

BUSI 406-001, Principles of Marketing

Semester: Spring Semester, Academic Year 2024/2025

Class Time: Mondays and Wednesdays, 9:30am-10:45am

Location: McColl 3250

Instructor: Annie Williams, Clinical Assistant Professor of Marketing

Office: McColl 4542

Office Hours: https://calendly.com/annie_williams/office-hours

(please email me if you need an alternate time than available).

Email: annie_williams@kenanflagler.unc.edu

Course Description and Objectives

This course is designed to provide you with an introduction to marketing, marketing strategy planning, and marketing management. The course focuses on introductory marketing concepts, the role of marketing in organizations, and the role of marketing in society.

In this course, we will take the perspective of the marketing decision maker. First, you will be introduced to the “language of marketing,” which includes the terms, concepts and frameworks used by marketing managers. After you know the basics, you will spend the majority of the course learning about decisions that marketing managers must make, and the tools and frameworks that assist managers in making those decisions effectively. Specifically, the objective is for you to know how to apply these key tools and frameworks to analyze a company’s customers, competition, and marketing strengths and weaknesses.

To achieve these objectives, we will discuss readings and cases from the book and current press articles. We’ll also watch occasional videos and clips in class. We will have visiting guest speakers and there will be case assignments to practice marketing strategy planning. By the end of the course, you should understand the complexity and challenges associated with making marketing decisions as well as ways to design effective marketing strategies.

We all have many experiences with marketing from the viewpoint of the consumer. This course should also make you a more knowledgeable consumer. However, the focus of the course will be to make you an excellent marketing decision maker. Most students quickly learn that there is more to marketing strategy planning and marketing management than they initially expect.

COURSE FORMAT:

Your time during this course will be allocated among a set of interrelated activities:

- Lectures, class discussions, guest speakers and occasional videos
- Preparation of daily readings and case assignments
- Participation in class discussion about readings and assignments
- Preparation for exams

The specific assignments for each class session are in the separate course schedule on Canvas. Should adjustments to the schedule need to be made, you will be notified in class.

Note: This syllabus is a static document. The class schedule with dates for class sessions, assignments, exams, etc. is available (and will be updated throughout the semester) on Canvas.

I reserve the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

Pass/Fail Policy

You have the option to pass/fail one major or minor course (with grade of C or better) and have that course count towards your major or minor. The deadlines for this semester are:

January 22 for MOD 3

March 7 for Semester

March 18 for MOD 4

If you would like to read more about this policy, please read the pass/fail policy on the [Registrar's website](#). Note that Honors courses cannot be pass/failed.

Course Materials

Required: Essentials of Marketing, 18th edition, 2024, by Joseph P. Cannon, William D. Perreault, Jr., and E. Jerome McCarthy (published by McGraw-Hill Education).

The easiest and quickest way to access the textbook is to go to: <https://www.mheducation.com/highered/product/essentials-marketing-perreault-mccarthy/M9781266168468.html>

The cost for the ebook is \$57.33 directly from the publisher website.

I do not want these costs to be a stressor for you or to interfere with your learning. If this is a financial burden for you, please apply to the [Melwani Belonging Fund](#).

Supplemental Readings & Course Resources (including Class Calendar)

Relevant readings and materials will occasionally be posted to Canvas to encourage the application of the concepts learned in class to the world outside of it.

Honor Code

All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context.

Any violation of the honor code may result in an F in the course, regardless of any other grades received for the module.

Examples of honor code violations in this class include (but not limited to) if you gave or received help on the individual assignments. An honor code violation would also occur if any assignment contained plagiarism. According to the university honor code, plagiarism is defined as “the intentional representation of another person’s words, thoughts, or ideas as one’s own.” To avoid plagiarism, make sure you put in quotes and reference any direct copying of another individual’s work, including any use of AI. Also give credit and references for any “words, thoughts or ideas” that you paraphrase in your assignments. Each assignment should contain all relevant footnotes and a bibliography of all sources used in the assignment. Finally, for the group projects “unauthorized collaboration” is defined as getting

help from someone outside your group or use in any way of a project from previous years that is closely related to your project. If you are unsure about which actions violate the Honor Code, please see me or consult studentconduct.unc.edu.

Grading and Evaluation

Your final grade will be determined by your performance on the following components:

Component	Percent of Course Grade
Class Attendance, Participation & Team Contribution Evaluation	15%
Research Requirement	5%
3 Team Written Case Assignments (10% Each)	30%
Exams (Midterm Exam 20%, Final Exam 30%)	50%
Total	100%

Note: Final course grades are determined at the discretion of the professor (i.e., overall score of 90+ in Canvas may not guarantee/be required for an A or A-).

At the conclusion of the semester, numerical grades will be converted to letter grades based on the scale listed below.

Grade	100 Point Scale
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	64-66
F	50-63

Details of Assessment Components

Class Attendance & Participation

Your class attendance and participation grade will be comprised of the components outlined below.

<i>Class Attendance & Participation Grade</i>	<i>Percent of Grade</i>
Attendance (10 points possible)	5%
Participation (10 points possible)	5%
Team Contribution (10 points possible, evaluated by your peers)	5%

Total	15%
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Attendance

Attendance for this course will be captured via UNC Check-In App. For more information about it and to download the app to your phone, please visit: <https://edtech.unc.edu/service/unc-check-in/>

Fifteen percent of your grade will be based on whether you show up and the quality of your contribution to the team case work and class discussions. Your participation performance is positively (though not perfectly) correlated with your attendance. Thus, it is essential that you attend (in its entirety) and participate in each class because you have the opportunity to help your peers learn as well as evolve your own understanding of the topics at hand by articulating them from your point of view. Repetitive tardiness or early departure from class will negatively affect your attendance grade.

I do understand that things come up throughout the semester. As such, you are allowed to miss two classes without penalty. There is no need to email me to inform me of your absence. Every additional missed class, that is not considered a university approved absence as confirmed and documented by the University Approved Absence Office, will result in a ½ point deduction (out of a total of 10 points).

Participation

It is assumed that everyone will contribute to class sessions (e.g., insightful and thoughtful comments during class, relating the discussion to outside class information, etc.). The "average" score for regular and active participation is 8. To earn a higher score it is necessary to participate beyond the classroom. For example, students can: contribute to the online discussion board (e.g., relate outside information to course topics and/or post and discuss relevant readings, events, social media posts, etc.).

The best way for you to feel comfortable participating in class discussions is for you to think about the material before class. Each day, you should come to class knowing (and being prepared to summarize) the key points from the day's readings. As you complete each reading, ask yourself:

- What is the basic argument the book makes?
- What are the key concepts/principles?
- So what? How does this matter for an organization?
- What are the implications for the kinds of challenges I might face in my career?

Your class participation grade is weighted heavily in favor of quality over quantity. You will only be prepared to contribute if you have read and thought about the readings for the day. As such, to effectively participate, please do the assigned readings before you come to class. Reading the book is critical to your full understanding of the material in this course. The objective in the class meetings is to: (a) give you experience in applying the concepts in the readings; (b) clarify important concepts from the readings and present you with additional information beyond that which you've already read; and (c) give you an opportunity to process key material from the readings through discussion with your fellow students and your instructor. Consequently, there is not full overlap between the readings and the class meetings. This has the effect of making class much more interesting, but it also means that you cannot learn what is in the readings simply by coming to class, and you cannot learn what happens in class simply from doing the readings.

Evaluating the quality of class participation is necessarily subjective. The list of questions below summarizes the criteria used to evaluate class participation:

- Was the student prepared by completing assignments ahead of class?
- Is the participant a good listener and actively tries to participate (e.g., by raising their hand regularly)?
- Are the points made relevant to the discussion? Are the questions raised relevant to the discussion?
- Are points linked to the comments of others? Is there something new, more than just a restatement of the point already been made?
- Do comments show evidence of thorough analysis of the assignment? Do comments show an understanding of theories, concepts, and analytical devices presented in class lectures or assigned reading materials?
- Overall, do comments contribute to our understanding of the discussion?
- Did the student contribute effectively to your team assignments?
- Did the student fully engage in class activities?
- Was the student attentive, avoiding unrelated phone or laptop usage during discussion and lecture?

To ensure a safe, collaborative learning environment, please remember the following guidelines:

- Respect your peers' opinions, even if you disagree with them.
- Ask questions for deeper meaning and understanding.
- Listen to your peers while they are talking.
- Share your ideas, opinions, and knowledge.
- Consider marginalized viewpoints.

When entering the classroom, please find your name card (and only your name card) and place it in front of you. When class is over, please return your name card. When you make a meaningful contribution to the class discussion (please see criteria above), please make a tally mark on the back of your name card (this will aid in quantifying your participation grade). I will make my own tallies, and at the conclusion of the semester, will reconcile my count with your own. Please note, contributions that are vague, unrelated, or lacking in depth do not count as a tally mark.

Team Contribution

At the conclusion of the semester, you will have the opportunity to evaluate the participation of your peers in your Case Study Groups. Likewise, your Case Study Group peers will have the opportunity to evaluate your performance. Peer evaluations for each student will be evaluated by the professor, summed and divided to give each student a final peer evaluation score.

Note: If a student receives inconsistent evaluations from their peers, further investigation will be implemented to determine the appropriate evaluation score for that student.

Please see Canvas for the team contribution rubric under the assignment "Team Contribution Peer Evaluation".

Research Requirement

You are required to complete 3 "hours" of academic research participation. Completion of the requirement can be met by (1) participating in 3 hours of academic research studies; (2) writing 3 two-page critiques of academic research articles*; or (3) a combination of the two. I will provide additional

information on this requirement later in the semester. The research requirement is worth 5% of your grade.

- Critiques should be typed with 12-point font, double-spaced and 1-inch margins. Please be sure to clearly reference all articles. You may critique any article published during the past 2 years in one of the following journals: *Journal of Consumer Research*, *Journal of Marketing Research*, *Journal of Marketing* or *Marketing Science*. Please ask me if you're unsure whether an article is acceptable. Each article critique counts for one hour of research participation. All critiques must be received by **5PM on Monday, April 28**.

Written Case Assignments

There will be 3 written case assignments, each worth 10% of your grade. The case assignments should be completed in teams. Your team will prepare and submit a **TWO-page double-spaced summary of the cases and your recommendations, plus exhibits (included in the appendix)**. You can use paragraphs or bullet points, whichever you prefer. All case assignments should be submitted on Canvas. Make sure that your team name and each team members' name is in the footer of EVERY page of your submission.

Your two-page write-ups plus exhibits should reflect your team's original thinking and conclusions. Write-ups should not be a summary of the "facts" given to you in the case/assignment, but rather should focus on your team's analysis and new ideas for future action. Please contribute to your team's work – the more each individual contributes, the better the team product will be.

Strong case write-ups will provide a detailed assessment of the company's current situation and marketing strategy, along with your recommendations concerning what the company should do going forward. In other words, your assignment should:

- *Size up the situation.* Assess the company's current situation, marketing strategy and marketing mix. What are the major problems, opportunities and decisions facing management? Which need the most immediate attention and resources? Make use of the 3C's and SWOT analysis if appropriate.
- *Assess strategy options and recommend an overall strategy.* Identify several strategic marketing alternatives (including making no changes to the current marketing strategy) and evaluate the strengths and weaknesses of each. Recommend an overall marketing strategy and support your recommendation with relevant facts from the case.
- *Recommend specific actions.* Articulate what the company should do going forward. What specific marketing mix (4Ps) and other implementation actions should the company take under the overall strategy you suggest?
- *What are the pro forma financial implications of what you recommend?*

You are encouraged to attach exhibits to support your two-page summary write-up. Here are some guidelines for including material in the appendix:

- Exhibits are not required but can be a very useful tool to present information in a concise manner.
- All exhibits should be clearly referenced in the write-up. Make sure exhibits include a title, legends, axis labels and units.
- If you are referencing published articles, be sure to indicate the source of the data.

Use a 12-point font (e.g., Arial, Times New Roman) and select a 1" all around margin size. **Please also respect the TWO-page limit -- plus exhibits -- for these assignments.** I will not read the summary past the two-page limit. The purpose of exhibits is to support your two-page summary, not to serve as additional space for further content that did not fit within the page limit.

The rubric for grading the written case studies is available under the relevant tabs in Canvas.

Midterm & Final Exams: Each test is a closed-book, closed-notes exam to be done individually. The midterm will contribute 20% to your final grade, and the final exam will contribute 30% to your final grade. The exams will consist mostly of multiple-choice, short answer and essay questions. All course material (including textbook material not covered in class) is fair game for the exams. The dates for the exams can be found on the Canvas calendar. Please let me know in advance if you will need to make special arrangements for the exams.

Late Assignment Policy

Without an explicit extension in advance from the professor due to a genuine emergency, the grade on a late assignment will be marked down by 20% for each day the assignment is late. An assignment that is more than 5 days late will not be accepted.

Attendance Policy

You are expected to attend each class in its entirety. As stated in the University's [Class Attendance Policy](#), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

University Approved Absence Office (UAAO)

To have your absence marked as excused, please submit a request via the University Approved Absence Office. Only absences certified, documented and emailed by the University Approved Absence Office will be considered excused. Please visit the [UAAO](#) website for information related to University Approved Absences.

Team Projects & Group Assignments

I fully expect that you will manage your own teams. Final responsibility for making sure everyone does his/her share of the work rests with the team members. A peer evaluation of the contribution of each team member will be required. Below average performance in the group peer assessment will have a negative impact on your assignment grade. Little or no contribution to the assignments will result in little or no credit for the assignments.

Gadget Policy

Please turn your cell phones to vibrate and put them where they will not distract you. If you need to use a laptop in class, that is fine, however, it is encouraged that you take notes the old fashioned way (paper and pen(cil)) as doing so will help you and your peers stay focused as well as help you retain information better. Moreover, please refrain from using your laptop for unrelated activities (sending e-mail, for surfing

the web, for texting, for playing Solitaire, for doing your accounting homework, and so on). It is very distracting to you, and to those who sit behind you.

Contacting Me

I am here to help you. If you have any problems, questions, suggestions, concerns, etc., please do not hesitate to reach out. Email is the best way to reach me. I will respond to your email within 24 business hours after receiving it. Please treat email as a form of professional communication and ensure that your emails come from your school email address and contain a detailed subject line.

UBP Wellness Coaching Services

While stress is an expected part of the college experience, it can often be compounded by unexpected setbacks or life changes outside the classroom. Success in this course depends heavily on your personal health and wellbeing. Please reach out about any difficulty you may be having that might impact your performance as soon as it occurs and before it becomes unmanageable. In addition, I strongly encourage you to contact the many other support services at Kenan Flagler and on main campus that are available to you. College is hard, but that does not mean you have to navigate it alone.

UBP Wellness Coaching	
Ashley Freuler Wellness Specialist/Coach wellness@kenan-flagler.unc.edu	Joy Stucker Wellness Specialist/Coach wellness@kenan-flagler.unc.edu
Coaching Sign-Up: https://unckf.titaniumhwc.com	

<u>Counseling and Psychological Services (CAPS)</u> Location: James A. Taylor Building, 320 Emergency Room Drive Phone: 919-966-3658 (8:00a – 5:00p) After Hours Phone: 919-966-3658 Email: caps@unc.edu	<u>National Crisis Hotlines</u> National Suicide Prevention Lifeline: 988 Crisis Text Line: Text 741741 Veteran Suicide Hotline: 1-800-273-8255 (Text 838255)	<u>Campus Health</u> (8:00a – 5:00p) Location: James A. Taylor Building, 320 Emergency Room Drive Phone: 919-966-3658
If you are in crisis, please call CAPS at 919-966-3658. In an emergency, please call 911.		

Title IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office

(reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Accessibility Resources and Services

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

AI

Responsible and Ethical Engagement with AI:

The use of generative AI tools is permitted in this course in the following ways: *brainstorming and refining ideas; drafting organizing outlines, assessing your knowledge, and checking grammar and style.*

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, for example using the tool to compose discussion board prompts assigned to you
- Completing group work that your group has assigned to you.
- Writing a draft of a writing assignment or writing entire sentences, paragraphs or papers to complete class assignments.

In all cases, you are 100% responsible for your final product. If the AI makes a mistake, and you use it, it's your mistake. You hold full responsibility for AI-generated content as if you had produced the materials yourself. In addition, The use of AI must be open and documented to stay within university policies on academic honesty (**use the AI Sourcing Table on page 11**). Any assignment that is found to have used generative AI tools in unauthorized ways will result in significant point deductions and/or honor code reports.

When in doubt about permitted usage, please ask for clarification.

Guideline Specifics:

Assignments

- **Writing and Presentation:** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and

validation.

- **Multimedia Assignments:** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include the generation of images, audio, music, video, etc. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- **Mathematical and Statistical Analysis, Data Analysis, Data Interpretation, Coding of Data, generalizing data to a problem set or any other forms of quantification of language or concepts, etc.:** Generative AI can be used for these purposes; however, the output must be verified via your own mathematical calculations and proof of work provided in your assignment.
- **Readings and Discussions:** Generative AI can be used to analyze readings. However, you must also do the readings. Generative AI analysis is not a substitute for reading the works themselves. Similarly, participating in online discussions of readings requires that you provide your own contributions. Unless I specifically allow it, do not generate responses to readings using AI.
- **Research:** If you use AI to support your research, you must account for and document your use. Possibilities include topic brainstorming, search assistance, source evaluation, and summaries and source documentation. Track your use of AI throughout these stages, and then document this assistance as you submit the project. Any material generated through AI in your projects should also be documented in your citations.
- **Simulations:** In principle, you may use AI tools for advice or brainstorming. It should not, however, be used to find cheats or other unfair advantages. If a report is part of the assignment, your documentation of how you used AI in completing the simulation must make the process transparent.
- **Group Work:** Group work guidelines are based on the type of assignment above (e.g., a group written assignment will use the guidelines for written assignments).
- **In-Class Activities:** Instructions on the appropriate use of AI for in-class activities will be provided by me.
- **Written & Oral Exams:** Unless I explicitly grant permission, the utilization of AI tools is prohibited and could potentially constitute a reportable violation to the UNC Honor Court. If the use of AI tools is explicitly permitted, you are required to adhere to the guidelines concerning AI citation, verification, and clarity as outlined below.

Sourcing Use of AI

- **Accuracy:** Generative AI may invent both facts and sources for those facts. Verification is your responsibility, whether the source of the error is you or the AI makes no difference. You need to check the facts, the quotes, the arguments, and the logic, and document what you did to validate your material.

- **Attribution:** All ideas that are not originally your own have a source and that source must be attributed. Please be aware that generative AI tends to invent sources. You have a two-fold obligation with respect to attribution:
 - (1) If a source is identified, find, and attribute the original source of the idea, identify the location of the text within the source, and provide a working link to the location (if the source is available online). If you are not able to locate the source, delete that content.
 - (2) Document the process by explaining how you used generative AI in a work statement that will accompany your submission of major projects in the class. As you submit a project, develop, and include an appropriate version of the below statements:
 - “I attest that this project did not use AI at any stage in its development or in the creation of any of its components.”
 - “I attest that this project made use of AI in the following ways:”
You must then use the following form to document your usage. *

AI Sourcing Table

Usage	Tool Used (e.g., ChatGPT-4)	How you edited the output, if at all	Conversation Link (If available)
Topic selection			
Brainstorming and idea generation			
Research			
Source valuation			
Outlining/planning			
Drafting			
Media creation			
Peer review			
Revising			
Polishing			
Other			

** Note that such attribution is not a valid source for facts, only for the output itself.*

Class Calendar

Note. This calendar is subject to change. All changes will be announced and posted in Canvas.

Day	In-Class	Prepare/Due:
Wed., January 8	FDOC: Syllabus & Introductions	
Mon., January 13	Chapter 1	
Wed., January 15	Chapter 2	
Mon., January 20	No Class: Martin Luther King, Jr. Day	
Wed., January 22	Chapter 3	
Mon., January 27	Chapter 4	
Wed., January 29	No Class- Case Study Workday	
Mon., February 3	Chapter 5	
Wed., February 5	Chapter 6	Case Study #1 (Lake Omarama) Due
Mon., February 10	No Class: Wellbeing Day	
Wed., February 12	Chapter 7 Guest Speaker: The Link Group	
Mon., February 17	Midterm Review (Optional)	
Wed., February 19	Midterm- In Class	
Mon., February 24	Chapter 8	
Wed., February 26	Chapter 9	
Mon., March 3	Chapter 10	
Wed., March 5	Chapter 11	
Mon., March 10	Spring Break	
Wed., March 12	Spring Break	
Mon., March 17	Chapter 12	
Wed., March 19	No Class: Case Study Workday	
Mon., March 24	Chapter 13	
Wed., March 26	Guest Speaker: Dave Alpern, President, Joe Gibbs Racing Meet in the Kenan Center, Room 204	Case Study #2 (Luciana's Running Shop) Due
Mon., March 31	Chapter 14	
Wed., April 2	No Class: Case Study Workday	

Mon., April 7	Chapter 15	
Wed., April 9	Chapter 16	
Mon., April 14	Chapter 17	
Wed., April 16	Chapter 18	Case Study #3 (WaterWiser) Due
Mon., April 21	Chapter 19	
Wed., April 23	No Class: Prepare Study Guide for Final Exam	
Mon., April 28	LDOC Final Exam Review Optional	Team Contribution Evaluations Due Research Requirement Due
Thurs., May 1	Final Exam (Chapters 8-14): 4:00-7:00pm	