Dear Student,

Welcome to Introduction to Marketing. I look forward to meeting you at our first class on January 26th, 2016 and getting to know you during the semester.

Introduction to Marketing is a popular course. A number of different sections are taught each semester by a number of different professors. To ensure some consistency across these sections, the professors meet and agree on various considerations. Based upon our October 29, 2015 meeting, the professors teaching this course in the spring 2016 semester agreed upon the following.

1. There would be two exams.
2. There would be at least two Harvard-type cases, one to be written up as a small group (4 students or so) assignment and another to be written up as an individual assignment.
3. There would be semester long group projects, with 3 days at the end of the semester for project reports.
4. There would be a module on basic marketing math worth 5% of the final grade.
5. To provide exposure to real-world marketing, there would be three outside speakers who will deliver their talks from 12:30 to 1:45 p.m. on three different dates (to be determined). So as not to increase the number of class sessions, three regular class sessions will be canceled to accommodate the sessions for the three guest speakers.

The attached syllabus describes these requirements along with a considerable amount of other material. I urge you to read this syllabus carefully before the semester begins. Along with describing the course contents, course assignments, and a number of other things, it describes your responsibilities. Also, please complete the Personal Information Form at the end of the syllabus, which will help me get to know you.

I look forward to seeing you on January 26th.

Prof. Jacoby
Leonard N. Stern School of Business, New York University
SYLLABUS 1 --- INTRODUCTION TO MARKETING
MKTG-UB.0001.05 – PROFESSOR JACOBY

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Class Meetings: Tuesdays & Thursdays, 8:00-9:15 a.m.; Room: Tisch Hall UC-24

Teaching Fellow: Bret O’Brien       Email: bmo259@stern.nyu.edu
The TF will grade your assignments. The best way to contact the TF is via e-mail. During their office hours, the TF is available in ……

Class Website: All Stern courses have an NYU Classes website. To access this site, go to: http://sternclasses.nyu.edu and log in with your NYUnetID and Password. Your User name/Stern net ID is simply whatever comes before the “@” in your Stern e-mail address and your Password is your e-mail password. (To assign a password, go to http://start.nyu.edu. Your password is required to have 6 or more characters and must contain a combination of letters/numbers and punctuation symbols.) You will see a “My Courses” box. Click on MKTG-UB.0001.05; S2016 to enter the course. Whether a Stern or non-Stern student, if you have any questions, call (#80180), email citl@stern.nyu.edu, or go to the Information Technologies & Media HELP DESK, SHIMKIN UC 120. Everything you need, including all announcements, will be posted on the website.

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1 Draft prepared on December 1, 2015. Subject to change, especially as dates for guest speakers are finalized.
A. COURSE SCHEDULE:
MKTG- MKT UB.0001.05
INTRODUCTION TO MARKETING  – Spring 2016
Prof. Jacob Jacoby

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B. REQUIRED TEXT AND CASES


NOTE: The NYU bookstore is selling the regular hardcover version of the textbook. In the past, McGraw-Hill has also sold a loose-leaf version and an ebook version for lower prices. I think the ebook version allows you to search the entire book, print out pages you need, and highlight, make notes, and share them with your classmates. But if you’re interested in the ebook, please re-confirm this information. To access the eBook online you can go to www.CourseSmart.com To download the ebook, go to http://textbooks.vitalsource.com

Required Cases: In addition to the text, there is a casepack described later in the syllabus (see Section J) that needs to be obtained from the NYU bookstore.
C. COURSE OVERVIEW AND OBJECTIVES

As defined in your text, marketing is the activity for creating, communicating, delivering, and exchanging offerings that benefit its customers, the organization, its stakeholders, and society at large. This course will introduce you to the principles underlying these activities. The objectives of this course are to:

- Introduce you to the basic concepts, vocabulary, and activities that comprise marketing,
- Give you opportunities to try your hand at analyzing markets, formulating strategy and solving marketing problems.
- Give you an opportunity to refine your oral and written communication skills.
- Provide a foundation for advanced electives in Marketing.

D. COURSE APPROACH

Class meetings will revolve around lectures, video presentations, and in-class activities, including case discussions, pre-assigned exercises, and experiential exercises. To get the most from this course, it is extremely important that you come prepared for class. On the assumption that you can do the required background reading yourselves, I will only highlight the material covered in the text or readings.

Because I do not expect to repeat much of what is covered in the assigned readings, if you don’t prepare for class, you will miss much of the important contents of the course, you will learn substantially less from the discussions and exercises, you will not be able to participate in class effectively, and it is also unlikely that you will perform well on the exams and cases. Class meetings do not test you on the background material directly, but they are based on your understanding and retention of the text material. Therefore reading the background material is crucial.

We will have three guest speakers during the semester. These speakers are executives with considerable experience in marketing. Their talks usually focus on how they have attacked challenging marketing problems. Each talk will consist of a presentation by the guest speaker, followed by a question and answer session. These talks provide a real world perspective into how marketing problems are identified and solved in the business world. They also give you a chance to see how marketers apply the kinds of concepts that you are learning in class. These guest speaker talks are an important part of the course, and you are expected to attend all of them. The exams may contain questions relating to the guest speaker talks. All talks will be held in Paulson Auditorium, on the UC level of Tisch Hall, from 12:30 – 1:45 pm.

E. GRADING COMPONENTS & WEIGHTS

The grade components and the associated weights are as follows:

A. 2 exams worth 20% each 40%
B. Group term project 25%
C. 2 case write-ups worth 10% each 20%
D. In-class participation/contribution 10%
E. Marketing Research Assignment/Subject Pool 5%

100%
F. EXAMS

Both exams are closed-book and will consist of both multiple choice and short answer questions on materials drawn from the textbook, course packet, lectures, cases, and guest speakers.

Every student is obligated to report to the instructor any suspected violation of the Honor Code that he or she has observed. If concerned about revealing your identity, please drop a note in my mailbox.

Exam conflicts. Inform me in writing (e-mail is fine) of any legitimate exam conflicts at least two weeks in advance. (All exam dates have been set and appear in the course outline.) If I do not receive written notice at least two weeks before the quiz or exam, you will not be given the opportunity to take it at another time.

Illness or injury. If you miss an exam due to illness or injury, a make-up will not be scheduled unless I receive a letter from your doctor (on letterhead) indicating the date and time of the medical problem that prevented you from taking the test. You are responsible for contacting me concerning missing an exam as soon as possible, preferably before the exam. If you are unable to take a make-up exam before the next class session, your doctor’s letter must also indicate the date through which your medical incapacity extended. If you have a letter from your doctor, I may choose to give you a substitute test or I may assign greater weight to another test.

G. CLASS PARTICIPATION AND ATTENDANCE – BOTH REQUIRED

ATTENDANCE IS REQUIRED! If you are not in class, you can't benefit from what happens in class nor can you contribute to the benefit of your classmates. The official Stern School policy on attendance includes the following:

- Attendance is required and part of grade.
- Faculty will excuse absences and entertain requests to change exam and assignment due dates only in cases of documented serious illness, family emergency, religious observance, or civic obligation. If you will miss class for religious observance or civic obligation, you must inform your instructor no later than the first week of class. Vacation travel is not an acceptable reason for absences or requests to reschedule exams and assignments.

In the event of illness, a doctor’s note will be required for the absence to be excused. Most other legitimate reasons will require a formal letter describing the circumstances and approval at least one week IN ADVANCE.

Table-top name placards will be prepared for each student. Students will pick these up at the beginning of each class session, then return these at the end of each session. Students whose names cards are not picked up will be marked “Absent.” It is a violation of the Stern Code of Conduct to pick up a name card for someone who is absent or comes to class late. I will also consider it a violation if you fail to return your name card at the end of each class.

I realize that occasions arise that may cause you to be absent. Whenever you know in advance that you will be absent, please let me know in advance. If you miss class, be sure to obtain copies of notes from a classmate to ensure that you do not miss any important material. Students having 4 or more unexcused absences will have their final course grade lowered. For each missed class beginning with the fourth unexcused absence and 1% will be deducted from the Participation component of the student’s grade.
LATENESS TO CLASS. The Dean has issued guidelines to faculty on how to treat lateness to class. All classes are expected to begin on time. Being late is defined as not being in the room when I begin class. While coming late once or twice might be excused, a pattern of lateness will be used to lower your final grade. To tally lateness, students arriving late to class will be required to sign-in when picking up their name placards.

This is an 8 a.m. class. I live 35 minutes away from campus. I will be in the classroom by 7:55 a.m. and I expect you to be here no later than 7:59 a.m.

PARTICIPATION IS REQUIRED! Class participation is worth 10% of your grade. Recognize that participation is NOT synonymous with attendance! Participation means actively contributing during class.

Everyone will begin the semester with 5% out of the 10%. From this point onward, you can do one of three things: you can raise your participation grade from 5% to as much as 10%, you can remain at 5%, or you can lower your 5% down to as much as 0%.

What will raise my Participation grade from 5%?
Contributing either by answering questions posed by the professor or other students, by commenting on points made others, and by raising relevant new points for our consideration. Since this class offers no opportunities for earning “extra credit”, the most sensible thing you can do to raise your grade is to be an active contributor. I’m especially looking for students to support one another by building on each other’s knowledge, asking questions intended to clarify points, and suggesting avenues for moving the discussion forward.

What will lower my Participation grade from 5%?
Regardless of how high your grades may be on the exams or on other class components, infrequent contributions to class discussions will be deemed unsatisfactory and result in a lower participation grade. Simply being present in class will not increase your participation grade. But if you’re not present, you can’t contribute. So, as described below, your participation grade will be lowered beginning with your fourth absence.

What will the Professor do to facilitate and encourage participation?
Sometimes I’ll call on students who raise their hands. Sometimes I’ll “cold call” on students regardless of whether or not they volunteer. Sometimes, I’ll use a random procedure (perhaps a deck of cards) for calling on students. Sometimes I’ll ask “What do you think about what was just said?” and expect the student to say “Here’s what I agreed with; here’s what I disagreed with; here’s what I thought could be improved upon; etc.” Sometimes I’ll ask the class to suggest questions they’d like to see the class discuss. And sometimes I may be silent, which is a signal to you that I expect the class to become more actively engaged in discussing the point.

To help you have something concrete to think about as you read the material, and also to provide some content about which you can make contributions, **read Section H (My Product/My Service) directly below and submit the required form by January 28th**.

Here are some guidelines for class discussion:
- Listen actively and attentively
- Ask for clarification if you are unsure or confused
Do not interrupt one another
Challenge one another, but do so respectfully
Critique ideas not people
Avoid put downs
Do offer opinions, but remember they are stronger with supporting evidence
Build on one another’s comments
Do not monopolize the discussion
Feel free to speak from your own experience
If you are offended by anything said during the discussion, acknowledge it immediately.

I’ll also be trying something completely new this semester. To have the class as a whole weigh in on what it thinks qualifies as helpful contributions, at the end of the semester, I will identify 5 to 7 students who I think were top contributors and have the class as a whole vote on which of them will receive 1st, 2nd and 3rd place prizes for their being “Most worthwhile contributors over the semester.” These will be $100, $50 and $25 gift certificates, respectively. By having the class as a whole do these evaluations, I hope to cut down on the tendency for some to monopolize the discussion when they don’t have much to contribute. (For those inclined to rarely contribute, this should not be taken as an excuse to rarely contribute.) Class participation will not be judged only by the amount of “airtime,” but also by the quality of the comments and questions you contribute to the class discussions.

H. MY PRODUCT - MY SERVICE TASK

To increase involvement with the content and class participation, each student will be assigned responsibility for one product (actually, a brand of that type of product) and one service (actually a brand of that type of service) for the remainder of the semester. For each assigned chapter, their task will be to select two concepts or ideas, then come to class with a one or two paragraph write up for each idea describing how the concept or idea applies to their product or service. A portion of class time will be devoted to having several students discuss their ideas, then calling on other students to comment on/add to what was said.

To avoid or at least minimize duplication across students, students need to complete and submit the My Product – My Service Form by January 28th. The form asks you to identify three (3) products/brands and three (3) services/brands of interest to you. I’ll look over all the submissions and, in an effort to avoid duplication, will assign one product and one service to each student by Monday, February 1st. These product and service assignments will be posted on the class website. On Thursday, February 4th, I’ll begin asking students “How can a concept or idea in today’s assigned chapter be applied to your product or service?”

I. GROUP TERM PROJECT

OBJECTIVE: To generate hands-on experience with marketing concepts and enhance problem-solving and team-building skills. More specific objectives are for the groups...

☐ To develop a marketing plan for a new product, service, or a line of products
☐ To develop an understanding of the synergistic effects of the marketing mix
☐ To mirror the real-world by developing the plan within a team context

OVERVIEW: The project is worth 25% of your final grade and consists of three components: two in-class presentations (identified below as phases 1 and 2) and a final written report. Phase 1 counts for 5% of your final grade, Phase 2 counts for 10%, and the final report counts for 10% of your final grade.
To correspond to what happens in the workplace (where you typically don’t get to pick your colleagues), the professor will form 9 groups. A representative from each group will select a parent brand name from a hat containing names such as: Facebook, Gillette, McDonald’s, Chobani, Visa, Chevrolet, CitiBank, ESPN, Google, Disney, Samsung, Kraft, Ben & Jerry’s. Next, they’ll select a number from the hat to fix the slot for their Phase 1 presentation on February 23rd.

**PHASE 1:** During this phase, the group comes up with an idea for a brand extension for a new product. The group will conduct an initial situation (SWOT) analysis for their new product concept. On February 23rd, all groups will make a brief presentation to the class and receive feedback on their ideas.

The new product you create must meet the following criteria:

a) Be a **BRAND EXTENSION** -- you are taking an existing brand name into a new product category (e.g., Hershey’s chocolate company introducing Hershey’s chocolate liqueur). The new product concept needs to be consistent with the core value and brand associations that have already been established for the base brand in question (so you will have to research this part).

b) Be a **NEW PRODUCT** – with *new features* as compared to any existing product in the market. Try to come up with something that has real market potential, not something you choose because it is funny or sensational.

**PHASE 2:** Based on feedback from the Phase 1 presentation, the group may (or may not) decide to modify its new product concept, after which it continues developing its plan for the product. During the last two weeks of the semester, the group will make its final presentation and submit a report of its marketing plan. Described in greater detail below, the plan must include the use of traditional and non-traditional media to market the product, describing how these media fit within the overall IMC plan and the strategic positioning of this new product. This final presentation will involve presenting the entire marketing plan for the product. The presentation order and dates will also be determined by selecting a number from a hat.

**THINK OUT-OF-THE BOX. DO YOUR RESEARCH. CREATIVITY AND RIGOR WILL BE REWARDED!**

**INSTRUCTIONS FOR PHASE 1 PRESENTATION [5% of grade]**

Each group will have 7-minutes in total -- 5 minutes for the presentation and 2 minutes for Q&A. The presentations will be timed and not allowed to proceed beyond 5 minutes and 15 seconds. The audience will complete the survey forms for each group between presentations. **ATTENDANCE IS MANDATORY FOR ALL STUDENTS IN THE CLASS.**

Dress code for this presentation is business casual (no t-shirts, jeans torn at the knees, etc.).

**Presentation** – Since the group’s final presentation at Phase 2 and final report will be based on Appendix A at the end of Chapter 2 of the text (see pages 50-63, specifically elements 1, 2, 3, 4, 5, 6 of the Marketing Plan on page 51), you should familiarize yourself with this appendix at the outset. Note: there is a brief “Building Your Marketing Plan” section at the end of most of the text’s chapters; these provide thought-provoking perspectives.

The Phase 1 presentation should cover the following:

1) Parent brand’s core value and associations. What does it mean to consumers? (Be concise)
2) With respect to Element #3 (on p. 51), your focus should be on your new product extension, not on the company.
3) Prepare a SWOT analysis. See Element #4, p. 55. SWOTs typically focus on the company. But since it won’t be easy for you to obtain some of the needed information, change your mindset and try to focus your SWOT analysis on the brand.

4) The new product concept. This should be the CENTRAL focus of the presentation
   a. Identify the product’s features; explain why this is a justifiable brand extension. In what way(s) is this product “new”? Use illustrations or a storyboard to depict the new product.
   b. Describe the primary target market; see Element #5, p. 59
   c. Discuss Segmentation, Targeting & Positioning; see Element #5, p. 59. Provide a product positioning statement and a positioning map showing how the new product relates to its competition in terms of two key dimensions.
   d. Conclude with an overview of the price, promotion and place; see Element #6, p. 60-61. (One slide is enough; this is what you start out with early in the semester; you will develop more detail for Phase 2).

Concept Test Survey – Prepare a one-page concept test survey to be distributed in class prior to your presentation. (We will go over concept testing in class.) Among other items, the concept test should include suggested price levels and conclude with a 5-point purchase intention question with the top two boxes being “definitely would buy” and “probably would buy”.

Role of Your Classmates – Other class members will assume they are members of the target market and, based on that assumption, complete the concept test questionnaire.

Based on the answers to your concept test survey, including the purchase intentions scale, your team will decide on GO versus NO GO for the Brand Extension Concept. If NO GO, your team must consult with the professor to revise or possibly create another new product idea in order to move the project forward. For use in your final report, prepare a one paragraph summary of why you arrived at your GO vs. NO GO decision. If a GO, consider using the concept test results to modify your new product idea for Phase 2.

IMPORTANT: While memories are fresh, within 24 hours after completion of your Phase 1 presentation, you are required to complete the Peer Evaluation Form at the end of this Syllabus assessing the contributions made by each member of your team. These completed forms need to be e-mailed to the professor. This assessment will be used to determine the grade each person receives as well as to alert the professor to any problems that might need corrective action. So that I can keep the ratings confidential and not reveal any names, it will take negative ratings from two or more team members for me to discuss the problem with another team member considered to be shirking his or her fair share of the workload.

INSTRUCTIONS FOR PHASE 2 PRESENTATION [10% of grade]

Each group will have 20 minutes in total -- 15 minutes for presentation and 5 minutes for Q&A. Dress code is business formal. All team members must participate in the oral presentation, though not necessarily to equal extent. ATTENDANCE IS MANDATORY FOR ALL STUDENTS IN THE CLASS.

The Phase 2 presentation should begin with the following:
1) A very brief recap of your Phase 1 presentation: brief discussion about the brand and the new product concept and why the GO decision was considered justified. (3 slides max)
2) Report concept test results, and discuss any modification to your new product and marketing mix based on the feedback from your classmates and the professor.
3) Formulate a preliminary assessment of market demand, based on your concept test results.
4) From this point onward, pattern your presentation after “Outline for Final Report” below.

**OUTLINE FOR FINAL REPORT [10% of grade]**

Not including the cover page or appendix material, the report must be kept to 8 pages, double-spaced, 1-inch margin, 12 point Times New Roman font size. There is a limit of 6 pages of appendix material. The paper should cover the topics listed below. Use tables/figures to better summarize information. Include any references at the end.

1) **Cover page:** Provide title, date, and names of group members in alphabetical order.

2) **Executive summary.** One-half page should be sufficient.

3) **Brand Description**
   - What products are currently sold under this brand name?
   - What are the estimated annual sales of this brand? Can you estimate the number of U.S. consumers who purchase products using this brand name?
   - What brand associations to the brand currently exist in the U.S. marketplace? In other words, what makes this brand appealing? This analysis sets the parameters for what attributes and benefits can be transferred to the new product or new product category.
   - Describe the current users of this brand (the brand’s primary target market). What category/categories does the brand currently compete in and where can the brand be found (distribution/types of outlets)?

4) **SWOT Analysis for the Brand** – Conduct a SWOT analysis for this BRAND (not for the new product). Does the SWOT analysis reveal evidence for leveraging the brand name to the new product? Summarize the SWOT analysis in the report; provide details in Appendix.

5) **The New Product Concept**
   a) **Newness** – In what way(s) is the new product (or product category) new?
   b) **Segment Market(s)** – Identify specific market segments for this new product applying the following segmentation approaches: geographic, demographic, psychographic, behavioral and benefit.
   c) **Target Market(s)** – Identify the specific market toward which the new product will be targeted; describe how this target market relates to the target market of existing lines for this brand.
   d) **Product Positioning** – Communicate the product’s unique point of difference or benefit relative to the competition. Identify two important attributes, benefits or characteristics of products in (or closest to) this category and draft a positioning statement for the target market in terms of these two attributes, benefits or characteristics. What other products/brands would compete with your product? Why? Provide a positioning map involving the presumed closest competitors.
   e) **Brand Extension** – Why is it a justifiable brand extension? In other words, how does this product
concept fit with the brand equity of the existing brand?

f) Provide an illustration, rendering or storyboard of the product that is as realistic as possible.

g) Concept Test and Demand Forecast

6) Marketing Mix (1 page)

a) **Product (Line)** – Summarize information about the new product by describing the product's characteristics, quality, packaging, etc. Are there any changes recommended to your original product design? If so, explain.

b) **Pricing** - What is the price point? Explain your rationale. Include a break-even analysis (see p. 342 of text).

c) **Place** - Brief description of the distribution channels; explain your rationale and discuss any challenges associated with the selected channels.

d) **Promotion** – Design an integrated marketing campaign (IMC) for this new product. Prepare at least one traditional and one online ad/promotion. THIS IS WHERE YOUR CREATIVITY WILL BE REWARDED!

   - Traditional Ad (e.g., TV, print, billboard, etc.)
     
     Identify the goal of the Ad; articulate the Ad concept, image and messages

     For any traditional Ads you plan to use, prepare a prototype (e.g., storyboard, rendering, or drawing). A TV commercial (script, visuals) is beyond expectation, but will be highly rewarded.

   - Online ad/promotion

     Identify the goal of the Ad; articulate the Ad concept, image and messages

     Present the details and message execution of the non-traditional ad/promotion. If you decide to use social media, present prototypes of the media message (e.g., a Facebook page, etc.)

   - Discuss how your traditional and online ads/promotions are “integrated.” (IMC)

7) **Objectives** – Discuss projected accomplishments for a one-year period in realistic terms. To the extent possible, be quantitative. Provide both financial objectives (e.g., profitability) and marketing objectives (e.g., sales volume, market share, customer satisfaction etc.). Discuss the rationale – why you selected these particular objectives and how you came up with the numbers.

8) **References**

9) **Appendix** – To the extent these items are not included in earlier sections, the appendix can include (but is not limited to): details of the SWOT analysis, storyboard/rendering of the product concept (prototype), positioning map, a copy of concept testing survey, summary of the concept testing results, stimuli for advertising and promotions, and any other helpful tables, charts, graphs, etc. There is definitely room for creativity here!
Phase 1 and Phase 2 slide presentations will be graded with the following factors in mind

- **Adherence to required elements** -- see “OUTLINE FOR FINAL REPORT” above.
- **Issue Analysis**: The ability to use marketing concepts in analyzing the issues and challenges faced by the company, as well as the creative resolution of these issues.
- **Communication Skills**: Voice, eye contact with audience, clarity, professionalism
- **Organization and Team Participation**: Time management, transitions
- **Visual Appeal**: Layout and clarity of slides
- **Creativity and Innovation**: In every aspect of the presentation

The Final Project Report will be graded with the following factors in mind

- **Content.** This is the most important factor. Content refers to handling the required elements outlined above, and exhibiting knowledge of the subject matter. It also refers to clarity and conciseness.
- **Organization.** Organization refers to the way in which students organize, categorize and craft the content of the report.
- **Grammar & Mechanics.** Grammar refers to the conventions of Standard English. Mechanics refers to the components of sentence construction and the rules of Standard English Grammar. These include but are not limited to vocabulary, punctuation, capitalization, and spelling.
- **Citation & Documentation.** Citation and documentation refer to the acknowledgement and use of appropriate sources of information that may serve as evidence and support for comments made in the report.
- **Professionalism/Style/Tone.** Professionalism refers to the expected standards of the discipline and its community. Style refers to suitability of the content, structure and use of language geared towards the intended audience of the exercise.
- **Physical Format and Layout.** This refers to elements such as appropriate spacing, use of headings, indentations.
- **Peer Evaluation:** Following completion of your Phase 2 presentation, using a variant of the Peer Evaluation Form at the end of the Syllabus – one that provides an opportunity to evaluate each group member’s contribution to (a) the Phase 2 Presentation and (b) the written final Group Report -- all group members will assess the contributions made by each of the other group members. These are to be e-mailed to the professor. This assessment will help determine the final project score each person receives.

**J. CASE ANALYSES AND WRITTEN CASE ASSIGNMENTS**

Cases describe interesting marketing problems encountered by real firms. Cases provide you with an opportunity to make and justify marketing decisions. In discussing the cases, we focus on identifying the marketing problems, introducing marketing concepts and skills that can help solve these problems, and applying these concepts and skills to recommend a course of action for the firm. There often is no "right" answer to a case, but usually some answers are better than others. *The strength of your reasoning and analysis is as important as your recommendations.*

We will use two cases in the course. The write-up of each case is worth 10% of your final grade. These cases are contained in a course case pack that needs to be purchased from the NYU bookstore. The names of cases are: Ford Ka and Mediquip.
Each case will have a set of questions for you to answer. These will be posted on the class website. The first case, Ford Ka, requires a written assignment that should be done individually. The second case, Mediquip, also requires a written assignment, but will be done as part of a team. You are expected to prepare carefully for these cases and be ready to discuss them in class. Preparing carefully requires reading each case at least twice, once to get an overview and identify the problem(s) that need to be solved, and a second time to obtain a more thorough understanding and answer the questions provided for that case.

Each case will have a set of questions for you to answer posted on the class website. Read the questions carefully before starting a case, as they will help you focus your effort on important case topics. In class, we will discuss your answers to these study questions to help us better understand and organize the important issues in the case. The study questions do not always cover every important case issue.

A good case analysis should consider the following:

1. What are the important problems confronting this firm? This includes identifying existing problems. Importantly, it also includes anticipating problems before they occur so the firm can take steps to prevent them.
2. What information is provided in the case that is useful for addressing these problems?
3. What alternative solutions to these problems exist? What are the strengths and weaknesses of each?
4. Which solution would you choose, and why is it better than the others?
5. How would you implement this solution?
6. If a firm faces several problems, what are the relationships between them and between the solutions you have chosen? This is especially important in marketing, where each part of marketing strategy, and each part of the marketing mix, affects the others.

The amount you learn from a case typically depends on how carefully you read and analyze it. You are expected to read each case thoroughly and come to class ready to contribute to the case discussion. In many cases, some of the material provided is intentionally not particularly relevant to the problem at hand; in some instances, the case omits other data you would like to have, and would try to obtain using market research, if you were the decision-maker. This makes the case analysis more difficult, but it does reflect the real world of business. Some of our discussion may revolve around what "missing information" we would like to have.

Written Case Analyses:

*Please read carefully the section on “Guidelines for Group Projects” later in this syllabus. These guidelines are included to help your group function efficiently, effectively, and harmoniously.*

Guidelines for Written Case Analysis Assignments:

The assignment is due at the beginning of class on the day indicated. Late assignments will not be accepted.

In addition to the content, written assignments will be graded on writing quality. It is important in business writing to be clear, direct, and persuasive. Use headings to organize your thinking and help orient the reader.

The overall impression is also very important. Spelling errors, sloppy formats, poor grammar, etc., give the impression of sloppy thinking, carelessness, and lack of regard for the assignment.
If you know writing is not your strength, get some help. Good options within NYU are the Writing Center (411 Lafayette, 3rd Floor, New York, NY 10003, 212 998-8866, email: writingcenter@nyu.edu) and the American Language Institute (48 Cooper Square, 2nd floor, 212 998-7040).

The written submission will be in the form of a memo. The memo’s focus needs to be a recommendation; it should not be a restatement of the situation. Your recommendation should be based on solid quantitative and qualitative analysis. This means that you need to support your recommendation by using key quotes and data from the case to demonstrate why your chosen recommendation is the best alternative (e.g., lowest risk, least expensive, best strategic fit, etc.) and why it is good to discount other options. Do not feel you must use one of the recommendations presented in the case. You can be creative as long as you are also realistic and your recommendation is supported by your analysis.

The questions the case write-ups (memo) should answer and guidelines on length and formatting will be posted on the NYUClasses website at a later date.

K. **MARKETING RESEARCH ASSIGNMENT (“SUBJECT POOL”)**

Companies often need to learn more about their current and potential customers – who they are, what they want, how they make choices, how they use products, etc. One of the best ways for them to gather information is to design and conduct research studies themselves, or to engage an outside company to do it for them.

The Marketing Research Assignment is designed to enrich your understanding of the value of research to the formulation of sound marketing strategy. It consists of two options – (1) participating as a subject/respondent in three hours of research, or (2) analyzing, writing up and handing in three Marketing Research Exercises. You can choose either one, or a combination of both. To satisfy the Marketing Research Assignment, you need a combined total of three units consisting of research participations and/or Marketing Research Exercises.

**Option 1: Subject Pool Participation.** Participation in the Marketing Department Subject Pool gives you an opportunity to be part of marketing research in action and later evaluate it with the advantage of firsthand experience. With this option, you will be a participant in three studies (under an hour each) currently being conducted by Marketing Department faculty. (Note. While the people running the studies are usually Ph.D. students, they are conducting the research for or with members of the Marketing Department faculty, who supervise them closely.) Once these studies are finished, you will receive written debriefings on each.

Participation in the Subject Pool is easy and usually enjoyable for most students. All you have to do is show up for the studies and follow instructions. You may participate in one, two or three studies but you must participate in a combined total of three studies and/or Market Research Exercises (see Option #2 below for more information). While the studies are usually fun, they are also serious. Therefore, you should take them seriously and provide honest and careful responses to all questions you are comfortable answering. You will not be required to answer any question(s) that make(s) you feel uncomfortable. Sign-ups will occur on-line three times during the term (once for each study assigned to our class) and the sessions for that study will usually occur within the following week or two. I will announce when sign-ups become available for each study.
At the beginning of each study, the experimenter will explain what the study is about, what your rights are as a participant in the study, and any risks or special benefits of participation. You will be asked to read and sign a consent form stating that you agree to participate in the study. You will be given one copy of the consent form to keep.

If you prefer not to participate in the study, or if you withdraw from the study once you begin, you may complete one of the Marketing Research Exercises described below (see Option #2) and will receive the same credit as if you had completed the experiment.

IMPORTANT: These studies begin promptly at their scheduled time. Those who show up late will be turned away and receive no credit for having participated in that study.

For students who are under 18 years of age: If you would like to participate in the subject pool studies but will be under 18 years of age at the time of the study, it is a Federal government and a University requirement that you must provide a signed consent form from your parent or legal guardian for each study you participate in. Please see me if you are under 18 and would like to participate in one or more studies. I will provide you with a copy of the parental consent form, one for each study. Please ask your parent or legal guardian to read and sign the form. The form must then be returned to me prior to your participating in the study. Note that if you prefer to do the three Marketing Research Exercises described as “Option 2” below, you do not need to have your parent or legal guardian complete these forms.

**Option 2: Marketing Research Exercises.** As an alternative to participating in one, two or three Subject Pool studies (Option #1, above), a second option is to complete one, two or three Marketing Research Exercises. Each exercise involves a write-up no longer than one page and will give you experience with marketing research and its application to marketing strategy. These exercises are due on the last day of class. No exceptions will be made, so please plan ahead.

The Marketing Research Assignments alternatives to participating in the subject pool will be listed on the course website. The following are illustrative examples and not necessarily the alternatives that will be decided upon by February 9th.

1. **Designing a Survey (Howlin’ Coyote Chili):** Read Appendix A of Chapter 2 (pp. 51-61). Paradise Kitchens often does taste tests to evaluate new chilies that might be added to its Howlin’ Coyote line. As part of the taste test, participants are asked to complete a short questionnaire summarizing their reactions. You have been asked to design this questionnaire. Create a one-page (max.) questionnaire that includes questions on the following:
   - a. The respondent’s reactions to the chili tasted
   - b. Good names for the new chili
   - c. How often the respondent eats chili
   - d. The most useful additional question(s) that fit within the page limit

2. **Generating Ideas (Breathe Right):** Read the Breathe Right case at the end of Chapter 7 (pp. 188-189). CNS and 3M have employed you to generate ideas of characters and situations for advertisements targeting "snorers." Brainstorming is often used to come up with new advertising ideas. Assemble a group of at least 4 people for a brainstorming session and do the following:
   - a. Tell them the objective of the session
   - b. Give them the rules for brainstorming. These are:
1. Strive for quantity of ideas, without special concern for quality.
2. Feel free to "piggyback" on others' ideas.
3. Be creative and try looking at the problem from another viewpoint.
4. DO NOT evaluate or criticize AT ALL during the session.
   
c. Give them 5-7 minutes to generate ideas and record as many as you can.

d. Write one page (max.) indicating: the number of participants, the number of ideas they generated as a group, the advantages of this technique, and the disadvantages of this technique.

3. Analyze the Jamba Juice case on pages 617-618 of the text and write two-page (max.) response to the questions at the end of the case.

L. GRADING POLICIES AND APPROACH

If you have a qualified disability and will require academic accommodation during this course, please let me know immediately and please contact the Moses Center for Students with Disabilities (CSD, 212 998-4980) and provide me with a letter from them verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the CSD, you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation.

Grade distribution:

The following grade distribution guidelines have been adopted by the Stern faculty for core courses in the Stern Undergraduate College. These guidelines help insure that the distribution of grades is similar across all core classes.

- A or A- 25% - 35%. Awarded for excellent work
- B+, B, or B- 50% - 70%. Awarded for good or very good work
- C+ or below 5% - 15% Awarded for adequate or below

Policy on Rebuttals:

If you feel that a calculation or judgment error has been made in the grading of an assignment or exam, please write a formal memo to me describing the error and give it to me (in class or place it in my mailbox). Also include documentation in support of your opinion (e.g., a photocopied page from the textbook with the relevant information highlighted). I will review your memo and discuss it with the TF. The TF will then make the decision and I will review the TF’s decision. Your TF will then get back to you as quickly as possible with an answer.

Remember, grading any assignment requires the grader to make many judgments on how well you have answered the question. Inevitably some of these go in your “favor” and some not, but taken together they usually assess fairly the abilities you displayed in the assignment. It is inappropriate in regarding an assignment to only consider instances where you believe you deserve a higher grade without also considering instances where you were given the benefit of the doubt. So if you want a grade to be reconsidered, especially on several points, the entire assignment will be regraded. I have instituted this policy out of fairness to all students. It is not intended to discourage people from questioning a grade, but rather to get them to think carefully when making these requests.

Students have one week after an assignment has been returned to them to submit a grade rebuttal. After
that date, no rebuttals will be accepted. If you are late picking up your assignment because you are not in class, you will not receive extra time to turn in a grade rebuttal.

Policy on Extra Credit:

There are NO opportunities to improve your grade through work for extra credit. Please make sure that the work you submit is the best work you can do. Remember: you can raise your grade up to 8 points by actively participating in the class discussions.

Policy on Cheating and Plagiarism:

**Cheating and plagiarism will NOT be tolerated.** Either will result in the grade of “F” for the assignment, quiz, or exam for all parties involved. Violations of the Stern Student Code of Conduct (http://w4.stern.nyu.edu/uc/currentstudents/codeofconduct.cfm?doc_id=5182) may result in referral to the Stern School Discipline Committee or legal action by the University. The possible actions taken by the Stern School Discipline Committee in instances of cheating and plagiarism include suspension and expulsion from New York University.

**Cheating:** [During an exam] All communications, written, oral or otherwise, among students is forbidden .... The use of [unauthorized] notes, books or other written materials, calculators or other aids is forbidden .... Providing or receiving information about the content of an exam is forbidden .... The use of anyone else to take an exam for a student is forbidden.

The phrase “Providing or receiving information about the content of an exam” includes any other graded task or component of the class and refers to receiving such information from a student in this section of the class or other sections of this class, past or present.

**Plagiarism:** Students are required to submit their own work. Ideas, data, direct quotations paraphrasing or any other incorporation of the work of others must be clearly referenced. To do otherwise constitutes plagiarism. Examples of plagiarism include:

- The use of other persons or services to prepare written work that [the student submits as his or her] own.
- The use of previously or concurrently submitted papers or segments thereof written by ... the student himself or herself; and
- Submission of the same or very similar papers in different sections of multiple section courses by collaborating students.
- Copying material from a web site, or any other source, without placing the information in quotes and crediting the source.

The behaviors just described are not all-inclusive, but only examples of plagiarism and other forms of cheating. No form of cheating or plagiarism is acceptable. Since students in other sections of this course may have the same or highly similar assignments and exams, it will be considered a violation of the Stern Ethics Code if a student from one section that has completed an assignment or exam shares information with a student in another section that has not yet completed that assignment or exam. Further, according to the Stern Student Code of Conduct, if a student has knowledge of or observed a violation of the Code of Conduct, he or she is obligated to report the incident to the instructor.

Do not discuss any details of written assignments, quizzes, or exams with students in other sections until
after these assignments have been returned to you with grades. In making the final grade determinations, I will be comparing notes with the professors teaching the other sections of this course.

**TurnItIn:**

All written assignments will be submitted electronically to the TurnItIn system. This system compares all assignments you submit with every other assignment ever submitted to the system (including those of your fellow students) as well as a host of online sources. The purpose of this system is to discourage plagiarism. I sincerely hope that there will be no such problems, but if there are, this system will discover them and alert me. Let’s not get to this point.

I will provide instructions during the semester on how to electronically submit your assignments so that they can be entered into the TurnItIn system.

**M. GUIDELINES FOR GROUP WORK**

Most business activities involve group effort. Consequently, learning how to work effectively in a group is a critical part of your business education. The following guidelines were developed by Stern faculty to help students working on group projects. If you follow them, these guidelines will help your group do the best it can and save time and possible conflict.

Every member is expected to carry an equal share of the group’s workload. Your professor will not supervise the process any more closely than a manager would in similar circumstances. In the infrequent case where you believe that a group member is not carrying out his or her fair share of work, you are urged not to allow or permit problems develop to a point where they become serious. Try to first address these problems amongst yourselves. It is recommended that your group establish your own problem-solving process for handling conflicts at the beginning of your work together. If you cannot resolve conflicts internally after your best efforts, they should be brought to the attention of your professor who will work with you to find a resolution.

You will be asked to complete a peer evaluation form to evaluate the contribution of each of your group members (including your own contribution) at the conclusion of each project. If there is consensus that a group member did not contribute a fair share of work to the project, the professor will consider this feedback during grading and grade accordingly.

**Guidelines for Effective Group Work:**

Research on groups shows that outcomes do not depend on group members liking each other personally, but they do depend on effective group processes. Here are some guidelines:

Meet as soon as possible to:
- Agree on your group’s ground rules (provided on the next page “Suggested Ground Rules”)
- Decide on the process of collaboration: when you will brainstorm ideas/approaches, collect data, analyze data, prepare the group project paper
- Assign tasks and identify specific deliverables for each meeting and each person
- Schedule subsequent meeting times
- Agree on how you will exchange work and by which dates
- Determine how your group mates will review the combined project and approve it

Focus on achieving the best results rather than worrying about interpersonal relationships
Become aware of and respect differences among each other:
  o Demographic (gender, race, ethnicity, national culture; for example, avoid scheduling meetings on Saturdays if Orthodox Jews are in your group)
  o Professional (values, skills, personalities)

Know the Content of the Project:

It is in your interest to be involved in all aspects of the project. Even if you divide the work rather than work on each piece together, you are still responsible for each part. The group project will be graded as a whole: its different components will not be graded separately. Your exams may contain questions that are based on aspects of your group projects.

Assumed Rules for Group Participation:

To work well as a group, you need to decide on some ground rules that will facilitate your joint work. Below is a list of common rules related to group work that you should assume are in effect unless your group decides to change them. Discuss each rule and decide whether you want to adopt it as a group. Make sure each member commits to the rules you adopt. You can also add your own rules, such as, “add each member of the group to an IM buddy list.”

  Each member will perform a fair share of the group’s work. Free-riding is not acceptable.

  Telephone numbers and email addresses will be exchanged promptly.

  All members should attend scheduled meetings unless it has been previously arranged that a member cannot make a specific meeting or there are unavoidable circumstances such as illness (hangovers don’t normally qualify as a valid form of illness).

  To encourage attendance at all meetings, arranging for a combination of face-to-face and online meetings can help alleviate the strain of scheduling issues.

  All members should be prepared for all meetings (read the assignment in advance and develop some ideas on your own).

  Meetings will commence no later than six minutes after the agreed start time and everyone should arrive by that time.

  Roles such as chair of a meeting and note-taker should be clearly allocated and should rotate around the group so that responsibilities are shared.

  Anyone can initiate and redirect discussion.

  Decisions should be made democratically – in the absence of a clear consensus there should be a vote.

  Aggressive and dominating behavior is not acceptable. Sexist and racist remarks are not acceptable.

  Members should try to encourage contributions– to discussions and decisions – from everyone, and to
assess the value of all contributions.

Members should practice active listening: listen to each other’s ideas, summarize them, ask questions, and show respect for the other person’s opinion before challenging it.

Tasks that individuals agree to undertake should be completed by the agreed deadline. If it looks as though there will be a problem meeting a deadline that member should seek help from other members of the group in time to avoid a delay.

If a group mate asks for help, everyone should try to assist him/her.

If a conflict is emerging, it should be discussed in a group meeting and attempts should be made to resolve it within the group; if this is unsuccessful, it should be brought to the attention of the professor.

Each person has the right to point out when these rules are being broken.

All group mates should have responsibility for implementing an effective group process.

All rules can be changed by consensus.

N. MISCELLANEOUS

Getting the Information You Need:

The TF and I will use three methods – in class, e-mail, and the NYU Classes website – to make announcements of such things as syllabus revisions, updates of the lecture slides, details on assignments, grade breakdowns, and any other important information about which you need to be aware. Not every announcement will be made all ways. It is your responsibility to check your e-mail and the class website at least once a day during the week (Monday through Friday) and you will be expected to be aware of any e-mail announcements within 24 hours of the time the message was sent. If for some reason you are not able to check your e-mail, find out from a classmate whether anything was sent that you need to know. It is also your responsibility to be aware of all announcements and handouts given in class. If you miss a class, get copies of materials from classmates. Do not ask the TF or me to review what happened in class. If you are having trouble with e-mail or the class web site, read the notes below before contacting me.

If you have trouble hearing in class because of distractions around you, quietly ask those responsible to stop. If the distraction continues, please let me know.

Using E-mail and the Course Web Site:

Here are some helpful hints concerning use of e-mail and the course website. Many of you are undoubtedly conversant on this subject and will not need to read them. However, if you have trouble and are still having trouble after using the instructions below, check with a consultant in Stern IT.

Your E-mail address. Once you are registered for this course, the registrar will send your name to our IT group and, if you don’t have one already, a Stern e-mail address will be created for you. To change your default password, simply visit the Simon web site (http://simon.stern.nyu.edu), log in with your Stern ID and password, and click on “Change Password.” If you do not have a Stern e-mail address or cannot
access it, see someone in the Stern computer lab. If he or she can’t help you, ask to see a supervisor.

If you would prefer to receive e-mail from me at an address other than your Stern e-mail address, have your Stern e-mail forwarded to your preferred address. To do this, simply visit the Simon web site (http://simon.stern.nyu.edu), log in with your Stern ID and password, and click on “Mail Forwarding.”

Policy Classroom Etiquette:

Out of respect for the other students in your class, it is important for you to focus your full attention on the class, for the entire class period. Most students observe proper decorum, but it takes only one person’s behavior to distract the entire class. Many students have complained to the Stern school about students who use class time for other purposes or act in a distracting manner. Please observe the following standards of classroom behavior:

Arrive to class on time. There have been overwhelming complaints, mostly from students, over the past few years about disruptions caused by latecomers to class. Lateness will be looked upon unfavorably, and be penalized should these instances of lateness become chronic or be disruptive of class proceedings.

If for some reason you must be late for class, or leave early, please let me know in advance. If you know in advance that you will miss a class, please let me know in advance.

Laptop computers may NOT be used during class time. Many Stern students have complained about the distracting behavior of other students who use laptops for non-class purposes during class. If you would like an exception to this rule because of unusual circumstances, such as medical reasons, please see me.

Turn off your cell phone and any other communications or sound devices. The use of any unapproved electronic devices during class, such as cell phones, music players, or sound or video recorders of any kind, without prior authorization from the instructor, is a violation of the Stern honor code and will be treated as such.

The only material you should be reading in class is material that is concerned with the class. Reading anything else, such as newspapers or magazines, or doing work from another class, is not acceptable.

Class may not be recorded in any fashion - audio, video, or otherwise – without permission of the instructor. It is important that everyone in the class feel comfortable to express their opinion, and that it will not become public.

If you have trouble hearing in class because of distractions around you, quietly ask those responsible to stop. If the distraction continues, please let me know.
PEER EVALUATION FORM

CIRCLE FOR WHICH OF THE FOLLOWING THIS EVALUATION APPLIES:

1. Group Project
2. Group case write-up

If you don’t submit the required evaluation, your grade will be adversely affected, so read the rest of this carefully. When completed, e-mail the form to me (JJacoby@Stern,NYU.edu).

COMPLETED FORMS ARE DUE NO LATER THAN 4 p.m. MAY 3, 2016. Once you provide your evaluation, it will be held in the strictest of confidence. I will NOT divulge your ratings to anyone!

Though people have different skills and abilities and contribute in different ways, there are occasions when not every member of a team is perceived by other team members as carrying an equal or fair share of the overall load. The purpose of this rating sheet is to determine whether everyone in a group should receive the same grade for the project, or some should receive more credit while others receive less.

Please enter YOUR name on the FIRST line below. Next, list the names of all the other members of your group on the remaining lines. Then indicate the percent of credit you believe each should receive for this project. If, in your judgment, everyone contributed approximately the same amount to the overall effort, then everyone should be given the same rating. Thus:

<table>
<thead>
<tr>
<th>Number of Team Members</th>
<th>Percent allocated to each Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>33.3%</td>
</tr>
<tr>
<td>4</td>
<td>25.0%</td>
</tr>
<tr>
<td>5</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

Print your name on line 1. Then indicate the percentage you would allocate to each team member, including yourself.

1. ____________________________________________  _______
2. ____________________________________________  _______
3. ____________________________________________  _______
4. ____________________________________________  _______
5. ____________________________________________  _______
6. ____________________________________________  _______

TOTAL: 100%
# My Product / My Service Preference Form

**YOUR NAME:** ________________________________

A. List three different **PRODUCTS**\(^2\) that interest you (e.g., cars, coffee, toothpaste).
B. Next, for each product, identify a specific **BRAND** for which you would be responsible.

<table>
<thead>
<tr>
<th>A. TYPE OF PRODUCT</th>
<th>B. BRAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ____________________________</td>
<td>______________________________________</td>
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<tr>
<td>2. ____________________________</td>
<td>______________________________________</td>
</tr>
<tr>
<td>3. ____________________________</td>
<td>______________________________________</td>
</tr>
</tbody>
</table>

C. List three different **SERVICES** that interest you (e.g., airline, banking, pro-sports team).
D. Next, for each service, identify a specific **BRAND** for which you would be responsible.

<table>
<thead>
<tr>
<th>C. TYPE OF SERVICE</th>
<th>D. BRAND</th>
</tr>
</thead>
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<td>1. ____________________________</td>
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<td>3. ____________________________</td>
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</tr>
</tbody>
</table>

\(^2\) The term “product” refers to a category of goods. The term “brand” refers to the name a company uses to identify its particular offering in the product category. As examples, while cars, coffees and toothpaste are products, Toyota\(^\circledast\), Starbucks\(^\circledast\) and Crest\(^\circledast\) are the brand names of cars, coffees and toothpaste that come from specific companies.
PERSONAL INFORMATION FORM: INTRO TO MARKETING, MKTG-UB.0001
Prof Jacob Jacoby, Spring 2016

Your Name: ________________________________________

Contact phone #: ________________________________________

Major(s): ________________________________________

Preferred e-mail address (print clearly): _________________

Expected graduation date:__________________________

1) Please read the following statement and indicate your agreement by providing your signature below. (Before signing you should be sure to read the syllabus thoroughly).

“I have read the syllabus thoroughly. I understand and agree to the requirements associated with this course.”

__________________________ ______________________________________
Signature Date

2) List here any class(es) you might miss for religious observance or other reasons.

3) What are your 5 and 10-year career goals? (Use the back if you run out of space.)

4) What is your recent work experience? (Use the back if you run out of space.)

5) Tell me something else about yourself that is important to you and/or makes you unique (your interests, hobbies, background, talents, collections, etc.) (Use the back if you run out of space.)

6) What do you expect to get from this course? How does the course fit your career goals? (Use the back if you run out of space.)