

Linfield College Syllabus

<u>Course Number and Title:</u>	BUS 321, Principles of Marketing
<u>Term and Year:</u>	Spring 2008
<u>Dates, Time, and Location:</u>	F: 02/22; 03/07, 03/21; 04/25; 6:00pm – 9:30pm Su: 02/24, 03/09, 03/23; 04/27; 9:00am –5:00pm Peterson 106 (Portland Campus)
<u>Credits:</u>	Three (3) undergraduate credits
<u>Instructor's Name:</u>	M. Malek Daaboul
Instructor Contact:	Address: 17558 SW Kemmer View Ct. Beaverton, Oregon 97007 Phone: (503) 591-1866 Email: mdaabou@linfield.edu Alt. Email: daaboul@comcast.net

I. Course Description:

This course is meant to introduce students to the science of marketing in a systematic way that explores how the marketing functions and process interacts with the entire organization. The course is designed to give managers a functional understanding of, and appreciation for, the marketing discipline. Students should come to understand marketing as an economic exchange function that has been necessitated by industrialization and work specialization. Students should complete the course with an appreciation of marketing as a science, as a discipline grounding in economics, psychology, sociology, organizational sciences, and rigorous research methods. Students should ultimately be able to identify where and how the practice of marketing in the real world deviates from the science.

II. Texts:

John W. Mullins et al, Marketing Management, Sixth Edition.
ISBN: 978-0-07-352982-0, McGraw-Hill/Irwin.

III. Extended Course Description:

BUS 321 covers marketing concepts, analysis of recurrent problems in marketing management, and marketing decisions that marketing managers need to understand to be successful. The course will help the student develop the following marketing skills:

Understanding marketing management principles and marketing in the twenty-first century.

Building customer satisfaction, value, and retention.

Winning markets: Market-oriented planning.

Analyzing Marketing opportunities.
Gathering information and measuring market demand.
Scanning the marketing environment.
Analyzing consumer markets and buyer behavior.
Analyzing business markets and business buying behavior.
Dealing with the competition.
Identifying market, segments and selecting target markets.
Developing marketing strategies.
Positioning the market offering through the product life cycle.

IV. Teaching Philosophy and Methodology:

My job in the classroom is primarily a facilitator for students as they challenge themselves to achieve a more complete and practically useful understanding of marketing management principles and practices. So, it is expected that students come to the class each week prepared to participate in class discussion of the reading material/assignment assigned for that week. Students will receive credit for regular participation in class discussion.

Weekly assignment includes writing the learning objectives of assigned chapter(s), discussion questions, and case(s) analysis.

The students is expected to complete assignments in a timely manner during the assigned week/be ready to participate in class discussion about them, and turn them in next class period. All written assignments must be typed or word-processed, and double-spaced.

There will be two in class Exams (Midterm Exam and a Final Exam).

V. Learning Outcomes:

A student who earns a “ C ” or better in this class will have demonstrated the following core skills and will have evidence of such from the materials and work s/he’s completed for class:

Demonstrate a good grasp of marketing management principles, ideas, tools, and practices that marketing managers need to operate successfully and meet the challenges facing them.

Develop understanding of the analytical approach of assessing the marketing environment, market opportunities, competitive situations and research needs of an organization.

Demonstrate an awareness and understanding of marketing strategies with various stages of the product life cycle.

An “ A “ student will develop these competencies and more from participating in this course, as well as the personal confidence to move on and pursue interesting independent work, most importantly a deeper understanding of the issues/challenges faced with using marketing management principles.

VI. Assessment and Evaluations:

Assignments/Class Participation: 40% (40 points possible)

Midterm Exam: 30% (30 points possible)

Final Exam: 30% (30 points possible)

Grading scale:

How points and percentages equate to grades

100-95	A	76-73	C
94-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	59 or <	F

VII. COURSE POLICIES

Incompletes: A grade of Incomplete (I) is given only in emergency situations. The student must request an Incomplete in writing and must obtain my permission. All uncompleted work must be completed within the time limits I set. If you simply don’t turn in the final assignments or the final exam, your course grade will be calculated with the missed portion counting for 0 points.

Academic honesty: Cheating and plagiarism will not be tolerated. Any student found to be engaging in either of these activities at any point in the course will receive a failing grade for the assignment and/or entire course and may be subject to further college sanctions.

Rules of Discussion: The classroom should be a safe haven within which individuals can discuss the widest possible range of topics without fearing retribution, ridicule, or attack. In order for this to happen, we must assume that we are all persons of intelligence and good will who may ultimately disagree, sometimes to a profound degree, with one another but whose characters are not impugned or intelligence

disparaged because of this disagreement. The classroom is not a forum for proselytizing, nor it is a soapbox for diatribes by either students or faculty. For the academic endeavor to succeed, we must treat each other with civility, courtesy, and respect. All perspectives and questions are welcome, as long as they are impelled by a genuine desire for knowledge, can be articulated thoughtfully, and supported by sound reasoning.

Students with disabilities: Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term.

VIII. Tentative Course Outline

Week 1

Read Chapters 1, & 2

Week 2

Read Chapters 3, & 4

Week 3

Read Chapters 5, 6, & 7

Week 4

Read Chapters 8, & 9

IX. Biography:

About The Instructor: Malek Daaboul has a broad industrial background with a record of contribution in marketing, sales, customer support, engineering, manufacturing, information technology, and business management. Strong planning and management skills complemented with a thorough technical and analytical background. Worked at Owens Illinois in Toledo, Ohio for about nine years in different capacities: Manufacturing Engineer, Senior Operations Research Analyst, and Systems Software & Technical Supervisor. He then worked for Tektronix in Beaverton, Oregon for about Six years as Technical Services Manager before joining Sequent Inc. in Beaverton, Oregon for about four years as Computer Resources Group Manager and Later as Rightsizing Marketing Manager. Then He worked for IBM Global Services in Portland, Oregon for about four years as a Senior Business Management Consultant/Solutions Manager and for Oracle

Corporation in Portland, Oregon for about two years as Consulting Services Practice Manager. Responsibilities at IBM and Oracle included business development in Oregon, marketing, and selling consulting services as well as overall management of consulting engagements and executive relationships. Malek has been teaching undergraduate and graduate (MBA) courses since 1974. Courses taught include Strategic Marketing Management, Industrial Marketing, Services Marketing, International Marketing, Management Decisions Making, Decision and Executive support Systems, Economic Decision Making, Managerial Forecasting, Operations Research, Operations Management, Information Technology and Mathematics. He has masters degrees in electrical and industrial engineering and done Ph.D. work (two years) in systems engineering.