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Principals of Marketing Management

Syllabus: BUSN 3100

Brooklyn College

School of Business

Undergraduate Program

professorbassell.com



❖ Instructor's Information

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- Portfolio: <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>
- Course Website: www.professorbassell.com



❖ Required Materials

1: Marketing

By Kerin, Rudelius, and Hartley
McGraw Hill Publishers
ISBN: 978-0-07-352 993-6
10th Edition Copyright 2011

2: Interpretive Software Inc. ® NewShoes™

Register at www.interpretive.com/students using COURSE ID **BROO13581**
After you register you will receive an email with your User ID & Password.

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❖ Course Overview

Click on the **MARKETING** playlist

This **Marketing Management** course requires students to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **marketing**. Our main focus will be on the strategies and tactics related to the 4P's of marketing: **1)** product, **2)** price, **3)** place, and **4)** promotion. We will also discuss creating value, developing marketing strategies, segmenting markets, and the positioning, creating, branding, pricing, distributing, selling, and advertising products.

❖ Basis for Judgment

Students will demonstrate an understanding of marketing concepts and the ability to apply the concepts by analyzing and evaluating case studies and simulation scenarios. The simulation is a learning-by-doing approach based on the 15 page case study that focuses on the marketing and promoting of a new line of athletic shoes. Students are required to **i)** evaluate the cases and simulation scenarios, **ii)** apply course concepts, **iii)** develop marketing models using market research data **iv)** formulate solutions, **v)** make recommendations, **vi)** justify their position, and **vii)** create a marketing plan.

The course uses technology to create an engaging and interactive learning community that is supportive, relevant, practical, insightful, and meaningful. Discussion boards on BlackBoard are used in our course to share information, apply concepts, draw conclusions, and have discussions about **marketing** topics.

❖ Demonstration of Achievement: Assurance of Learning

Exam 1	50%	Chapters 1, 2, 9, 10, 11, 13, 14	October 16 th 5pm @ Brooklyn College
Homework	40%	Simulation	
Exam 2	10%	Chapters 1-2, 9-11, 13-15, 18-21	December 18 th @ Brooklyn College

❖ Learning Outcomes

This **Marketing** course requires students to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **marketing**. At the conclusion of the course, students should be able to:

Create

- a marketing plan,
- a model that predicts consumer behavior,
- market-product grid,
- questionnaire to conduct market research, and
- a logo, symbol, and print ad.

Evaluate

- the different ways to segment a market,
- the stages of the product life cycle, and
- the elements of the diffusion of innovation model.

Analyze, compare, and contrast

- the factors that will cause a product to fail or succeed,
- branding strategies and cost per thousand,
- pricing strategies and cost behavior,
- reach and frequency, and
- channels of distribution.

Apply, illustrate, and implement

- the phases of the strategic marketing process,
- the 5 steps involved in segmenting markets,
- cost and profit oriented, demand and competition oriented pricing approaches,
- price elasticity of demand, and
- the stages of personal selling.

Understand and discuss

- how organizations build strong customer relationships and customer value,
- the 5 major categories of linear programming problems,
- the role of packaging and labeling, and
- why consumers shop online.

Remember, explain, and contrast **MARKETING** concepts, terms, and definitions.

This syllabus is subject to change as necessary.

Assignments are due on BlackBoard at 10pm. **Late assignments will not be accepted.**

ASSIGNMENT SCHEDULE

The homework assignments are based on 12 learning modules designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **marketing**.

Week	Date	Due	Topics
1	Aug 28 Wed	HW A 3M Case	Chapter 1 Customers and Value Simulation Year 1 : Benchmark
2	Sept 3 Tues	HW B BP Case	Chapter 2 Marketing Strategies Simulation Year 2 : Benchmark
3	Sept 11 Wed	HW C Prince Case	Chapter 9 Segmenting Simulation Year 3 : Benchmark
4	Sept 18 Wed	HW D Activeion Case	Chapter 10 New Products
5	Sept 25 Wed	HW E BMW Case	Chapter 11 Products and Brands
6	Oct 2 Wed	HW F Washburn Case	Chapter 13 Price Foundation Simulation Year 1
7	Oct 9 Wed	HW G Greptile Case	Chapter 14 The Final Price Simulation Year 2
8	Oct 16 Wed	Exam 1 There are no makeup exams	Chapters 1, 2, 9, 10, 11, 13, 14 5 pm @ Brooklyn College If you miss the exam your grade in the course is an F.
9	Oct 23 Wed	HW H Act II Case	Chapter 15 Marketing Channels Simulation Year 3
10	Oct 30 Wed	HW I Armour Case	Chapter 18 Integrated Mktg. Communications Simulation Year 4
11	Nov 6 Wed	HW J Google Case	Chapter 19 Advertising, Promotions, & PR Simulation Year 5
12	Nov 13 Wed	HW K Xerox Case	Chapter 20 Personal Selling Simulation Year 6
13	Nov 20 Wed	HW L Pizza Hut Case	Chapter 21 Interactive & Multi-Channel Simulation Year 7
14	Nov 26 Tues	HW M	Simulation Year 8
15	Dec 4 Wed	HW N	Simulation Year 9
16	Dec 11 Wed	HW O	Simulation Year 10
17	Dec 18 Wed	Exam 2 on campus	Chapters 1, 2, 9 - 11, 13, 14, 15, 18, 19, 20, & 21 @ Brooklyn College

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❖ Methodology

- **Textbook:** The textbook is required and an important tool used to expose students to important **marketing** concepts and topics. **You should read all the chapters in the book**, but some chapters will receive greater attention than others during the semester.
- **Case Studies:** The **application** of key **marketing** concepts will be explored and students will be required to analyze **case studies**. The case studies are in both a written and video format to engage you and bring the concepts to life. **You must use the facts in the case and the concepts in the book to draw conclusions and make recommendations.** The case studies are a great learning tool since they will help improve your understanding of the concepts and strengthen your critical reasoning skills. The questions are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **marketing management** concepts. You must give a **comprehensive explanation** using the criteria and components of the relevant concepts. Your answer must be persuasive and use the course concepts as a basis. **Each case study analysis should be a minimum of 1,250 words.** Each question requires a **minimum** response of 250 words, but there is no maximum number of words. If your posting is less than 250 words you might receive partial credit. The minimum is not equivalent to a grade of 100% and doing the minimum is not enough to get a grade of 100%. However, it is not just about the number of words posted. There are 4 criteria used to evaluate your posting 1) **Quantity**, 2) **Quality**, 3) **Relevance**, and 4) **Manner**.
- **Discussion Boards:** Discussion threads will post to the course online via Black Board. Students are required to enter the discussion board and post thoughtful comments. Comments should demonstrate an understanding of key course concepts, strong critical thinking skills, and a persuasive logic. You must make 4 posts: 1 primary post that answers the questions and 3 secondary posts regarding the postings of others on our team that moves the conversation forward. "I agree with you" is not an insightful post. You must add to what someone posted and address a point not already addressed in order to have a discussion. You should not only comment on the postings, but ask meaningful questions and respond to questions so that a discussion takes place. Responding to a question or asking a question counts as one of your secondary posts.
- **Video Segments:** There are a dozen video cases posted on BlackBoard. Some case studies you will watch and others you will read. Many of my **lectures** are on **www.youtube.com/professorbassell** These video cases and lectures close the gap between theoretical and practical. My goal is to make the course interactive, engaging, and helpful in your pursuit of knowledge, academic success, and career growth.

Watch



YOUTUBE.COM/PROFESSORBASSELL

Click on the **MARKETING** playlist

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❖ Simulation: New Product Development: Athletic Shoe Industry

The simulation gives you the opportunity to **1)** lead an organization, **2)** apply knowledge and skills in a new and unfamiliar situation, **3)** adapt and innovate to solve problems, **4)** learn-by-doing, **5)** understand management issues from a global perspective. Each student is a marketing executive at a **shoe** company. For 10 simulated years you manage the marketing mix (4 P's) for your athletic shoe product line. Each year you make decisions regarding:

Marketing by Region

- Price
- Consumer Advertising Expenditures
- Consumer Sales Promotion Expenditures
- Personal Selling (# of sales representatives)
- Dealer Sales Promotion Expenditures

HANDS-ON EXPERIENCE

Experiential Learning

LEARNING-BY-DOING

Corporate

- Product Development Investment: Up to 10 new and improved shoe versions possible.
- Contract Bid

Market Research

- Your decisions should not be arbitrary! You **MUST** make decisions based on your analysis of the **market research reports** contained in the simulation. Your decisions must demonstrate your understanding of course concepts and your ability to apply those concepts.

Your task is to increase revenue, unit sales, net profit, customer satisfaction, and market share in a competitive and changing environment. You must skillfully **create, communicate, and deliver value.**

Learning Objectives

The purpose of the simulation decisions and the marketing plan is to help you understand and apply different aspects of marketing and new product development including:

- Product:
 - Market Penetration, Market Development, New Products, & Diversification.
 - Multi-Product Branding, Multi-Branding, Private Branding
- Price:
 - Price Elasticity of Demand, Break-Even Analysis, Gross Margin Analysis
 - Demand, Cost, Profit, Competition Oriented Pricing Approaches
 - Demand Oriented examples: Penetration, Skimming, and Prestige Pricing
- Place:
 - Push vs Pull.
- Promotion:
 - Media Timing: Continuity, Pulsing, or Flighting
 - Mix: Advertising, Consumer & Dealer Sales Promotion, Personal Selling

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1 Week 1

Module A

Reading: Chapter 1

Customer Relationships and Values

HW **A**

Critical Thinking:

Case Study **3M**Simulation Year **1** Benchmark

After reading this chapter students should be able to:

LO1: Define marketing and identify the diverse factors influencing marketing activities.**LO2:** Explain how marketing discovers and satisfies consumer needs.**LO3:** Distinguish between marketing mix factors and environmental forces.**LO4:** Explain how organizations build strong customer relationships and customer value.**LO5:** Describe how today's customer relationship era differs from prior eras.**2** Week 2

Module B

Reading: Chapter 2

Marketing Strategies

HW **B**

Critical Thinking:

Case Study **BP**Simulation Year **2** Benchmark

After reading this chapter students should be able to:

LO1: Describe two kinds of organizations and the three levels of strategy in them.**LO2:** Describe how core values, mission, organizational culture, business, and goals are important to organizations.**LO3:** Explain why managers use marketing dashboards and marketing metrics.**LO4:** Discuss how an organization assesses where it is now and seeks to be.**LO5:** Explain the three steps of the planning phase of the strategic marketing process.**LO6:** Describe the elements of the implementation and evaluation phases of the strategic marketing process.

Learning Module Outcomes

3 Week 3	Module C	
Reading: Chapter 9	Segmenting and Positioning	HW C
Critical Thinking:	Case Study Prince Sports	Simulation Year 3 Benchmark

After reading this chapter students should be able to:

- LO1:** Explain what market segmentation is and when to use it.
- LO2:** Identify the five steps involved in segmenting and targeting markets.
- LO3:** Recognize the bases used to segment consumer and organizational markets.
- LO4:** Develop a market-product grid to identify a target market and recommend resulting actions.
- LO5:** Explain how marketing managers position products in the marketplace.

4 Week 4	Module D	
Reading: Chapter 10	New Products	HW D
Critical Thinking:	Case Study Activeion	

After reading this chapter students should be able to:

- LO1:** Recognize the various terms that pertain to products and services.
- LO2:** Identify the ways in which consumer and business products and services can be classified.
- LO3:** Explain the significance of “newness” in new products and services as it relates to the degree of consumer learning involved.
- LO4:** Describe the factors contributing to a new product’s or service’s success or failure.
- LO5:** Explain the purposes of each step of the new-product process.

Learning Module Outcomes

5 Week 5	Module E	
Reading: Chapter 11	Products and Brands	HW E
Critical Thinking:	Case Study BMW	

After reading this chapter students should be able to:

- LO1:** Explain the product life-cycle concept.
- LO2:** Identify ways that marketing executives manage a product's life cycle.
- LO3:** Recognize the importance of branding and alternative branding strategies.
- LO4:** Describe the role of packaging, labeling, and warranties in the marketing of a product.

6 Week 6	Module F	
Reading: Chapter 13	Price Foundation	HW F
Critical Thinking:	Case Study Washburn	Simulation Year 1

After reading this chapter students should be able to:

- LO1:** Identify the elements that make up a price.
- LO2:** Recognize the objectives a firm has in setting prices and the constraints that restrict the range of prices a firm can charge.
- LO3:** Explain what a demand curve is and the role of revenues in pricing decisions.
- LO4:** Describe what price elasticity of demand means to a manager facing a pricing decision.
- LO5:** Explain the role of costs in pricing decisions.
- LO6:** Describe how various combinations of price, fixed cost, and unit variable cost affect a firm's break-even point.

Learning Module Outcomes

7 Week 7

Reading: Chapter 14

Module G

The Final Price

HW G

Critical Thinking:

Case Study **Greptile**

Simulation Year 2

After reading this chapter students should be able to:

- LO1:** Describe how to establish the “approximate price level” using demand-oriented, cost-oriented, profit-oriented, and competition-oriented approaches.
- LO2:** Recognize the major factors considered in deriving a final list or quoted price from the approximate price level.
- LO3:** Identify the adjustments made to the approximate price level on the basis of discounts, allowances, and geography.
- LO4:** Name the principal laws and regulations affecting specific pricing practices.

8 Week 8

Exam 1 Chapters 1, 2, 9, 10, 11, 13, 14Wednesday, October 16th Brooklyn College

I am expecting everyone to get a 100!



- Please bring photo ID, a pen, and several #2 pencils with erasers
- There will be 4 different versions of the exam: pink, blue, green, and yellow.
- I can't answer any questions during the exam because it will disturb other students.
- There is **NO** curve in grading exams. There are **NO** extra credit assignments.
- There are no makeup exams. If you do not take the exam your score is a zero and your grade in the course is an F. Everyone must follow the rules below:
 - **You are not able to use any electronics during the exam.**
 - **No** cell phones, ipods, ipads, or any other device.
 - You must turn your phone and other electronic devices completely **OFF** before the exam starts.
 - No talking or texting is permitted during the exam.
 - You can't leave the room during the exam.
 - You can't use notes or books.

Learning Module Outcomes

9 Week 9

Module H

Reading: Chapter 15

Marketing Channels

HW H

Critical Thinking:

Case Study **Act II**

Simulation Year 3

After reading this chapter students should be able to:

- LO1:** Explain what is meant by a marketing channel of distribution and why intermediaries are needed.
- LO2:** Distinguish among traditional marketing channels, electronic marketing channels, and different types of vertical marketing systems.
- LO3:** Describe the factors and considerations that affect a company's choice and management of a marketing channel.
- LO4:** Recognize how conflict, cooperation, and legal considerations affect marketing channel relationships.

10 Week 10

Module I

Reading: Chapter 18 Integrated Marketing Communications

HW I

Critical Thinking:

Case Study **Armour**

Simulation Year 4

After reading this chapter students should be able to:

- LO1:** Discuss integrated marketing communication and the communication process.
- LO2:** Describe the promotional mix and the uniqueness of each component.
- LO3:** Select the promotional approach appropriate to a product's target audience, life-cycle stage, and characteristics, as well as stages of the buying decision and channel strategies.
- LO4:** Describe the elements of the promotion decision process.
- LO5:** Explain the value of direct marketing for consumers and sellers.

Learning Module Outcomes

11 Week 11 Module J
Reading: Chapter 19 Advertising HW J
Critical Thinking: Case Study **Google** Simulation Year 5

After reading this chapter students should be able to:

- LO1:** Explain the differences between product advertising and institutional advertising and the variations within each type.
- LO2:** Describe the steps used to develop, execute, and evaluate an advertising program.
- LO3:** Explain the advantages and disadvantages of alternative advertising media.
- LO4:** Discuss the strengths and weaknesses of consumer-oriented and trade-oriented sales promotions.

12 Week 12 Module K
Reading: Chapter 20 Personal Selling HW K
Critical Thinking: Case Study **Xerox** Simulation Year 6

After reading this chapter students should be able to:

- LO1:** Identify the different types of personal selling.
- LO2:** Explain the stages in the personal selling process.

13 Week 13 Module L
Reading: Chapter 21 Interactive & Multichannel Marketing HW L
Critical Thinking: Case Study **Pizza Hut** Simulation Year 7

After reading this chapter students should be able to:

- LO1:** Identify the demographic and lifestyle profile of online consumers.
- LO2:** Describe why consumers shop online.
- LO3:** Discuss cross-channel shopping.

Learning Module Outcomes

14 Week 14
HW M

Module M
Simulation Year 8

15 Week 15
HW N

Module N
Simulation Year 9

16 Week 16
HW O

Module O
Simulation Year 10

17 Week 17

Exam 2 Chapters 1, 2, 9, 10, & 11, 13, 14, 15, 18, 19, 20, & 21
Wednesday, December 18th @ Brooklyn College

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 - You must turn your phone and all electronics completely **OFF** before the exam starts.
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 - You can't leave the room during the exam.
 - You can't use notes or books.

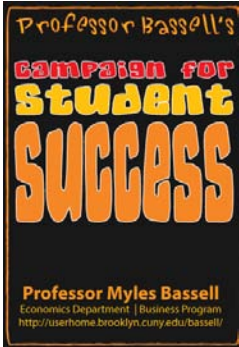
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❖ My Goal

My goal is for students to L E A R N ! It is all about you!

❖ My Mission

To help students achieve their educational and professional goals.



❖ My Goals For You

- ❖ Increase Your **marketing** knowledge and skills
- ❖ Improve Your ability to use computers and the Internet
- ❖ Enhance Your ability to analyze and **solve problems**
- ❖ Expand Your ability to find and use information on your own
- ❖ Strengthen Your ability to **apply concepts** and skills
- ❖ Fortify Your appreciation and sensitivity to ethical issues and diversity
- ❖ Develop Your ability to express your ideas and **lead an organization**

❖ My Dozen Objectives

1. Distribute a written syllabus on or before the first day of class
2. Demonstrate my ability to organize materials for the class
3. Stimulate interest in the topic being studied
4. Generate effective class discussion
5. Communicate effectively and speak clearly
6. Encourage independent thinking and ethical behavior
7. Demonstrate openness to students' comments, questions, and viewpoints
8. Display an exceptional understanding of the course subject matter
9. Keep to the time and schedule requirements of the class
10. Provide students access to me outside of class and be available for Q&A
11. Clearly communicate course requirements and assignments
12. Promptly grade assignments

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❖ Demonstration of Achievement: Assurance of Learning

Exam 1 50% Chapters 1, 2, 9, 10, 11, 13, 14 October 16th 5pm @ Brooklyn College

Homework 40% Simulation

Exam 2 10% Chapters 1-2, 9-11, 13-15, 18-21 December 18th @ Brooklyn College

❖ Grading Criteria

A	93% +	C	73% - 75%
A-	90% - 92%	C-	70% - 72%
B+	86% - 89%	D+	66% - 69%
B	83% - 85%	D	63% - 65%
B-	80% - 82%	D-	60% - 62%
C+	76% - 79%	F	Below 60%

❖ Exams

- Please bring photo ID, a pen, and several #2 pencils with erasers
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- There are no makeup exams. If you do not take the exam your score is a zero and your grade in the course is an F. Everyone must follow the rules below:
 - **You are not able to use any electronics during the exam.**
 - No cell phones, ipods, ipads, or any other device.
 - You must turn your phone and other electronics completely **OFF** before the exam starts.
 - No talking or texting is permitted during the exam.
 - You can't leave the room during the exam.
 - You can't use notes or books.

Not following these exam rules may result in severe penalties including receiving an F in the course and being suspended from the college.

Brooklyn College, School of Business

❖ Academic Integrity

Code of Conduct

This Code of Conduct highlights and supplements, but does not replace the Code of Conduct issued by Brooklyn College and/or The City University of New York (C.U.N.Y.). The goal of this code is to maximize the classroom experience for all.

Your course grade is in part a function of your:

1. exam, project, and quiz results
2. level of participation
 - a. making intelligent and relevant remarks on discussion board
3. accurate completion and timely submission of assignments

There are other factors that can have a significant impact on your course grade and they include:

- Cheating on exams
 - (phones, ipods, pda's, blackberry's, treo, and other devices are **NOT** allowed during any exam)
 - you must turn **OFF** all electronics before the exam starts
- Disruptive Behavior
 - Rudeness
 - Disrespect
 - Lateness
 - Interrupting the lecture
- Frequent absence
- Signing the attendance sheet and leaving OR signing for someone else
- Failure to turn off electronic devices (cell, phones, pagers etc)

"The faculty and administration of Brooklyn College support **an environment free from cheating and plagiarism**. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site: <http://www.brooklyn.cuny.edu/bc/policies>."

All students should read carefully and thoroughly the 2011-2012 Brooklyn College Bulletin, especially pp. 21-35 for a complete listing of academic regulations of the College.

http://www.brooklyn.cuny.edu/pub/documents/grad_bulletin_11.pdf

Penalties

Violation of this Code of Conduct and other rules of Brooklyn College and C.U.N.Y. can result in:

- Lowering your course grade one full letter per offense
- Receiving an F or failing grade for the course
- Being suspended or expelled from the college or university

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❖ **Plagiarism**

If an academic misconduct (for example: cheating on exams or papers, plagiarism...) occurs the instructor will impose the strongest sanctions that the University or College permits.

I encourage you to look at articles and/or resources from databases and/or on the Internet to find information regarding the case studies, discussion questions and/or other assignments. However, what you submit to me must be **your own work**. Direct quotations should be used very rarely and, when used, should be very short. You must **always indicate the sources used**. Students will not receive credit for answers on the different assignments that are mostly paraphrasing of other sources even if the sources are listed. Paraphrasing should be used very rarely and, when used, students must always indicate the sources used. There is no learning value for students to just quote and/or paraphrase parts of articles and/or resources found on the Internet or somewhere else.

If students use information from any source in an assignment and do not cite the source using quotation marks, this is plagiarism, which is a violation of academic integrity at Brooklyn College.

If I find evidence of plagiarism in an assignment, the student will receive a **score of zero** on this assignment. If I find again evidence of plagiarism in another assignment from the same student, this student will receive a **failing grade in the class**.

Furthermore, if a student plagiarizes and/or cheats I am required to report it to the Committee on Academic Integrity. This Committee may then decide to suspend or expel the student.

WARNING: The book is an important resource for this course and you must use it to answer the questions. The information needed to answer the questions is contained in the readings and should be the basis for your critical analysis. You are expected to draw conclusions and make recommendations based on the information in the case and the concepts explained in the chapters. Do NOT use other sources unless you properly cite them.

If you copy and paste information from the internet and/or do not cite your sources your grade on the assignment is a **zero**. That is cheating and plagiarism. If you plagiarize a second assignment your course grade is an **F**.

Rubric for Evaluating Assignments

Criteria	A 90+	B 80+	C 70+	F
Quantity	<p>250 words per question</p> <p>The amount of information provided demonstrates an excellent ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p>	<p>200 words per question</p> <p>The amount of information provided demonstrates a good ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p>	<p>150 words per question</p> <p>The amount of information provided demonstrates only a fair ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p>	<p>Less than 150 words per question. Either the assignment was not submitted, or there is not enough detail to demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero.</p>
Quality	<p>Demonstrates an excellent understanding of the chapter concepts, explains effectively and accurately the relevant concepts, applies the chapter concepts properly to the case, recommends specific action, and includes facts from the case to support a main idea. Citations and examples were included as necessary.</p>	<p>Demonstrates a good understanding of the chapter concepts and often accurately and effectively explains the concepts, applies chapter concepts to the case, recommends next steps, and includes facts from the case to support a main idea. Citations and examples were usually included as necessary.</p>	<p>Demonstrates only a fair understanding of the chapter concepts and only a fair ability to apply the concepts. Concepts are not fully or accurately explained. Citations and examples were generally not included as necessary.</p>	<p>Either the assignment was not submitted, or the posting does not demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero. No recommendations or solutions formulated.</p>
Relevance	<p>Directly related to the case or chapter and is integrated with other postings.</p>	<p>Related to the case, but often not integrated well with other postings.</p>	<p>Somewhat related to the other postings and the case or chapter.</p>	<p>Not related to the assignment.</p>
Manner	<p>Very organized and has no spelling, punctuation, or grammatical errors.</p>	<p>Organized and usually has no spelling, punctuation, or grammatical errors</p>	<p>Disorganized and/or has many spelling and grammatical errors that makes it difficult to understand.</p>	<p>Very disorganized and has numerous spelling, punctuation, and grammatical errors.</p>

❖ Disability-Related Accommodations

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services please provide your professor with the course accommodation form and discuss your specific accommodation with him/her.

❖ Absence for Religious Reasons

You are not required to attend a class meeting if it interferes with your religious observance. However, being absent does not excuse you from submitting or completing any assignments that are due. The state law regarding non-attendance because of religious beliefs can be found in the Brooklyn College Bulletin.

http://www.brooklyn.cuny.edu/pub/documents/grad_bulletin_11.pdf

❖ Important Dates on the College Calendar

Wednesday, August 28 **First day of classes**

Monday, September 2 **Labor Day: College Closed**

Tuesday, September 17 **Last day to drop a course without a grade**

Wednesday, September 18 First day to apply for **W grade***

Monday, October 14 Columbus Day—**College Closed**

Tuesday, October 15 Conversion Day: Classes follow a **Monday schedule**

Friday, November 8 **Last day to apply for withdrawal (i.e., W grade) from courses***

Monday, December 16 **Reading Day**

Tuesday December 17 – Monday, December 23 **Graduate students: Last Classes or Final Examinations**

*When you DROP a course, it will not appear on your transcript. When you WITHDRAW from a course, a W will appear on your transcript, but it does not count in your GPA. If a student withdraws or drops a course during the first week of class they are 25% liable for tuition, the second week of class 50% liable, the third week of class 75%, and the 4th week of class or thereafter there is a 100% tuition liability.



Professor Bassell



Brooklyn College
The City University of New York

TM

❖ General

I developed a roadmap that will enable us to successfully cover the course materials. Late assignments will not be accepted. If you do not complete an assignment your grade for that assignment is a zero. The due dates are set to help you manage the workload and be successful in the course. University-wide the **ABS grade** designation is no longer in use. Students are not entitled to an INC grade and it is at the faculty member's discretion. I will not issue an **INC grade** since I do not believe that is in your best interest. Campus wide it has been found that almost always the student does not complete the work required by the college's deadline and the computer automatically turns the INC into an F. If necessary you can drop the course with a W grade. However, I designed the course to be meaningful, but also manageable. I know that many of you work, have families, and are taking other courses. I am very confident that you will be able to meet the course requirements. **You can do it! Yes you can!** [Let me know what I can do to help you be successful.](#)

**** Your responses to each question must be detailed and demonstrate your understanding of the key concepts in the chapter. You must be able to demonstrate your ability to apply the chapter concepts to the case studies. If you use key terms in your response please define the terms and explain how they are applicable to the case. I know what the terms mean, but for you to get full credit you need to convince me that you know what the terms mean. :-)

Case Study Analysis

You must:

- + demonstrate your understanding of the chapter concepts
- + **explain the relevant concepts correctly**
- + apply the chapter concepts to the case, and
- + **include facts from the case to support your position**

Do **not** email me your case study analysis. **Post your assignments to BlackBoard.**

*** Type your responses in WORD and save to your computer or flash drive so that you can review your case studies for the exam. Copy and paste your responses to the BlackBoard blog for the assignment by **10 pm** on the due date. Each assignment has a separate blog link. After the due date you will no longer be able to post to blackboard.

❖ Media Players

To make the course more interactive and interesting I also posted a short video for each case. For your convenience I posted two different file types for each video case.

VLC Media Player can play Flash (flv) and Mpeg 4 (mpg) video files.

Download free VLC Media Player at the link below

<http://www.videolan.org/vlc/>



Quick Time also can play Mpeg 4 (mpg) video files

<http://www.apple.com/quicktime/download/>



Windows Media Player can play Windows Media Video (wmv) files

Download free Windows Media Player at the link below

<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>



Brooklyn College, School of Business

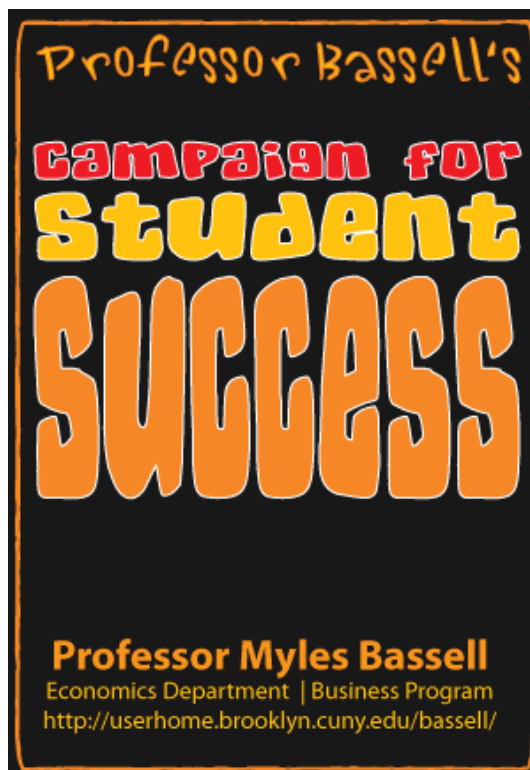
This will be a fun semester ! I am looking forward to being your coach !

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- Profile http://www.brooklyn.cuny.edu/pub/Faculty_Details5.jsp?faculty=379
- Portfolio <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>
- Course Website www.professorbassell.com

VISIT



COURSE WEBSITE



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Bibliography

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