



**MARK 6A61 Marketing Administration
Fall 2015 Syllabus¹**

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	Course Page: UH Blackboard Learn

Course Objective

The objective of this course is to help you develop your skills in marketing analysis and planning. To this end, this course will introduce you to key marketing ideas and phenomena, especially the core theme of delivering value to customers and firms alike.

Learning Method

Our principal learning method is the case + lecture method. This means, almost every class, we will be discussing a case. This will be augmented by lecture-discussion, in-class and out-of-class activities.

Course Material

The main course materials are:

1. Required. Harvard Business Publishing Cases (6 cases @ \$3.95 each, last known price). Here is the link: <https://cb.hbsp.harvard.edu/cbmp/import/ptos/28291515>
2. Recommended but not required. “Harvard Business Essentials: Marketer’s Toolkit: The 10 Strategies You Need to Succeed (Paperback)” ISBN-10: 1591397626, ISBN-13: 978-1591397625.

To buy the cases, please access the ‘General Instructions Folder’ in the course home page in Blackboard, and then click on “Link to Purchase Course Materials”, and it will take you to the Harvard Business Publishing course page where you register yourself, and then purchase all cases via electronic download in one shot. The (recommended but not required) book is a lot less expensive online.

Grading

Your grade for the course will be based on performance on the following four elements, details below:

1. Pre-case Assessment –	25 points
2. Class Participation –	15 points
3. Group Marketing Plan Presentation –	25 points
4. End-term Exam –	35 points
Total	100 Points

¹ Please note that this syllabus is subject to correction/clarification.

- Pre-case Assessment (Individual) – 25%
 - Prior to every case session you will have to complete an online assessment via BlackBoard®. This (multiple-choice) assessment will focus on factual details and your judgments regarding the case.
 - The assessment will be available the four-days prior to the day when the case is due to be discussed in class, and will close at the beginning of class-time.
 - There are 5 case assessments. Each of these assessments will be graded on 10 points. The total out of 50 will be converted to a base of 25.
- Participation (Individual) – 15%
 - Participation points will be based on two dimensions:
 - Attendance (5%): This is measured using end-of-class take-aways. This will be there every class. This will be counted, but not graded.
 - Cold-Call + Individual Initiative (10%): Participants will be called by name with specific questions about the lecture and case material in the class. Participation through your own initiative is both encouraged and rewarded; the emphasis is on quality, though.
- Marketing Project (Group) – 25%
 - You will be involved in generating a marketing plan for a product or service, and making a presentation thereof. More details will be provided in class.
- End Term Exam (Individual) – 35%
 - There will be a final exam (during the final exam week) covering conceptual and application questions in multiple-choice format.

Please note that some components (participation and marketing plan) are inherently subjective. They require me to make a subjective judgment of your performance. If this subjectivity is something you are uncomfortable with, or you “do not like to participate” in class, then you should probably not take this class. Sometimes, someone with fewer comments may get more points than someone who talks a lot. What matters is the insight that furthers the discussion, not just share-of-voice.

As a matter of policy, I can only fix “objective” errors such as faulty arithmetic. There are no make-up exams except under conditions which meet the University of Houston criteria for exceptions. There are no “additional-assignments” outside of what is in here.

Converting Grades to Letter Grades

- Each grade component will be converted to the appropriate base, and then added to yield the total points. The following table will be applied for converting the total points (base 100) to letter grade (clean cut-off; no rounding up or down).

93 and above	A
90 and above but less than 93	A-
87 and above but less than 90	B+
84 and above but less than 87	B
80 and above but less than 84	B-
77 and above but less than 80	C+
74 and above but less than 77	C
70 and above but less than 74	C-
67 and above but less than 70	D+
64 and above but less than 67	D
60 and above but less than 64	D-
Less than 60	F

Organization of Course and Slides

This is a case-discussion-heavy course. But it is not all about listening to and talking about specific cases. We emphasize the takeaways from the case, and let them lead to a broader conceptual discussion to topics related-to but not limited-to the takeaways from the cases. Typically, we will first discuss the case, and then discuss the conceptual topics.

Parts of the lecture follow a question and answer format. I want you to confront the questions that will be posed in class, and I hope to help you discover the concepts in the process. I aim to make use of the energy from class discussions to make conceptual/application points and takeaways. For this reason, some of the slides online will be deliberately blank/missing prior to the class. This is intentional. You will have access to the full version after the class. The slide description on BlackBoard® will clearly tell you if it is a partial or full version.

Preparing for Case Discussions

Cases form the backbone of this class. Please come prepared by having completed the pre-case assessment online. You have to have mastered the details of the case, and critically analyzed the implications of the facts in the case. Your answers in class should reflect such critical analysis. Be prepared to be cold-called. This is part of the grading system (see above).

Remember that you can only get credit for class participation if you are actually in the class. In addition, your colleagues are counting on your insight and it is not fair to them if you miss many class sessions. Everyone learns from your comments, just as you do from others' comments.

In order to help me get to know you and to give you credit for your comments, I request that you sit in the same seats throughout the semester. I will hand out a seating chart on the second day of classes. You are free to select your seat for this class. Please make every effort to keep the seat assignment for the rest of the semester. This makes it easier for you to build your brand equity.

Also, any written material that you submit may be processed through UH services that assess the originality of submitted material.

Other Important Information

If I have any announcements to make, I will do so in the class and/or on the course website. Please check the website regularly for any announcements, changes to exercises etc. You are responsible for all announcements and material covered in class and the announcements made on the website.

I want you to participate vigorously in the class. I expect this to be an interesting course, and I am positive that your participation will enhance the learning experience for all of us. This course outline, including the grading policy, is tentative. If there are any changes, I will inform you in advance.

The University of Houston expects high standards of academic honesty from the students. Academic honesty is assumed, and assessed in part via Turnitin®.

The Center for Students with Disabilities provides a wide variety of academic support services to all currently enrolled UH students who have any type of mental or physical disability of either a temporary or permanent nature. These services include assistance with course accommodations, adaptive equipment, individualized exam administration, taped textbooks, wheelchair repair, library needs, registration, handicapped parking, accessible housing and transportation, as well as many other needs. If you feel that you may need assistance of this nature, you may wish to call the Center at 3-5400. In addition, you should let me know about any special needs as soon as possible.

Bauer College of Business has a policy that requires all of its instructors to be evaluated by their students. The results of these evaluations are important to provide feedback to instructors on how their performance can be improved. In addition, these evaluations are carefully considered in promotion and other important decisions. We openly encourage students to provide feedback to the instructors by participating in the evaluation process.

Tentative Topic Schedule

Please note: For the sake of expositional simplicity, the schedule below includes both the Monday and Wednesday sections. If you are enrolled in the Monday section, please attend classes on that day. The cases below have been selected for this course in the hbsp.harvard.edu site. Please buy cases only from the course site within Harvard Business Publishing.

Class Session	Date of Class	Class Activities*	Deliverables
1	8/24 (Mon) 8/26 (Wed)	Conceptual Discussion: Introduction to Marketing and Elements of Marketing + Strategy (Chapter 1)	
2	8/31(Mon) 9/2 (Wed)	Case Discussion: Tanishq Conceptual Discussion: Market Customization: Segmentation, Targeting and Positioning (Chapter 4)	Pre-Case Assessment Due Online
3	9/9 (Wed) 9/14 (Mon) Note Monday Section Class Skips A week due to Martin Luther King Holiday!!!	Case Discussion: Ikea Invades America Conceptual Discussion: Market Research (Chapter 3) + Developing New Products and Services (Ch. 8)	Pre-Case Assessment Due Online
4	9/16 (Wed) 9/21 (Mon)	Case Discussion: Calyx and Corolla Conceptual Discussion: Distribution/Retailing	Pre-Case Assessment Due Online
5	9/23 (Wed) 9/28 (Mon)	Case Discussion: Snapple Conceptual Discussion: The Right Customers (Ch. 7) + Pricing it Right + Branding	Pre-Case Assessment Due Online
6	9/30 (Wed) 10/5 (Mon)	Case Discussion: BMW Films Conceptual Discussion: Promotion + Wrap Up	Pre-Case Assessment Due Online
7	10/7 (Wed) 10/12 (Mon)	Marketing Plan/Research Presentations – (Group)	Presentation in Class
8	(Exam Week) TBA by Bauer Admin		Course Final Exam