USCMarshall
School of Business

BUAD 307 – Fall 2021

Professor: Davide Proserpio
Email: proserpi@usc.edu

Office hours: In person (HOH 332) or Zoom: Thursday 12 pm – 2 pm, 4 pm -6 pm, or by appointment (to be scheduled via email).

Course website: https://dadepro.github.io/BUAD307/buad307-fall21.html
 (In addition to use Blackboard, class material (excluding Zoom videos) will be also posted on the class website).

Class Hours and Locations

This class will be in a hybrid format. I expect most of the students to attend in person, in particular:
1. All students who have not been approved by the USC Office of Student Accessibility Services (OSAS) for remote attendance of classes this semester are expected to attend discussion sessions in person.
2. To the extent possible, students should attend lecture sessions in the Edison Auditorium in person. However, individuals who have a sincere concern about the possibility of contagion of the COVID may elect to join lecture sessions remotely, *in real time*, by Zoom on non-exam days.
3. All students in residence are expected to take exams at the scheduled time in Edison unless eligible for OSAS exam administration.
4. Students who fail to pass the Trojan Check on the day of a discussion session but feel well enough to join class are expected to do so *in real time* through Zoom.

To accommodate students that cannot join in person, there will be a Zoom option. The Zoom links will be posted on Blackboard.

BUAD-307 14836: Lecture on Thursday, 2 pm – 3:50 pm (Edison)
BUAD-307 14842: Friday, 10 am – 11:50 pm (JFF 322)
BUAD-307 14843: Friday, 2 pm – 3:50 pm (JFF 322)
BUAD-307 14844: Friday, 4 pm – 5:50 pm (JFF 322)

Classroom Policies for online attendees

1. Class attendance and participation is important in developing a coherent view of the materials covered in the course. Unless accommodated as described in (b) below, attendance and active participation is expected at the synchronous Zoom class sessions.

a. Students are expected to have cameras on during the synchronous Zoom sessions, and preferably use headsets or earphones to ensure the best audio quality. *Please advise me if you have circumstances under which you will not be able to meet these expectations.*

b. For students who are located in a time zone where the synchronous class sessions or exams fall outside the window of 8 a.m. to 10 p.m. in your local time zone, please contact me. You will not be penalized for not attending the live Zoom class sessions. The Zoom sessions will be recorded and posted on Blackboard, and you will be responsible for watching the recorded sessions. Exams and other synchronous assessments will be scheduled for students to be able to complete the assessment between 8 a.m. and 10 p.m. in your local time zone.

2. The following etiquette is expected:

a. Please do:
   i. Log into class early or promptly
   ii. Arrange to attend class where there is a reliable internet connection and without distractions
   iii. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
   iv. If you use a virtual background, please keep it respectfully professional.
   v. Display both your first and last name during video conferencing and synchronous class meetings.
   vi. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
   vii. Engage in appropriate tone and language with instructors and classmates.

b. Please try not to:
   i. Engage in a simultaneous activity not related to the class.
   ii. Interact with persons who are not part of the class during the class session.
   iii. Leave frequently or not be on camera for extended periods of time.
   iv. Have other persons or pets in view of the camera.

3. All Zoom sessions will be recorded and posted in the Blackboard Course pages.

Technology requirements for attending the class via Zoom

The following equipment and system requirements are recommended to successfully participate in this online course:
- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac
- Current browser
  - Google Chrome
  - Firefox
  - Internet Explorer (not recommended)
  - Safari (Mac)

For technical support please see:
- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)

  For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu. They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).

- **Zoom Video Web Conferencing System** (MarshallTALK)

  For assistance using Zoom, go to Zoom Support Page. You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.

- **Marshall Systems** (MyMarshall, Marshall Outlook email)

  For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email HelpDesk@marshall.usc,edu, or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:
  - On a computer or mobile device, go to MyMarshall Home Page and click the "**Help**" link on the upper right.
  - Log in using your Marshall username and password.
    (If you don't know your Marshall login please follow the onscreen instructions pertaining to login issues)

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

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 this course, 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

Textbook: Dhruv Grewal and Michael Levy, M: Marketing, 7th edition. Boston: McGraw-Hill Irwin, 2018 (ISBN: 978-1259924033).

Lecture slides, this syllabus, and additional course information will be available on the course website

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 still enroll in this course. Set aside some time to learn the basics and learn by doing.

Course notes and attendance

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.

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.

There will be some amount of material that will be delivered in lectures and discussion sections ONLY (i.e., not in the textbook). This is because lectures and discussions are meant to enhance rather than repeat what is in the textbook. **This also means that some exam questions will be based on material discussed in class but not discussed 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 the professor questions during office hours regarding missed material.

Grading Policies

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

Assignments	Points
Midterm	30
Final exam	35
Market research participation	2.5
Participation	7.5

Group project	25
TOTAL	100

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). We will explain this further in class.

Your grade will not be based on a mandated target, but on your performance. In fall 2020, the average grade for this class was around a "B".

The Two Exams

- One midterm (30% of the total grade) and one final exam (35% of the total grade). 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 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

Marketing research participation is 2.5% of the total grade.
This class is required to participate in 1 in person and 6 online research studies per semester. Detailed instructions can be found at:
https://dadepro.github.io/BUAD307/Handout_MKT_ResearchPool_Fall_2021.pdf
As it is described in the instructions, ff you decide to not participate in the marketing research studies, I will give you an alternative project which will consist in writing a short research paper. Please inform me before **September 10**. 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

In-class participation is 7.5% of the total grade and will be evaluated based on your level of involvement in class discussions and in-class exercises.

- 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.
- The professor _**may**_ give up unannounced attendance quizzes during the semester. The attendance quizzes don't figure directly into your grade, but they alert me about your commitment to the class. These quizzes may be given at any time, in either lecture or discussion section.
- Attendance will also be taken during discussion sections for the same reason.
- 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

The group project is 25% of the total grade.
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 marketing plan for 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 students depending on the class size. 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.

Forming the groups: You should form a group for the project as soon as possible, and not later than week 3 (Sept. 10).

Group project proposal: 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. Note that this proposal is separate from the group paper discussed below. The proposal is due on Friday,

September 24 (end of week 5), as shown on our class schedule. Length should be about 1 page, single-spaced, 12 points, margins approximately 1".

Presentation: The project will be presented by each group at the end of the semester (last day of class, December 3). Your presentations will be about 12 minutes with Q&A. (This timing may have to be adjusted depending on the number of groups. Your professor will notify you if these timing guidelines are adjusted.) Develop your presentation 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.
Your presentation should cover the information in your paper (discussed below), plus additional details about the "4P's" as they pertain to your new product or service. More specific instructions will be provided in class as well as via Blackboard. You should send you presentation to me by Dec 1 (midnight).

Paper: Besides the final presentation, each group needs to turn in a paper describing the process undertook in developing the new product, which should include, but it is not limited to: a timeline of the product development, from the idea creation to the preparation of the presentation (this should include how you split the various tasks among the group members, and it should be clear who did what); the marketing strategies and concepts you adopted, with an explanation of their relevance in the development of the product or service; challenges that you encountered during the product development (e.g., unexpected new competitor entering the market). The paper should be a PDF document of about 5 pages, single-spaced, 12 points Times New Roman, margins 1", and must be delivered by midnight of December 7.

Peer evaluation within your group: On the day of the presentations, group members will be asked to submit an assessment of each of their team members' contributions. In order to accurately quantify this assessment, I will ask every member the group to evaluate all team members over several dimensions using a scale 1-5 (1 being poor, and 5 being excellent).
Although the points allocated among the students in this internal team evaluation will not translate directly into your group project score, your peer evaluations **will affect** your grade because they reveal what contributions each student made to his or her team.
These evaluations are confidential and will only be reviewed by your professor. The deadline to submit the evaluations is December 7 (midnight). Failure to submit a peer evaluation will result in a point deduction from your individual score.
Not every group member is going to have the same talents, but every member is expected to attend group meetings and make regular contributions to enhance their group's chances of success.

Marketing in the News

We will start each class discussing a marketing related example that recently appeared in the news and that relates to the topics we have covered in class.
Every week during discussion, starting on week 2 (Sept. 3), a group of 2/3 student will present to the class with slides (5 to 10 mins) a news related to marketing of their choice.

MARSHALL GUIDELINES

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, students can add the class using Web Registration. If the class is full, students will need to continue checking the Schedule of Classes (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course if they do not notify the instructor prior to their absence.

See the "Academic Records and Registrar" website for specific add/drop and related deadlines. (https://arr.usc.edu/). Please also refer to https://arr.usc.edu/calendar/ if you intend to drop a class – that link will give you deadlines to drop without a "W" on your transcript.

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on Research and Scholarship Misconduct.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.
USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice - (323) 442-33*40 or otfp@med.usc.edu
chan.usc.edu/otfp
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (http://emergency.usc.edu/) will provide safety and other information, including electronic means by which instructors will conduct class 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.

Incomplete Grades

A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other "emergency" that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

An "emergency" is defined as a serious documented illness, or an unforeseen situation that is beyond the student's control, that prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student's grade, the instructor is required to fill out an "Assignment of an In-complete (IN) and Requirements for Completion" form which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed within the time allowed.

COURSE CALENDAR FALL 2020

Please note that the course calendar may change slightly to accommodate speakers' schedules. Changes, if any, will be announced in class.

Week	Topics	Textbook reading	Comments, deliverables and due dates
Week 1 August 26/27	- Welcome and introduction to the course, overview of the syllabus, overview of marketing - Disney+ vs Netflilx - Warby Parker	CH 1-2	
Week 2 Sept 2/3	- Digital marketing - Marketing ethics - Amazon buys Whole Foods - Disney Magic Band - Social media	CH 3-4	- Marketing in the news starts
Week 3 Sept 9/10	- Analyzing the marketing environment - Consumer behavior - Experiential Learning Center (ELC): Marketing in Action **during discussions slots on Sept 10**	CH 5-6	- Groups should be formed by the end of this week. Notify me if you still don't have a group. - If you cannot participate in the marketing research study notify me this week and I will give you an alternative project.
Week 4 Sept 16/17	- Business to business marketing - Segmentation, Targeting and Positioning (STP) - Car Sharing, Canyon, Marriott, Whole Food cases	CH 7,9	
Week 5 September 23/24	- Career Path/Elective session with Therese Wilbur - Marketing research - Airbnb case (data)	CH 10	- Group project proposal due on **Friday, September 24 (by midnight).** Failure to submit this

			will result in a **5 points deduction** from you project final score.
Week 6 Sept 30/ Oct 1	- Review of the course in preparation of the midterm **during lecture time** - Present group proposal to class		Possible Guest Speaker
Week 7 Oct 7/8	- **Midterm on Oct 7 during lecture time** - Product, branding and packaging decisions; developing new products - Brandless and Snapchat cases	CH 11-12	
Week 8 Oct 14/15	- **Fall Recess, no class**		
Week 9 Oct 21/22	- Services, the intangible product. - Service recovery paradox, example of service recovery - Fake reviews - Online reviews exercise (data)	CH 13	
Week 10 Oct 28/29	- Pricing concepts for establishing value - Online versus offline competition: The Sharing Economy - Ethical and societal dilemmas (price discrimination). - Pricing exercises	CH 14	
Week 11 Nov 4/5	- Supply chain and channel management. - Retailing and multichannel marketing - Walmart and Wegmans cases	CH 15-16	
Week 12 Nov 11/12	- Integrated Marketing Communications - Advertising - Google AdWords - Ethical/societal discussion about social media advertising	CH 17-18	

Week 13 Nov 18/19	- Experiential Learning Center (ELC): Washaway Clean **during discussions slots on Nov 19**		Possible guest speaker
Week 14 November 25/26	- **Thanksgiving, no class**		
Week 15 Dec 2/3	- Review of the course in preparation of the final exam **during lecture time** - Group presentations		- Review of the course during lecture time (Thurs 2-4pm) - Group presentations due on **Dec 1 (by midnight).** - Project paper and peer evaluations due on **Dec 7 (by midnight).**
Final exam Dec 8-15	- Exact date TBD		