total number of points received through all of these assignments, in general, the assignments worth the most points are to be considered the most rigorous and demanding. A general sense of the ‘grade’ for the respective point assignments is provided as follows:

<table>
<thead>
<tr>
<th>Assignment Total Points</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10 points</td>
<td>9-10</td>
<td>7-8</td>
<td>5-6</td>
<td>3-4</td>
<td>1-2</td>
</tr>
<tr>
<td>15 points</td>
<td>13-15</td>
<td>10-12</td>
<td>7-9</td>
<td>4-6</td>
<td>1-3</td>
</tr>
<tr>
<td>20 points</td>
<td>17-20</td>
<td>13-16</td>
<td>9-12</td>
<td>5-8</td>
<td>1-4</td>
</tr>
<tr>
<td>30 points</td>
<td>25-30</td>
<td>19-24</td>
<td>13-18</td>
<td>7-12</td>
<td>1-4</td>
</tr>
<tr>
<td>40 points</td>
<td>33-40</td>
<td>25-32</td>
<td>17-24</td>
<td>8-16</td>
<td>1-7</td>
</tr>
<tr>
<td>50 points</td>
<td>41-50</td>
<td>31-40</td>
<td>21-30</td>
<td>11-20</td>
<td>1-10</td>
</tr>
<tr>
<td>60 points</td>
<td>49-60</td>
<td>37-48</td>
<td>25-36</td>
<td>13-24</td>
<td>1-12</td>
</tr>
<tr>
<td>70 points</td>
<td>57-70</td>
<td>43-56</td>
<td>29-42</td>
<td>15-28</td>
<td>1-14</td>
</tr>
<tr>
<td>80 points</td>
<td>65-80</td>
<td>49-64</td>
<td>33-48</td>
<td>17-32</td>
<td>1-16</td>
</tr>
</tbody>
</table>
Overall, the respective week’s assignments can be awarded up to 100 points, which means that 600 points are possible through the respective six weeks of the course. In addition, the student research report assignment, (Parts A, B, C and D), together could provide up to an additional 200 points, bringing the total points for the class to a maximum of 800 pts.

Thus, the overall grade based on accumulated points would be generally as follows:

A= 800-650 pts, B= 649-500 pts, C= 499-350 pts, D= 349-200 pts, F= 199-1.

Student Research Reports
Students will work on a marketing-related research assignment. This research assignment will incorporate a real-world marketing challenge, encompassing an aspect of marketing of importance. Student will work on analyzing a marketing-related problem, and will follow the elements of the pertinent aspects of a marketing plan for best resolving the problem, or implementing a possible solution. Students will be responsible for creating a situation analysis about a selected product. Then, students will be responsible for applying their marketing knowledge in the creation of a marketing plan for their selected product. While students will be required to work on their plans individually, one of their written assignments in the course will be to do a review of a classmate’s situation analysis, not only providing the student with an opportunity for practicing critical writing skills, but also gaining an awareness of how others have been working on the same class assignment.

Final Points

- The quality of your writing, precision of thought, organization and neatness/appearance of your work will be factors considered in grading. Incorrect grammar, typos, or misspellings will result in lowering your grade, so please proofread all papers or projects. INCORRECT GRAMMAR, TYPOS OR MISSPELLINGS WILL RESULT IN LOWERING YOUR GRADE, SO PLEASE PROOFREAD ALL PAPERS OR PROJECTS.
- As in the business world, due dates will be strictly enforced. PAPERS ARE DUE AT THE END OF THE WEEK, BEFORE MIDNIGHT, ON THE SPECIFIED DAY. POSSIBLE BREAKDOWN OF EQUIPMENT (COMPUTERS) IS NOT A JUSTIFIED EXCUSE. Papers handed in late will be downgraded. Regardless of the delay, however, all assignments must be completed, or a failing grade will result for the course.
- Student names should be on the cover page of all reports - and, therefore, bear the responsibility for the contents. All of an individual’s papers are to be the work of the identified individual.
- Each Part of All Reports are to include the following:
  - Title Page, including student’s name, as well as title, etc of report,
  - Executive Summary or overview (1 page maximum); bullet points or phrases are encouraged, Table of Contents with page numbers,
  - Report: Title (repeated here top of page), Introduction, Body of report with headings, etc., Conclusions,
  - Citations-of one form or another are required for all sources, (in-text is probably best),
  - Bibliography (necessary, in addition to footnotes/endnotes/or in-text citations for the sources of your information), and,
  - Appendices for all other illustrations, graphs, or other materials. All primary research conducted for this report should be described in appendices, in addition to being used in the report itself. Personal interviews or focus groups should be transcribed or summarized, as well as providing the time, date, participants, and other info on such research activities.

Code of Academic Integrity

Interpretation

Conflicts or questions about the Code of Academic Integrity (including its interaction with other policies of the University) should be forwarded to the Office of the Provost. The Provost and Executive Vice President for Academic Affairs or a designee shall be the final interpreter of the Code of Academic Integrity.
Definition of Academic Dishonesty

(a) Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

(b) Common examples of academically dishonest behavior include, but are not limited to, the following:

1) Cheating - intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; copying from another student's examination; submitting work for an in-class examination that has been prepared in advance; representing material prepared by another as one's own work; submitting the same work in more than one course without prior permission of both instructors; violating rules governing administration of examinations; violating any rules relating to academic conduct of a course or program.

2) Fabrication - intentional and unauthorized falsification or invention of any data, information, or citation in an academic exercise.

3) Plagiarism - intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.

4) Falsification and forgery of University academic documents - knowingly making a false statement, concealing material information, or forging a University official's signature on any University academic document or record. Such academic documents or records may include transcripts, add-drop forms, requests for advanced standing, requests to register for graduate-level courses, etc. (Falsification or forgery of non-academic University documents, such as financial aid forms, shall be considered a violation of the non-academic student disciplinary code.)

5) Facilitating academic dishonesty - intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Link to full text: http://www.gwu.edu/~ntegrity/code.html

Accommodations
Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office to coordinate reasonable accommodations. Please see below for DSS contact info.

Network Etiquette or Netiquette
Please observe the following rules of Netiquette when submitting posts:

- Remain professional, respectful, and courteous at all times.
- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let’s give the benefit of the doubt.
- If you have a strong opinion on a topic it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted (or e-mailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying. If you discover a mistake after publishing the post you can reopen and correct it.
- The instructor reserves the right to delete any post that is deemed inappropriate for this discussion forum without prior notification to the student. This will include any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off topic or serve no purpose other to vent frustration will also be removed.
GWU Policy on Religious Holidays

Students should notify me during the first few days of the semester of their intention to be absent from class online discussions on their day(s) of religious observance. Since this course has no ‘live’ chats, but only weekly discussions, this should not be a problem. However if religious issues or other problems arise, please contact the professor as soon as possible. For such religious observances, I will extend to these students the courtesy of absence without penalty on such occasions, including permission to make up any assignments.

SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM

Disability Support Services (DSS)
Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office to establish eligibility and to coordinate appropriate accommodations.

Academic Center, Rome Hall, Suite 102
801 22nd Street, NW
Phone: 202-994-8250
Email: dss@gwu.edu
Website: http://gwired.gwu.edu/dss

University Counseling Center
The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:

- crisis and emergency mental health consultations
- confidential assessment, counseling services (individual and small group), and referrals

Phone: 202-994-5300
Website: http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices