The Cameron School of Business at University of St. Thomas

1. Course Information

Course Title: Marketing Applications  
Course number: MKTG 3344  
Course Section: 1008  
Credit. Hours: 3  
Semester: Fall 2013  
Course website: Blackboard  
Room #: Welder 115  
Days & hours: Tue Thu 2:10-3:25PM  
Prerequisites: 50+ Credit Hours & MKTG 3343

2. Instructor Information

Name: Dr. Shuoyang Zhang (Dr. Z)  
Office location: Welder 201  
Office Phone: 970-430-5325  
FAX: 713-525-2110  
Office hours: Tue Thu 9:30-11:10AM, 12:20-2:10PM, Sat 11:45AM-12:15PM, and by appointment  
Skype: zhangshuoyang; Google+: zhangshuoyang@gmail.com (available for online meetings)  
E-mail: zhangs1@stthom.edu (Please indicate MKTG 3344 in the Subject)  
Emergency number: 970-430-5325 (mobile and text messaging)  
Where to leave assignments: Blackboard

3. Course Catalog Description

Applications approach to problem-solving and research techniques in marketing. Prerequisite: 50+ Credit Hours & MKTG 3343

4. Program Goals and Objectives:

The Bachelors of Business Administration has five goals.
When students complete the BBA degree at the University of St. Thomas:

1. They will communicate clearly, effectively and logically in a business situation:
   - Objective 1: Graduates can demonstrate mastery of appropriate communication technology.
   - Objective 2: Graduates can produce written materials that flow logically and are grammatically correct.
   - Objective 3: Graduates can deliver a compelling oral presentation grounded in relevant information and facts.

2. They will be adept at critical thinking and be able to demonstrate creative decision making skills:
   - Objective 1: Graduates can identify the main problem and key surrounding assumptions.
   - Objective 2: Graduates can evaluate the logic, validity and relevance of data.
• Objective 3: Graduates can solve challenging problems and discuss conclusions, implications.

3. They will be able to work effectively in teams towards achievement of goals.
• Objective 1: When working in a group, graduates can demonstrate collaborative behaviors in the achievement of group goals
• Objective 2: When working in a group, graduates can evidence accountability for the achievement of group goals
• Objective 3: When working in a group, graduates can demonstrate a positive attitude towards the group and the other members of the group

4. They will be able to state moral standards/principles, recognize possible moral issues and bring their moral knowledge to bear in resolving these moral issues.
• Objective 1: Graduates can state professional codes for ethical conduct as they apply to business situations.
• Objective 2: Graduates can discern moral issues in a business case.
• Objective 3: Graduates can bring moral principles to bear in resolving business issues.

5. They will demonstrate an understanding of fundamental business issues and processes.
• Objective 1: When students complete the BBA, they can demonstrate their management specific skills and competencies in Accounting, Economics, Management, Quantitative methods, Finance, marketing, Legal and Social Environments, Information System and Global Issues.

5. Course Learning Objectives (and relationship to program goals and objectives)

For each course module, I will provide you with specific learning objectives. These objectives should be used to guide your studying as you read and reflect upon course materials and assess your understanding of class topics. The general learning objectives for this course are that, by its completion, you will be able to:

1. Analyze marketing problems, propose and evaluate alternative solutions.
2. Evaluate and prioritize information that influences marketing decisions.
3. Apply various techniques for generating creative ideas.
4. Apply qualitative and quantitative analysis to help solve marketing problems.
5. Effectively use oral and written communication to support positions taken on marketing issues.
6. Effectively apply the creative problem solving process to any marketing issue.

This course addresses program goals 1, 2, 3, 4, and 5.
6. Texts, Readings, Materials

Required text citation:
*Inside the Box: A Proven System of Creativity for Breakthrough Results*, by Drew Boyd and Jacob Goldenberg.

7. Instructional methods:

A variety of teaching methods will be used in class and online throughout the semester, including lectures, class discussions, team project, and presentation.

8. Technology

- Online communication and collaboration;
- Online research and data retrieval;
- Use of general productivity software (e.g., Microsoft Office) to complete assignment;
- Use of BlackBoard learning platform

9. Course Tentative Schedule:

The schedule below is tentative and subject to change in the event of circumstances beyond the instructor's control. An Announcement will be made in advance for any change to be made.

You are expected to have done the reading assignment before coming to the class session. If you are unable to take a Quiz or an Exam when it is scheduled, please contact the instructor via e-mail as far in advance as possible with legitimate documentation to arrange a make-up opportunity.

<table>
<thead>
<tr>
<th>Tentative Course Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This schedule is tentative. The instructor reserves the right to make changes in the class outline as needed.</strong> It will be my responsibility to announce any changes in class. If you are absent on a day that I announce the changes, it will be your responsibility to contact me or a fellow student to learn of any changes.</td>
</tr>
<tr>
<td><strong>Module 1: Framing Problems and Structuring the Decision Making Process</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>Week</td>
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<tr>
<td>3</td>
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<td>4</td>
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**Module 2: Tools for Evaluating Alternatives**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>9/15 T</td>
<td>Alternatives</td>
<td>Read <em>Smart Choices</em>, Chapter 4 before class. During this session you will work with your teammates on generating alternative solutions to solve the problem that your client is facing.</td>
</tr>
<tr>
<td>8</td>
<td>9/17 R</td>
<td>Structure for deciding between alternatives</td>
<td>Read <em>Smart Choices</em>, Chapters 5 &amp; 6 before class.</td>
</tr>
<tr>
<td>9</td>
<td>9/22 T</td>
<td>Client Presentation</td>
<td>[Business Casual]</td>
</tr>
<tr>
<td>10</td>
<td>9/24 R</td>
<td>Structure for deciding between alternatives</td>
<td>Read <em>Smart Choices</em>, Chapters 7 &amp; 9 before class. By this time you are expected to have conducted your in-depth interview with the managers.</td>
</tr>
<tr>
<td>11</td>
<td>9/29 T</td>
<td>Psychological Traps to Decision Making INCLASS TEAM WORK</td>
<td>Read <em>Smart Choices</em>, Chapters 10 before class. At the end of this session each team should have a draft of your problem statement and objectives.</td>
</tr>
<tr>
<td>12</td>
<td>10/1 R</td>
<td>Exam</td>
<td>By this time you are expected to be done with your in-depth interviews, and finished situation analysis.</td>
</tr>
</tbody>
</table>

**Module 3: Theory and Tools for Creativity & Innovation**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>10/6 T</td>
<td>Creativity and Innovation Sources of creativity and innovation</td>
<td>Link: “Daydream achiever”\nLink: “Wikipedia on Creativity”\nLink: “Creativity Loves Constraints”</td>
</tr>
<tr>
<td>14</td>
<td>10/8 R</td>
<td>Generating Creative Alternatives</td>
<td>Link: “Creativity Techniques” (look through and critique 3 approaches, take notes, bring to class)</td>
</tr>
<tr>
<td>15</td>
<td>10/13 T</td>
<td>Fall Break. No Class.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Description</td>
<td>Notes</td>
</tr>
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</table>
| 16     | 10/15 R Pictures and Visualization to Solve Problems and Generate Creative Alternatives  
• Mind mapping  
• Back of the napkin  
• Thinking in pictures | Link: [Tony Buzan on Mind Mapping (YouTube)](https://www.youtube.com/watch?v=QK8z3bwaR7c)  
Link: [Wikipedia: Mind map](https://en.wikipedia.org/wiki/Mind_map)  
Link: [Thinking in Pictures](https://www.temple.edu/templegrandin/)  
Link: [The Back of the Napkin](https://www.temple.edu/templegrandin/)(review the Back of the Napkin animation – click on book follow the four steps, look at the Tools, skim the blog.) |                                                                  |
| 17     | 10/20 T Generating Creative Alternatives in A Group                  | In-class exercise  
Around this time, you are expected to have generated some creative ideas for the client to solve problems.                                                                                      |                                                                  |
| 18     | 10/22 R Systematic Inventive Thinking (SIT) & Two Principles         | Read [Inside the Box, Introduction and Chapter 1](https://books.google.com/books?id=0Nc3BwAAQBAJ) before class.                                                                                       |                                                                  |
| 19     | 10/27 T The Subtraction Technique                                    | Read [Inside the Box, Chapter 2](https://books.google.com/books?id=1234567890) before class.  
Group work and in-class exercise.                                                                                          |                                                                  |
| 20     | 10/29 R The Division Technique                                       | Read [Inside the Box, Chapter 3](https://books.google.com/books?id=890123456789) before class.  
Group work and in-class exercise.                                                                                          |                                                                  |
| 21     | 11/3 T The Multiplication Technique                                  | Read [Inside the Box, Chapter 4](https://books.google.com/books?id=9087654321) before class.  
Group work and in-class exercise.                                                                                          |                                                                  |
| 22     | 11/5 R The Task Unification                                          | Read [Inside the Box, Chapter 5](https://books.google.com/books?id=5678901234) before class.  
Group work and in-class exercise.                                                                                          |                                                                  |
| 23     | 11/10 T The Attribute Dependency Technique                           | Read [Inside the Box, Chapter 6](https://books.google.com/books?id=1098754321) before class.  
Group work and in-class exercise.                                                                                          |                                                                  |
| 24     | 11/12 R INCLASS WORK SESSION: Apply the tools to generate alternative solutions to solve the problems that your client is facing. Revisit tools for evaluating alternatives. | At the end of this session please hand in your ideas.  
Please note that team members who were not in class during this session cannot claim any credit for this assignment. You need to be working on the assignment in order to get credit from it. |                                                                  |
| 26     | 11/17 T Tools for Selling Your Solution/Persuading Others            | Each team should work toward completing your project report with sections on evaluating alternatives, recommendation and implementation suggestions, etc. |                                                                  |
| 27     | 11/19 R Tools for Selling Your Solution/Persuading Others            | In-class assignment                                                                                                                                  |                                                                  |
| 28     | 11/24 T Guest Speaker                                                |                                                                                                                                                  |                                                                  |
| 28     | 11/26 R Thanksgiving Break. No Class.                               |                                                                                                                                                  |                                                                  |
| 29     | 12-1 T Group Project Presentations                                  | PowerPoint Slides, Team Meeting Log, Peer Evaluation Forms due at the beginning of the presentations.  
Please bring hard copies of your slides to the client and the instructor.                                                       |                                                                  |
| 30     | 12-3 R Group Project Presentations                                  |                                                                                                                                                  |                                                                  |

### 10. Course Policies

It is required that everyone in class will:
- Attend all class meetings, read assigned materials, and participate in discussions.
• Raise relevant questions and contribute relevant observations to the topic being discussed.
• Demonstrate awareness of appropriate interpersonal communication and sensitivity to others.
• A laptop computer is allowed in class as long as it is used for classroom activities.
• Cell phones should be turned off or set to be “silent” or “vibrating” mode in class.
• For safety reasons, do not leave your seat without the permission of the professor.
• Reasonable accommodations will be made for students with special needs.

Specifically,

1) **Attendance** will be recorded from the first day the class meets through the final exam. Class attendance is considered essential to the learning process. It is, thus, important that you regularly and punctually attend all class sessions. Attendance not only provides for an opportunity to participate in class discussion, but also provides a relatively easy way for you to earn points toward a higher grade. If you are going to be absent from class, prior to the beginning of the class session, you should send an email to the professor with legitimate documentation. This is the same professional courtesy that the leader of a business meeting would expect. While missing class has a negative impact on your participation grade, absences without notifying the professor in advance will be even more detrimental to your participation grade. The instructor understands that it is not possible for most students to attend every class session. Thus, **10 points will be deducted from your Class Participation grade for each class session missed in excess of two sessions.**

2) **Participation** is based on both quality and quantity and can happen in-class and online. You need to demonstrate that you are actively engaged in the subject matter – this can be shown through your comments and questions during our class discussions as well as your online posting in the Blackboard and email communication with the professor. In order to effectively participate in class, it is essential that you have prepared the assigned materials. Higher quality class participation is reflected in thoughtful and analytical comments and questions that provide evidence of your understanding and add to everyone’s learning. Quality participation moves the discussion along and contributes to our collective learning. For every class session, one student volunteer will take **meeting minutes** to record the participation activity of the entire class.

**Pop-Quizzes** will be given randomly to make sure you have read the required materials and are prepared for class discussions. These points will count toward your participation points.

3) **Exam.** The exam will cover the key concepts, terminology, and techniques from the course textbook Smart Choices and class notes from meeting sessions. The exam cannot be missed without prior approval of the instructor with legitimate documentation. If the student must be absent for an exam due to a reason that would be recognized by
the Dean to be a legitimate reason (hospitalization, death of parent or sibling, etc.), a make-up exam will be considered by the instructor. All make-up exams must be given within one week of the exam.

Please note:
- During the exam you may not leave the room for any reason. This includes restroom breaks.
- During the exam you may not wear a hat.
- During the exam you may not even have your cell phone on the table/desk area.
- The only thing you may have on your desk/table during the exam is the exam itself (and any writing implements being utilized).
- If the exam is to be written in a blue book you may only use the blue book I provide. Use of any other blue book will result in a grade of zero being assigned for the examination in question.

4) **Marketing Plan Team Project** is a major component of this class. The project is designed to give you the opportunity to apply the concepts you are learning to a real marketing problem. Each team will give a final presentation and complete a marketing plan written report at the end of the semester. Please frequently check the expectations on the course schedule in order to keep track of your team project progress. You need to document all your meetings in a team meeting log and evaluate each team members’ contribution to the project. Individual grades may be adjusted based on peer evaluation. A team member who is “fired” by a team must complete the project on his/her own.

5) **Small Tasks**: Students are required to complete a series of small tasks throughout the semester in order to (1) bolster the student’s performance in courses in the business school and (2) better prepare students for their professions and careers after school. These tasks and workshops are offered both online and in person at various times and locations. Please see below for a list of required tasks. You will gain 10 points for completing each one.
   a. Bio Sketch
   b. Team Introduction
   c. Professional Development
   d. Constructive Group Competition or Presentation Tools and Tips
   e. End of Semester Reflection

6) The grade of “F” will be awarded in the case of academic dishonesty, such as plagiarism and cheating on the examination. It may also be given in cases where the student demonstrates no effort/preparation, obvious lack of participation, lack of professionalism or respect. In this latter case, such students will have fair warning they are on this track and given the opportunity to improve, before “F” is awarded. This course is not designed to promote student failure; just the opposite, it is to promote student success. Therefore, to do well in this course, the formula is simple and
straightforward: read assigned materials, come to class and be ready to discuss, and do well on the team project.

11. Student Grading Processes:

<table>
<thead>
<tr>
<th>Components</th>
<th>Points</th>
<th>% and Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Small Tasks</td>
<td>100</td>
<td>93.0 – 100% A</td>
</tr>
<tr>
<td>Exam *</td>
<td>100</td>
<td>90.0 – 92.9% A-</td>
</tr>
<tr>
<td>Book Report **</td>
<td>100</td>
<td>87.6 – 89.9% B+</td>
</tr>
<tr>
<td>Team Presentation **</td>
<td>100</td>
<td>85.0 – 87.5% B</td>
</tr>
<tr>
<td>Team Project Report **</td>
<td>200</td>
<td>80.0 – 84.9% B-</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>600</td>
<td>77.6 – 79.9% C+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75.0 – 77.5% C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70.0 – 74.9% C-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 – 69.9% Fail</td>
</tr>
</tbody>
</table>

* Make-up quiz/exam will only be given in the case of an unavoidable conflict with legitimate documentations (e.g., major illness). No make-up requests will be accepted after a week of the missed date. Unless prior arrangements are made, a missed quiz/exam/report will result in a grade of zero.

** When appropriate, the final individual grades for group projects will be adjusted in accordance with peer evaluations. Each group member must submit a confidential peer-evaluation form via BlackBoard. Failure to turn in peer evaluations will result in a deduction of up to 10 points from the final project grade.

12. Available Support Services:

- **The Instructor:** Please feel free to call or text 970-430-5325
- **Course-Specific Library Resources:** [http://campusguides.stthom.edu/](http://campusguides.stthom.edu/)
- **General Library Resources:** [http://www.stthom.edu/library_research/index.aqf](http://www.stthom.edu/library_research/index.aqf)
- **Learning and Writing Center (LWC):** [www.stthom.edu/tutoring](http://www.stthom.edu/tutoring) ***
- **IT Helpdesk:** Phone: (713) 525-6900 Email: ithelpdesk@stthom.edu

*** Please note that students are encouraged to consult with tutors at the Learning and Writing Center when completing assignments for this course. Based on the instructor’s assessment of the student’s work, the student may be required to work with the tutors at the Center to improve the student’s skills.
CSB Mission Statement
Inspired by the Basilian Fathers’ motto of Goodness, Discipline and Knowledge, the Cameron School of Business provides a comprehensive, high quality, ethically oriented business education to a diverse student body enabling graduates to serve as leaders of faith and character in a global economy.

Academic Honesty
Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual’s honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable.

All work submitted/presented for this course must be the original work of the student(s). Since the goal of college-level work is to bring your idea(s) to the forefront of your submission—with the research acting to inform and support your ideas—excessive use of direct source quotations and material from external sources must be avoided. All source material must be cited even if you are not presenting direct quotes.

The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of F for the course.

Accommodations
The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap.” If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential.