Class Hours and Locations

Large lecture:
2-3:50pm Thursday, Edison.

Small sessions:
4-5:50pm Thursday, JFF 316.
6-7:50pm Thursday, JFF 316.
10-11:50pm Friday, JFF 322.
12-1:50pm Friday, JFF 322.
2-3:50pm Friday, JFF 322.

Professors

Yanhao Wei (first half of the course).
Davide Proserpio (second half of the course).

Course Description

BUAD 307 will provide students with a deep understanding of fundamental marketing concepts and terminology. In this course, students will come to understand how marketing factors such as product assortment, pricing, distribution channels, word-of-mouth, promotions, demographic characteristics, and market segmentation can affect the success of a business enterprise. Marketing, broadly defined, is the study of all aspects of MARKETS: the exchange of money and products (or services) that delivers added value to both the buyer and the seller. Marketing is much more than just advertising. When you consider this general definition of marketing, you will see that this course can benefit students in a wide variety of disciplines in business. In BUAD 307, students will hone the critical-thinking skills needed to identify what the consumers want, understand how to satisfy consumer needs, and find ways to build an advantage over competitors and maintain a position in the market.

Learning Objectives

One of the primary objectives of this course is to empower you with the knowledge and critical-thinking skills to make marketing-management decisions. This course is designed to (1) serve as a general introduction to marketing for students in a variety of disciplines, (2) prepare you for higher-level courses in marketing, if you decide to pursue the subject to a deeper level. The path will prepare you for positions of leadership within the marketing function.
of a wide variety of organizations – from multi-national corporations, to non-profit organizations, to your own small business.

**Required Materials**


Lecture slides, this syllabus, and additional course information are available through your Blackboard account.

**Prerequisites and/or Recommended Preparation**

No prerequisites. Recommended preparation: Although NOT a prerequisite, an understanding of how to use PowerPoint, Word, and Excel could become useful to you in class. If you are not familiar with PowerPoint, Word, and(or) Excel, you should DEFINITELY still enroll in this course. Set aside some time to learn the basics, and learn by doing.

**Attendance**

Attending the classes is an important part of learning. Your understanding of the course materials will be at a different level if you participate in the classes. Please note that the professor reserves the right to make changes to this syllabus at any time throughout the semester. Changes to this syllabus – if any – will be announced and explained in class. Your attendance and attention are therefore **important**! Some exam questions will be based on not only the textbook, but also what we talk about in the class, including possibly the questions raised by students. There will be a substantial amount of material that will be delivered in lectures and discussion sections ONLY (i.e., not in the textbook), because lectures and discussions are meant to enhance rather than repeat what is in the textbook. It is the responsibility of the student to make up for missed lectures and discussion sections by meeting with a classmate to review what was discussed on the missed day and by asking us questions during office hours regarding missed material.

**Office Hours and Contact Information**

Yanhao Wei (first half), Hoffman Hall 313. Monday 8am-11am.
Davide Proserpio (second half), Hoffman Hall 332, Monday 9am-12am.

During office hours, we try to accommodate all the arriving students and explain things that are specifically unclear to you. We treat the office hours as complements to the classes, not substitutes. This means that we will be reluctant to repeat things covered in the classes. This also means that when there are a lot of students coming to office hours, we sometimes have to divide the time among the students so that everyone gets five or ten minutes.
Try using emails as the last resort. As faculty members who engage in research and teach nearly 200 students, our inboxes tend to explode very easily... In such case it is very difficult for us to keep track of every email and respond on time. Very often you are better off just coming to our office hours, or participating in the class forum!

Class Forum

We will use Piazza (www.piazza.com), an online forum. We will enroll every student registered in the course. Using Piazza, you can ask questions, start discussions, and exchange useful information. This is the place for you to make friends and help each other. This is also a good place for you to interact with us professors. We will participate as well, answering some questions and settling debates. We will also use Piazza for any class announcements. Make sure to check Piazza regularly, or setup email notifications in your account settings. The forum is for the class only; posting irrelevant or inappropriate information will be treated seriously.

Grading Policies

The various components of the course grade are weighted as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>25</td>
</tr>
<tr>
<td>Final exam</td>
<td>35</td>
</tr>
<tr>
<td>Market research participation</td>
<td>5</td>
</tr>
<tr>
<td>Participation and peer evaluation</td>
<td>5</td>
</tr>
<tr>
<td>Group project</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Generally speaking, letter grade guidelines (which CAN change slightly, depending on overall class performance) are approximately as follows: “A” grades (A, A-) start at 90; “B” grades (B-, B, B+) start at 80; “C” grades (C-, C, C+) start at 70; “D” grades (D-, D, D+) start at 60; “F” grades (F) start at 59 or below. The grade ranges given in this paragraph are approximations only and are subject to change in situations where class averages on the various assignments are unusually high or low (because “relative performance” is an important aspect of the course grade in BUAD 307). We will explain this further in class.

Your grade will not be based on a mandated target, but on your performance. In fall 2015, the average grade for this class was around a “B”.
The Two Exams

- One midterm and one final exam. Details about each exam will be explained in class.
- Test aids of any kind are strictly prohibited. Cheating on an exam is a **serious offense** (see Academic Integrity section).
- Exams will be multiple choice only. Scantrons will be provided to you for both exams. Please bring only #2 pencils (at least two) and an eraser that will not smudge or rip your scantron if you need to make a change. You may bring a simple calculator. Under no circumstances will you be allowed to use the calculator feature on any of your mobile devices. Your professor will let you know in advance of the exam whether or not a calculator will be necessary.
- Make-up tests are allowed only in rare circumstances and must be approved by the professor. If you are enrolled in this course, please make sure you are available to take the midterm and final on the scheduled dates. Taking the final early is not an option. Please discuss any scheduling conflicts with me during the first three weeks of the semester.
- Challenges to exam scoring should be brought to my attention no later than one week after graded exams are returned.
- You should be prepared to provide proper identification on the exam day. Please bring your USC ID with you.

Marketing Research Requirement

All BUAD 307 classes are required to participate in **two** research studies per semester. We will explain this in class. Sign-up procedures will be discussed in class. **If you object to participating in marketing research studies, please let us know by the end of the third week of classes (no later than that),** and we will give you an alternative project. Requesting this alternative project will **in no way** have a negative effect on your grade. **However, requesting the alternative project late in the semester will not be an option.**

Class Participation

- Class participation is much more than just speaking up during class – it is about demonstrating that you are making an effort to learn the material and discuss it in a meaningful manner with your peers and professor.
- Although attendance is by no means the main component of your participation grade, please keep in mind that you must be present in order to learn from and contribute to class discussions. Attendance is critical. There will be a substantial amount of material that will be delivered in lectures and discussion sections ONLY (i.e., not in the textbook), because lectures and discussions are meant to enhance rather than repeat what is in the textbook.
- Class participation will be evaluated by your professor in relation to your peers. Class participation and the group project grade are the two components of the course where your “relative performance” (i.e., relative to your peers) will be particularly important for purposes of earning a high score.
• Students who earn top scores in this category must participate in class discussions actively, thus helping lead their classmates to think critically and analytically while discussing cases, chapters, etc. Earning a high score in this category also requires students to chime in, challenge assumptions, and make relevant comments when the professor asks a question to get discussion section started based on chapter and case readings. Good attendance *alone* will *NOT* earn a high score in this component of the course grade.

**Group Project**

Select an existing company whose business practices can be researched (further explanation of this will be provided in class). You and your group must work as a team to develop a new product or service that fits in with the current product assortment of that company. (For example, if you select a company that manufactures consumer-packaged goods, your product or service should fit in with that type of product.) Groups should consist of 6 or 7 students. Use your knowledge of marketing terms and concepts, along with the critical-thinking skills required by a marketing management project of this nature, to create and describe a marketing plan for your new product or service. The new product or service must be realistic. Your presentations will be 8 minutes long, with 2 minutes for questions and answers. (This timing may have to be adjusted depending on the size of each discussion section and the number of groups. Your professor will notify you if these timing guidelines are adjusted.) Develop your presentation and paper as if your audience were a group of investors or senior managers from your company of choice. You must convince your audience that adding this particular product or service makes good business sense.

• *Group Project Proposal should be handed in before the midterm.* Length is around 500 words, single-spaced, 12 point Times Roman or similar font, margins approximately 1”.
• Your proposal will describe your product idea, your company, your competitors, and your customers. It will also describe why there is a need for this new product or service in the marketplace. Print your group member names and USC IDs at the top of the page.
• Remember that a part of purpose of the group project is to train you for collaboration: forming or joining a group, working in a group, making contributions and making compromises. Group members receive the same grade for the group project.
• Failure to be assigned to a group or submit the proposal on time means that you forfeit the group project grade (30 points!), or at least negatively impacts your final grade of the course. Come to office hours and talk to us if you find it difficult to form a group – we might be able to help you.
• Your presentation should make use of the knowledge and analytics you learned in class, and apply them to the specific company/product you are looking at.
• Your presentation should be exciting and engaging for your audience. You must develop PowerPoint slides for your presentation, and you also have the option of incorporating video and audio clips into your overall presentation.
• **Peer evaluation**: each presentation will be evaluated by the other groups in the same session. Every group participating in the session will give a unique score (0-10) to each of the presentations. We will review the evaluations and make changes if necessary.
MARSHALL GUIDELINES

Add/Drop Process

Please note that you may be dropped from this course if you miss the first two lectures. You can only add a class after the first week of classes if you receive approval from the instructor, per the academic policies described on our university website: http://www.usc.edu/dept/publications/cat2011/academic/policies.html. See the “Academic Records and Registrar” website for specific add/drop and related deadlines. (http://www.usc.edu/dept/ARR/)

Please also refer to https://classes.usc.edu/term-20161/calendar/ if you intend to drop a class – that link will give you deadlines to drop without a “W” on your transcript.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Guidelines for the DSP accommodation process can be found here: https://sait.usc.edu/academicsupport/centerprograms/dsp/registration/guidelines/guidelines_general.html. For more information visit www.usc.edu/disability.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/ . Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

It is a violation of USC’s Academic Integrity Policies to share course materials with others without permission from the instructor. No student may record any lecture, class
discussion or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and me.

Students are expected to be familiar with USC’s Academic Integrity Policies (i.e., copying, fraudulent possession of an exam, plagiarism, submission of purchased papers, submitting the same assignment to more than one instructor) and be aware of recommended sanctions (i.e., F for the course, suspension or expulsion) associated with violating such policies. See Appendix A in the SCAMPUS Guidebook for more detail.

Emergency Preparedness/Course Continuity
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Please access our course site on Blackboard, where the course syllabus and many other important documents will be posted. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC’s Blackboard learning management system and support information is available at blackboard.usc.edu.
Please note that the course calendar may change to accommodate speakers’ schedules. Changes, if any, will be announced in class and on Piazza.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Textbook</th>
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<tbody>
<tr>
<td><strong>Instructor:</strong> Yanhao Wei</td>
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<tr>
<td><strong>Week 1</strong></td>
<td>Lecture: Introduction to the class and some logistics.</td>
<td>CH 1, 2.</td>
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<tr>
<td>August 25/26</td>
<td>Small sessions: Basic concepts in marketing.</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Lecture: Analyzing the market environment.</td>
<td>CH 5, 6.</td>
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<tr>
<td>September 1/2</td>
<td>Small sessions: The basics of consumer behavior.</td>
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<td><strong>Week 3</strong></td>
<td>Lecture: Market segmentation, targeting and positioning.</td>
<td>CH 9, 4.</td>
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<tr>
<td>September 8/9</td>
<td>Small sessions: Experiential Learning Center.</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Lecture: Social media, social networks.</td>
<td>CH 3, 10.</td>
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<tr>
<td>September 15/16</td>
<td>Small sessions: Market research I.</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Lecture: Guest speaker (Jason Squire, USC Cinematics)</td>
<td>CH 10.</td>
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<tr>
<td>September 22/23</td>
<td>Small sessions: Market research II.</td>
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<tr>
<td><strong>Week 6</strong></td>
<td>Lecture: Branding and products. New product launch.</td>
<td>CH 11, 12.</td>
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<tr>
<td>September 29/30</td>
<td>Small sessions: Group project preparation (in class) and discussions.</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>Midterm exam.</td>
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<td>October 6/7</td>
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<tr>
<td><strong>Instructor:</strong> Davide Proserpio</td>
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<td><strong>Week 8</strong></td>
<td>Lecture: Services, the intangible product</td>
<td>CH 13</td>
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<tr>
<td>October 13/14</td>
<td>Small sessions: Service recovery paradox, example of service recovery (review responses). Ethical and societal dilemmas (fake reviews).</td>
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<tr>
<td><strong>Week 9</strong></td>
<td>Lecture: Pricing concepts for establishing value. Online versus offline competition: The case of Airbnb.com</td>
<td>CH 14</td>
</tr>
<tr>
<td>October 20/21</td>
<td>Small sessions: Continue discussion on pricing. Ethical and</td>
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</table>
| Week 10 | October 27/28 | Lecture: Supply chain and channel management. Retailing and multichannel marketing  
Small sessions: Continue discussion on pricing from last week, supply chain and channel management | CH 15-16 |
| Week 11 | November 3/4 | Lecture: Integrated marketing communications.  
Small sessions: **Experiential Learning Center**: the exercise will combine marketing concepts, data analysis, and decision-making. **Please note that all section meet in TBD.** | CH 17 |
| Week 12 | November 10/11 | Lecture: Advertising, public relations, and sales promotions management (guest speaker)  
Small sessions: Continue discussion on marketing communications from last week, advertising, public relations, and sales promotions. | CH 18 |
| Week 13 | November 17/18 | Lecture: Personal selling and sales management (guest speaker)  
Small sessions: Continue discussion of sales management and personal selling. | CH 19 |
| Week 14 | November 24/25 | Thanksgiving. No classes. | |
| Week 15 | December 1/2 | Lecture: Review of the course in preparation of the final exam.  
Small sessions: group presentations and peer evaluations | |
| Week 16 | December 8 | **Final exam: the exam is cumulative but with emphasis on the second-half of the course.**  
*** Please make sure you can take the final exam on this date. Taking the final early will not be an option*** | |