

# Business 130 Spring Semester 2016

## Introduction to Marketing

On campus

Mon and Tues. 3:00 -5:30 PM.

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Office Hours: Wed. before and after class as need

**Objective of Course:** It is arguably true that marketing is the only business activity that actually produces revenue. Without revenue no business can exist. As such, marketing may be the most critical activity that a business or organization can engage in. By the same token, businesses and organizations need to produce products or services; manage operations; keep track of expenses and revenues; as well as organize and distribute information. It would be pure hubris to teach that marketing is the most important subject that you will study in your SJSU business education. However, if it is not the most important, surely it is one of the most important.

It is my intent in teaching this class for you to gain, or develop, three distinct skills or understanding. The first is understanding the basic principles and concepts underlying the marketing function. This second is developing a basic understanding of Critical Thinking and how it integrates into the Marketing/Business environment. The third is to gain some experience in applying marketing concepts to business decision making activities and processes through the understanding of the concept of unintended consequences.

In order to develop the skills and understandings listed in the preceding paragraph, several approaches will be taken. There will be text book readings, readings from the WSJ, and projects to help you apply the concepts to the real world.

It is not my intent to try to make you experts in marketing, nor to brainwash you as to marketing's importance. I do want you to find, discover, or appreciate how marketing concepts and the marketing orientation can help you, the entity that you currently or will work for, or any business you may start to become more successful.

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<sup>1</sup> FERPA makes it illegal to communicate private student information by e-mail. For example, information on what class you are in or what time you are on campus can be considered private student information. There is no guarantee of confidentiality on the Internet. SJSU could be held responsible if an unauthorized third party gained access, in any manner, to a student's education record through any electronic transmission method. I cannot communicate with you concerning any substantive educational issue that could allow a 3<sup>rd</sup> party to learn confidential student information. Thus, if you need to discuss any class related issue, you need to see me during office hours or call me. I will send general messages via the University e-mail service to the class advising of WSJ articles you should read and other tangential information I think could be of interest or value. See [www.sjsu.edu/registrar/docs/FERPA\\_Workshop.pdf](http://www.sjsu.edu/registrar/docs/FERPA_Workshop.pdf) or [www.ttuhsu.edu/registrar/documents/FERPA.9.19.11.ppt](http://www.ttuhsu.edu/registrar/documents/FERPA.9.19.11.ppt) for a very good explanation of FERPA.

**Expectations:** I cannot tell you how many hours a week you'll have to spend preparing for the class, nor can I tell you that you'll find the material readily understandable or incomprehensible. I can tell you that to simply read the assignments, and take a few notes on the readings, you should not have to spend more than three hours a week outside of class plus time spent studying for exams and/or papers.

I do not anticipate that any of you will have to spend more than 10 hours a week outside of class on the material or assignments. Of course, each student learns differently, has their own level of study efficiency and their own learning expectations. If you want all As and are compelled to excel, you may in fact spend more than the ten hours indicated above. If you accept average performance, (average performance is not unreasonable, as being average in a college is way above average for the general population), you may spend the 10 hours indicated.

I expect you to THINK about the material, not just memorize a few words or terms. The key skill for you to learn will be to develop critical thinking with respect to marketing problems, opportunities and competitive issues. To do this you have to have learned the language of marketing - its terms and definitions - and to have a full understanding of the basic concepts we will study, such as product life cycle, positioning, segmentation, differentiation, consumer and business decision making processes, penetration pricing, to mention but a few of the important concepts. You will be expected to have read the material before class and to be ready, willing and able to discuss the readings.

I encourage students to raise strange topics, to attempt to find problems or objections to the material we study. The problems and objections need to be with the application of the concepts or the concepts themselves and not with the amount of material or its ease or difficulty. For example, the issue of gun control does not seem, at first blush, to be very salient with respect to marketing. However, gun control is in fact highly integrated with marketing concepts and business activity. First off, gun control is a government regulation of a product. Government regulation of product availability, use, liability and promotion affects every aspect of business activity. There is also the marketing and social segmentation issues that go with the analysis of gun control. Finally, there is a political and cultural aspect to gun control that reflects potential future government activities and opportunities for new products and services.

I will always attempt to differentiate my personal positions and attitudes from those positions, attitudes and information that are of an academic or scholarly orientation. I encourage you to question, both in your mind and verbally, the statements, answers, opinions, and attitudes expressed in class by any one, and that includes myself; guest speakers; and other students. THERE ARE NO STUPID QUESTIONS AND THERE ARE NO STUPID ANSWERS. Some questions and answers can be better structured, or more fully thought out, but they are never stupid.

**Grading Standards & Components:** My grading standard for essay type of assignments is based upon the relative endpoints in a class's performance. I look at the best answer[s] as being

A level work and the worst answer[s] as being D level work. If you don't answer the question, don't turn in the assignment or simply try to pass off gobble gook<sup>2</sup> as a meaningful response, the answer will be deemed an F.

Multiple choice exams are graded on an absolute % of correct answers out of total answers. Almost all multiple choice questions will come from a test bank written and tested to validate the wording and the neutrality of the question by the text books publisher. Multiple choice exams are NOT curved.

We will primarily spend our time discussing the material in the book and the WSJ.

Writing a good project report requires numerous drafts, analysis of the data and of your observation, and an open and inquisitive mind. If you wait to the last minute your grade will reflect that fact. Start working with your group when the groups are assigned.

- There will be only one (1) test in this course, and that will be a take home final examination that comes directly from the text book. The final will have 200 questions, three hundred questions will be given to you in advance and 200 of those will be selected for the test. You will have a week to work on it preparing for the in class test. You will be on your honor to work alone, and not to seek assistance from anyone, or anything, other than your text book. The final will be worth 25% of your grade. It will be closed book, closed notes.
- Class participation, not attendance, will be worth 10% of your grade.
- 60% of your grade will be composed of your performance on four of 3 class projects, (each worth 20%), that will be done by teams of 3 to 4 students. Your team will have the choice of which 3 or the 5 projects to do. You must inform me of the projects your team will do by the third week. Please send me an e-mail with the projects identified and with each team members name included.
- 5% of your grade will come from the evaluation of your group members.

The projects will be based on the material studied up to the date of the project. So, for example, when we finish the chapters on pricing there will be a pricing project due the following week. Each project will require applied knowledge and not just memorized knowledge. Memorized knowledge consists of terms and definitions that you learn to use in salient communications. Applied knowledge is using knowledge to determine new facts or relationships.

A project relating to the value of an intangible attribute might require that the group identify the factors that could affect the value of the item, research how the attribute's price changes as these factors change and then try to group similar priced attributes and see if the hypnotized factors actually explain the different prices.

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<sup>2</sup> Consider the term gobble gook to be synonymous with the American cliché "B.S." In this case the B.S. does not stand for bachelor of science.

For example, what is the value of an automobile warrantee? To answer this question you need to identify different factors that could affect the “value” of a warrantee: the length of the warrantee; the average cost of repair for the brand of car; the probability of specific systems breaking down; the age of the car; the number of miles driven a year; the quality of the roads; and numerous other factors relating to the owner and to the automobile. You would then analyze the information in order to assess the value of the intangible attribute to the market, or if there are different segments, to the relevant segments. You might want to use a matrix of costs and attributes to organize the information and to assess perceived value of the warrantees attributes.

Because this is a group project, the write up and analysis will need to be similar to a regular paper, somewhere in the 8-12 page length range. References will need to be cited and cites will be checked. Papers will be graded on [a] the clear statement of the issue the paper deals with; [b] the depth of the analysis of the issue that was assigned – how complete and through it is; [c] the logic of the model (approach) you use to structure your paper; [d] the logic and supportability of the inferences drawn and [e] the clarity of your presentation – (could I understand your points or did I have to struggle to understand your meaning.) I do not grade on your English skills, but if I cannot read a paper, or make sense of it, I cannot grade it.

Attached below is a list of the projects and the dates that they are due.

- [1] Current world business problems that could affect the construction and sales of homes in the bay area. Please exclude general business down turns and regular economic cycles from your analysis. Due week 4
- [2] Moral and marketing issues associated with the use of data mining from WEB applications and cell phone service. Due Week 6
- [3] The value of the attributes of a college business education to employees who are being considered for employment at a startup employer. Please compare to existing firms in the growth phase and to employees without a college education but who have 3-6 years relevant business experience.

|                     | Startup | growth stage existing firms |
|---------------------|---------|-----------------------------|
| College education   |         |                             |
| Business Experience |         |                             |

Due week 8

- [4] Marketing high tech products using print media, what works, what does not work and why? Are there segments that are more attuned to print media for high tech products and services Due week 11
- [5] A realistic assessment of order fulfillment and channels management in the consumer product market in 2026, including the cost and benefits of new technology that may be used. (Any proposed new technology must be

reasonably implementable, thus the Star Trek “transporter” does not fit this requirement.) Due week 15

Groups will be created at the end of class on week 2. Students will be assigned to groups by the instructor. Because some class time is allocated to group activities (see schedule below), your out of class obligations should not impact your ability to meet during that class time.<sup>3</sup> Each project is to be no more than 6 type written pages. Line spacing is to be 1.5.

The group evaluation will consist of a questionnaire provided by the instructor and filled out by each student separately and turned in at the time of the final exam. Each evaluation will be in a sealed envelope and have the class day, time, semester, GROUP NUMBER written on both sides. All four envelopes will put into an 9x12 envelope and that envelope must be turned in before the exam starts. Any student not turning in an evaluation will receive a zero group evaluation.

- There is no extra credit work.
- All assignments, including readings, are due at the beginning of class on the day assigned.
- Assignments and tests, including changes to the dates in the syllabus and grading criteria, can be made by the instructor through in class announcements, e-mail or a class handout.
- There are no make-up examination unless there was a death or grievous illness in your family or that affected you personally.
- There is a zero tolerance for cheating. Anyone caught cheating will fail the class.

The required marketing text book is:

Contemporary Marketing 2015 Ed. Boone & Kurtz Cenage Learning isbn 978 1 285 18762 4  
A subscription to the WSJ is required. Anyone not having a subscription will not receive any class participation points.

|          |        |   |
|----------|--------|---|
| Feb/2    | Week 1 | Chapter 1   |
|          | Week 2 | Chapter 2 assign groups, get student cards w/ picture |
|          | Week 3 | Chapter 3 & 4   |
|          | Week 4 | Chapter 5 - assignment 1 due                          |
|          | Week 5 | Chapter 6   |
|          | Week 6 | Chapter 7 - assignment 2 due                          |
|          | Week 7 | Chapter 9 -   |
|          | Week 8 | Chapter 10 - assignment 3 due                         |
| March 25 |        | SPRING BREAK  |

<sup>3</sup> You can meet anywhere you want, in the class room, at a member's house, it does not matter. What matters is that you meet and discuss the topic, outline the paper and the points you want to make and start to write the paper.

|         |                                     |
|---------|-------------------------------------|
| Week 9  | Chapter 12                          |
| Week 10 | Chapter 13                          |
| Week 11 | Chapter 14 - assignment 4 due       |
| Week 12 | Chapter 15                          |
| Week 13 | Chapter 16 -                        |
| Week 14 | Chapter 17 & 18                     |
| Week 15 | 19 if time permits assignment 5 due |

May 20/21                      Final.

You are all adults, you are university students, and many of you hold fulltime jobs and/or have families and understand the responsibilities that come with your position in life. Because I believe that the prior sentence is true, I do not take attendance and I do not need to know when or why you are not going to be in class. We all have outside obligations and sometimes one of those obligations require us to make choices and tradeoffs. If you feel that you have an obligation that requires you to be elsewhere, I respect your judgment and decisions. (Here it comes.) However, it is also your responsibility to see to it that your work is done and turned in on time, that you get copies of the notes and or information that was presented in class and that you are prepared to respond to test questions, or in class discussions, dealing with the material you missed.

I will not walk out of class early, and I do not want you walking out before the end of class without talking to me before the start of class. However, if you must use the washroom, or make a call, leave your belongings in the room and just go ahead and do what you must, returning as quietly as possible. Please do not sit in class and text or send e-mails. If it is urgent that you communicate just get up, leave your stuff, communicate and return.

Once a test is passed out, you may not leave the room until you turn in your test. Once a test is turned in you will not have a chance to get it back until it is graded.

Student groups may be called on to make a presentation of their project. Please be prepared.

#### University, College, or Department Policy Information:

a) **Academic integrity statement (from Office of Judicial Affairs):** "Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>

b) **Campus policy in compliance with the Americans with Disabilities Act:** "If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.

### c) College of Business Policies and Procedures:

Please check the url at

[http://www.cob.sjsu.edu/cob/5\\_STUDENT%20SERVICES/cobpolicy.htm](http://www.cob.sjsu.edu/cob/5_STUDENT%20SERVICES/cobpolicy.htm)

To ensure that every student, current and future, who takes courses in the **Boccardo Business Center**, has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

#### **Eating:**

Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

#### **Cell Phones:**

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

#### **Computer Use:**

In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

#### **Academic Honesty:**

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by [Academic Senate Policy S04-12](#).

#### ***Mission***

*The College of Business is the institution of opportunity, providing innovative business education and applied research for the Silicon Valley region.*

Name \_\_\_\_\_ Class \_\_\_\_\_ Time \_\_\_\_\_

                    Last                      first

Group Number (to be assigned before the 3<sup>rd</sup> week) \_\_\_\_\_

Best Phone # to contact you \_\_\_\_\_

University e-mail \_\_\_\_\_

City you live in \_\_\_\_\_

Your goal after you graduate: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your favorite Book \_\_\_\_\_ Movie \_\_\_\_\_

If you Work your current job \_\_\_\_\_

Your current employer \_\_\_\_\_

Number of units you are taking this semester \_\_\_\_\_

Number of hours you work a week \_\_\_\_\_

Please paste a color photograph of yourself, one that was taken in the last two years, in this space. The photo should be of you alone, not in a costume, and that shows your face. (no masks allowed)

Insert the image here then scan and make a color print of the completed form. Bring the form to class by the 2<sup>nd</sup> day of class.

Information will not be kept past the end of the semester.



## Group evaluation form

Group # \_\_\_\_\_ Monday / Tuesday Class

Your Name \_\_\_\_\_

Group members name \_\_\_\_\_

Please circle the number that best represents your evaluation of the group member named above.

Q1. Work was performed on time

Strongly disagree 1 2 3 4 5 Strongly agree

Q2. Work was complete

Strongly disagree 1 2 3 4 5 Strongly agree

Q3. Work met all expectations

Strongly disagree 1 2 3 4 5 Strongly agree

Q4. Group member attended all group meetings

Strongly disagree 1 2 3 4 5 Strongly agree

Q5. Group member was prepared for group meetings

Strongly disagree 1 2 3 4 5 Strongly agree

Q6. Group member raised good ideas or voiced good objections to other ideas

Strongly disagree 1 2 3 4 5 Strongly agree

Q7. This group member had a positive attitude towards the group

Strongly disagree 1 2 3 4 5 Strongly agree

Q8. I would recommend this group member to others as a good co-worker

Strongly disagree 1 2 3 4 5 Strongly agree