

GRADUATE COUNCIL: NEW COURSE PROPOSAL

Originating Unit:

Type of action: New course Full online course**

Semester and year course will take effect:

New course title:

Appropriate computer abbreviation (30 spaces or less):

Course instructional methodology:

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

New course number:

Prerequisites for new course: *include an attachment if additional space is needed*

Description of new course (catalog copy): *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments

Fully Online Courses**

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography.)

Describe the intended outcomes of the course and how they will be assessed: *include an attachment if additional space is needed*

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Additional resources required:

Faculty:

Space:

Equipment:

Library:

Financial Aid:

Other:

Change in teaching load:

Does this change affect any other units of the University? Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name:

Unit:

Signature:

A handwritten signature in black ink, consisting of several overlapping, stylized strokes that form an abstract, somewhat triangular shape.

Marketing Fundamentals & Analytics

MARK 60110

Texas Christian University

Neeley School of Business

NOTE: This class is traditionally conducted using a hybrid format, with some synchronous (including first and last sessions) and remaining material (asynchronously) online. Presentations, discussions, submissions and group meetings will all take place on TCU Online discussion threads or via Zoom sessions or breakout rooms; all work is to be submitted in assignment folders on the course website. More details are provided in the syllabus and on the course webpage.

This syllabus contains specific information with regard to MARK 60110. It explains how the course will be conducted, your performance evaluated, and specifies the assigned readings.

Course Materials:

The following text books may be used as reference. (There is no required text for the class).

Peter and Donnelly, *A Preface to Marketing Management*, 14th ed. (optional)

Kotler and Keller, *Marketing Management*, 15th ed. (optional)

A set of materials available on TCU online.

Course Purpose:

Broadly speaking, this course is designed to help bridge the gap between an undergraduate experience and graduate level analytically oriented elective courses. As such, there is greater emphasis on critical thinking using the tools of analytical methodologies, resulting in evidence based decision making. We will review the basic concepts, and proceed with identifying, describing, and analyzing practical applications of key concepts. This is also supplemented by developing your critical thinking skills through in-depth analysis of classic marketing decisions from a managerial perspective using problem solving methodologies in a case setting.

This course will help you better understand the marketing function and how key decisions are made in developing a marketing plan. We will take both an analytical and managerial perspective, emphasizing a graduate level approach to these topics. We will examine how marketing decisions must fit with the strategic vision, the marketing objectives and the constraints of the firm. A good idea will be tough to sell in an organization unless it can be shown with evidence from data, to be consumer oriented and feasible!

Learning Objectives:

- Students will be able to give good applications in practice of key marketing terms and concepts.
- Students will be able to describe the relationship between marketing decisions, sales volume, costs, investments, and profits.
- Students will be able to analytically approach a situation by considering the perspectives of multiple stakeholders, laying out the critical issues involved, and evaluate the viability of alternative solutions.
- Students will be able to describe the major elements of a comprehensive marketing plan.

Course Structure:

Instruction will be offered in a combination of both synchronous and asynchronous formats. First and last classes as well as two additional intermediate sessions will be held synchronously, while the remaining course will be conducted asynchronously online with material which includes a set of on line audio lectures, two discussions topic threads and three online quizzes based on the lectures. Course elements also include a final exam conducted online on June 17th, the completion of a marketing plan over the duration of the course and the virtual presentation of the plan.

Recorded Lectures:

There are seven audio lectures of between 12 and 48 minutes in length that you are expected to watch prior to addressing the assignments, tests and/or live classes. You will find all of these lectures under the course documents in TCU online. This syllabus covers details of what is due when and also a general set of guidelines for when you should cover material so that you are ready for the deadlines.

All quizzes, assignments and discussion threads are online and instructions for all are embedded in the lectures as well as some in the syllabus. Each quiz consists of 10-25 questions.

The lecture schedule, deadlines for taking the three online self-assessment quizzes, posting responses to the discussion questions etc., are all detailed below in two tables, as well as embedded in the online lectures.

Evaluation:

The mean GPA grade for the course is likely to be between 3.3 and 3.6, which is a letter grade of B+/A-.

Opportunity	Weight
Quizzes (3)	30%
Assignments (2)	20%
Participation (two online discussion and in class)	5%
Marketing Plan Report	15%
Marketing Plan presentation	10%
Comprehensive Final	20%

Total	100%
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Letter grades will be assigned as follows

A: 93-100%	A- 90-92%	B+: 87-89%
B: 83-86%	B-: 80-82%	C+: 77-79%
C: 73-76%	C-: 70-72%	F: Below 70%

Class Conduct:

Your conduct is as important in person as it is online because it can enhance or detract from everyone’s learning experience. I reserve the right to reduce your overall grade by up to 5% for inappropriate or disruptive online conduct. Please feel free to ask questions about issues, contribute ideas and insights, offer examples from your experience, challenge others’ assumptions and analyses, and raise interesting directions for class discussion threads. Particular emphasis is placed on having prepared for class activities and being ready to jump in!

Contacting your Professor:

If you have a question about any aspect of this course, I encourage you to submit your question using TCU online, in the course related questions thread. I will regularly monitor it. The big advantage of the virtual platform is that everyone in the class gets to view the response. If you have a question, then in all likelihood the idea or issue has come to someone else as well and is already answered and available on the group thread on TCU online. Even if you do not have an immediate question, it is a very smart move to check the virtual office every time you log on to see if any questions have been asked and answered. I have posted a thread dedicated to course related questions. You are of course, always free to email me directly with any questions or concerns.

Dates for Deliverables
(All submissions from course website)

Due Date	Deliverable/Activities	Group/Individual	Time
	Assignment 1: Objectives	Group	
	Quiz #1	Individual	
	Discussion Qs (Focus G)	Individual	
	Discussion Qs (MR@Frito Lay)	Individual	
	Quiz #2	Individual	
	Assignment 2: Perceptual map	Group	
	Quiz #3	Individual	
	Marketing plan	Group	
Schedule of 1st and Last (SYNCHRONOUS) class activities			
1 st Class	Introductions....		
	Syllabus		
	Overview of Course		
	Group formation		
Last Class	Marketing Plan presentation		
	Marketing Plan report due		
	Final Exam		

Materials On-Line and Course Layout

(that is, it is suggested that you complete it sooner if possible, but this is the last time slot to study material assigned in order to complete the graded activity that follows)

Subject	Slides	Name*	Day	Time
Introduction (Synchronous)	Intro (S.1 – 7)	Introduction & Syllabus		
The Basics (Synchronous)	PP1 (S. 1-12)	Marketing Strategy & Planning <i>(Intro to Optimization using Solver)</i>		
	PP1 (S. 12-16)	Marketing Strategy & Planning		
Supporting Elements	PP2 (S. 1-6)	Marketing research <i>(Elasticities and implications)</i>		
	PP2 (S. 6-24)	Marketing research <i>(Data Collection & Survey Analysis)</i>		
Marketing Plan (Synchronous)	PP3 (1-5)	Marketing plan		
Segmentation A	PP4 (S. 1-8)A	Segmentation and Mapping <i>(Perceptual maps – from data to plots)</i>		
Segmentation B)	PP4 (S.1-12) B	Segmentation and Mapping <i>(Interpretation & implications)</i>		
Supporting Elements	PP5 (S. 1- 12)	Consumer Behavior <i>(Qualitative Analysis)</i>		
Marketing Mix (Synchronous)	PP7 (S. 1- 32)	The Marketing Mix (4 P's) <i>(Pricing & advertising models)</i>		

*The bolded, italicized items represent a significant analytical component using a methodology and/or tool to guide decision making.

Assignment 1 (Online, Group level)

Broad mission to concrete objectives

Your first assignment is to pick any of the four mission statements given in your PP1 set of slides and formulate 3-4 concrete objectives that can deliver on that stated mission. You may also pick your own mission statement and formulate objectives based on that. For example, the mission statement for the Walmart Corporation of stores is, "We save people money so they can live better."

The company objectives which would help achieve this mission could be,

"Buy in bulk so that per unit costs decrease"

"Use multiple suppliers to avoid dependency on any single firm"

"Implement recycling and sustainability plans to contribute to cost savings and living better".

Assignment 2 (Online, Group level)

A Focus Group – Perceptual Map Exercise

In your own groups, pick a common consumer product/service category (such as cereal, snacks, health clubs, outdoor activities, etc.).

Make a list of 5-6 items/products in each category.

Draw up a list of lead questions that can help with the identification of attributes/factors that would help in the development of a perceptual map.

Conduct a focus group (picking one person as the moderator). The focus groups are meant to get some idea of what the important attributes are that consumers think about when purchasing a product in that category.

Discuss the feedback from the focus group and decide using your judgment, the two most important factors to consumers in choosing what to purchase. Use those factors as axes.

Place all of the products on your list onto the map.

Are there any noticeable gaps? How do you interpret them?

Can you build an analytical model (using the axes as coordinates)?

Marketing Plan Project

A Marketing Plan (with an emphasis on numbers!)

Please develop a marketing plan that will deliver the marketing objective (given here below) for the type of product you saw on the focus group video – a frequently bought, low cost product – please use your perceptual map exercise product keeping in mind that you are adding a twist to an existing product. If you recall, the main steps in a marketing plan are:

1. Background: Current environment (economic, social, etc.) in which product is to be marketed; Industry analysis – SWOT analysis; Competition;
2. Marketing Objectives: We will assume the objective is to ‘Gain 10% of the market share’. In your case, what will this 10% translate to? In dollars? In units?
3. Target Market: Who am I selling my product to? Am I segmenting the market? More than one segment? Customer profile? Elasticities?
4. Marketing Mix: Discussion of product, price, place (or distribution) and promotions (including advertising) that will be required to achieve their objective.

Keeping in mind the objective, feel free to make and state any assumptions you deem reasonable. Make sure you justify your choices using the information you collect and cite your sources (internet sites, etc.).

Please present your marketing plan to me on the last day in a 15-minute presentation, and also turn in a report electronically. (Please note that you will have to set aside a significant amount of time for research on the above stages in the plan).

Suggested Outline for Marketing Plan Report

TITLE PAGE

TABLE OF CONTENTS

MANAGERIAL SUMMARY

BACKGROUND (should include industry background, company background, competition, economic and political background if relevant, etc.)

OBJECTIVES (should include the objectives of the company;

TARGET MARKET (should include who the targeted consumer is, their characteristics and if there is more than one segment that could be targeted).

MARKETING MIX (should include details of the product and what it delivers; the price; the advertising and promotion strategy and how you would plan to distribute the product).

LIMITATIONS (of the plan)

TABLES & CHARTS

University Instructional Attendance Policy

The University Attendance Policy is that regular and punctual class attendance is essential and no assigned work is excused because of absence, no matter what the cause. Records of class attendance are kept by faculty. When an accumulation of absences reaches the point of endangering a student's academic status, the faculty member should report his situation to the Campus Life Office. An instructor should not assume that continued absence from class indicates an official withdrawal until notified by the Registrar.

When a student is absent to represent the University (as in athletics, band, chorus, national or state meeting of organizations represented at TCU), then official University absence may be granted by the Campus Life Office. Faculty/staff who wish to have an activity sanctioned for official University absence status must submit the names of all students, including date and hours absent from campus, to the Campus Life Office no later than one week prior to the date of the activity. The Dean of Campus Life reviews and approves the request as appropriate and forwards the names for publication and distribution to all faculty through the TCU Weekly Bulletin. Faculty is required to permit students to make up work missed because of official university absences.

Serious illness or family emergencies may be verified by the Campus Life Office but are not considered official absences. Illnesses that will be verified are those involving hospitalization, or catastrophic accidents or illness. When a serious illness or emergency has been verified, each instructor should assist the student to make up any missed work. Time lost through such absences should NOT prejudice class standing. Faculty members should specify the appropriate time frame for making up missed work.

Students who miss an instructional experience are expected to meet with faculty to discuss their absence as soon as possible. Faculty may permit a student to make up missed work or assess a penalty for class absence.

Some Relevant University Policies

Class Recordings

Our class sessions will all be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Campus Life and the Student Experience will Be Different This Year.

The health and safety of students, faculty, and staff is Texas Christian University's highest priority. TCU has implemented public health interventions, which includes following local and state public health orders and CDC guidelines. These health interventions may impact your experience as a student both inside and outside the classroom. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

Health and Wellness:

If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926. Campus Life will inform your professors that you are unable to attend class, and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell, but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

If you do not feel well enough to attend class in person, but feel well enough to attend class remotely, please notify your instructor as soon as possible before the class begins to arrange attendance via video conferencing.

Face Coverings and Physical Distancing: Face coverings are required on campus, unless you are alone in your private office or dorm room. Students will be expected to practice physical distancing and wear protective face coverings at all times while in public spaces on the TCU campus. Failing to do so in the classroom could result in

the student being asked to leave the room and continue the class through remote access. Additionally, the instructor has the option to terminate the class period and continue it as a remote session if students do not wear required masks or practice physical distancing.

Student Access and Accommodation: Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through Student Access and Accommodation. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567. Accommodations are not retroactive and require advance notice to implement.

Technology Policies Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), **and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Anti-Discrimination and Title IX Information

Statement on TCU's Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who

have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

- ☐ [Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint: https://titleix.tcu.edu/title-ix/.](https://titleix.tcu.edu/title-ix/)
- ☐ [Learn about the Campus Community Response Team and Report a Bias Incident: https://titleix.tcu.edu/campus-community-response-team/](https://titleix.tcu.edu/campus-community-response-team/)

Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting [TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office](https://care.tcu.edu/) at <https://care.tcu.edu/> or by calling (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335- 4222 for non-emergency or TCU Police at (817) 257-7777.

Obligations to Report Conduct Raising Title IX or VAWA Issues

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the [Policy on Prohibited Discrimination, Harassment and Related Conduct](#).

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator.

Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., “Take Back the Night,” candlelight vigils, protests, “survivor speak-outs,” or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual’s participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

Relevant reporting phone numbers are: 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Emergency Response Information

Please review [TCU’s L.E.S.S. is More public safety video](#) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

[TCU’s Public Safety website](#) provides maps that show our building’s rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>)

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Download the [Frogshield Campus Safety App](#) on your phone. (<https://police.tcu.edu/frogshield/>)

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are also listed in detail in the [Undergraduate Catalog](#) and the [Graduate Catalog](#) Specific examples include, but are not limited to:

- **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU

Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic