MKTG-UB.0001: Introduction to Marketing
Spring 2017

Instructor Details: Professor Alix Barasch
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Email: abarasch@stern.nyu.edu

Class Meetings: MKTG-UB.0001.06 – Mon & Wed, 8:00am – 9:15a
MKTG-UB.0001.07 – Mon & Wed, 9:30am – 10:45am
Location: T-UC21

Office Hours: Tuesdays, 3:00-4:00 pm and by appointment
(NOTE: If for any reason you need to meet with me and are unable
to make it for the regularly scheduled office hours, then please feel
free to email me so that we can set up another mutually convenient
time.)

Teaching Fellow: Shannon Drury
Email: sl362@stern.nyu.edu
NOTE: please use e-mail to set up an appointment with the TF.

(NOTE: The NYU bookstore is selling the regular hardback
version of the textbook as well as a less expensive loss-leaf
version. McGraw-Hill also sells an ebook version for even lower
prices at CourseSmart.com).

Other Readings: In addition to the text, there is a case pack, available from the
NYU bookstore, which is described later in the syllabus. In some
classes we will discuss examples from articles that have appeared
in the popular and business press, such as the Wall Street Journal,
New York Times, etc. These help create an interesting class
discussion and show how marketing concepts affect current events.
Whenever possible, we will look at an image of these articles in
Powerpoint in class. You can also obtain articles for most
publications from the NYU Virtual Business Library, at
http://guides.nyu.edu/vbl/. Just click “Journals/Newspapers” on
the top right of the homepage. If you are taking Stern courses, you
should take the time to learn how to use the VBL.
Course Website: Please check the course postings on the NYU Classes website regularly for class announcements and instructions (http://newclasses.nyu.edu). You should always check the postings here before coming to class – some postings may be crucial in ensuring that you are in step with the rest of the class. Please go to the NYU Classes website for a copy of all course handouts. Important handouts will be given to you in class and also posted on the course site.

This site contains many things you will find useful over the course of the semester, including:

- Special announcements/corrections
- Guest speaker information
- Subject pool details/sign-ups
- PowerPoint slides
- Syllabus
- Course bulletin board
- Assignments
- Other fun/useful things

Please read this syllabus carefully. It is your guide to the course and will help you learn more and do your best. It describes the course’s objectives, how it is conducted, and your responsibilities. A copy of this syllabus appears on the course web site. All handouts and assignments will be posted on the site as they become available.
## DETAILED SCHEDULE

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<td>• Course Introduction &amp; Overview</td>
<td>Chapter 1, Read over syllabus</td>
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<td>• Role of Marketing</td>
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<tr>
<td>2</td>
<td>Th, 1/26</td>
<td>• Marketing Strategy</td>
<td>Chapters 2, 3, 13 (pp. 361-364), 14 (p. 377)</td>
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<td>• The Marketing Environment</td>
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<td>3</td>
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<td>• Segmentation, Targeting &amp; Positioning</td>
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<td>8</td>
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<td>• No class in lieu of Guest Speaker #1</td>
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<td>• Conducting &amp; Using Marketing Research</td>
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<td>• Conducting &amp; Using Marketing Research</td>
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<td>12</td>
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<td>• Course Review</td>
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<td>• Quiz #1</td>
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<td>• No class for Spring Break</td>
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<tr>
<td></td>
<td>Th, 3/16</td>
<td>• No class for Spring Break</td>
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<td>14</td>
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<td>Major Case Write-up (Group)</td>
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<td>22</td>
<td>T, 4/25</td>
<td>• Course Review</td>
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<td>23</td>
<td>Th, 4/27</td>
<td>• Quiz #2</td>
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<td>24</td>
<td>T, 5/2</td>
<td>• Final Project Presentations</td>
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<td>25</td>
<td>Th, 5/4</td>
<td>• Final Project Presentations</td>
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<tr>
<td>26</td>
<td>M, 3/20</td>
<td>• Brett Prescott, Facebook (digital marketing)</td>
<td>Paulson auditorium, 12:40-1:40pm</td>
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<td>27</td>
<td></td>
<td>• Guest speaker 2, TBD</td>
<td>Paulson auditorium, 12:40-1:40pm</td>
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<tr>
<td>28</td>
<td></td>
<td>• Guest speaker 3, TBD</td>
<td>Paulson auditorium, 12:40-1:40pm</td>
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COURSE OVERVIEW AND OBJECTIVES

People often define "marketing" as advertising – a highly visible activity by which organizations try to persuade consumers to buy products and services. However, marketing is much more than advertising and even the most skillful marketing cannot make consumers buy things that they don't want.

Marketing involves two basic sets of activities. The first set starts with identifying consumer needs and ends with positioning the product or service to satisfy those needs and differentiate it from competition. In between, rigorous analysis of the competition, the customer, the environment, and the company’s own capabilities are required. The second set of activities revolves around the “marketing mix” – letting the consumer know about the product in an attention-getting, convincing, and motivating way, getting it to the consumer through the best combination of distribution channels, pricing it effectively, and offering incentives to try, purchase, and purchase more. At any point along the way, failure to get one of these activities right may result in the failure of the product. Positioning is the key to product success, but even a perfect product with brilliant positioning won’t last long if its benefits are not clearly communicated to the right people, if its price is too high or too low, if it is sold through the wrong retailers, or displayed poorly.

In this course, you will be introduced to the principles underlying these activities and given opportunities to try your hand at analyzing markets and formulating strategy. The objectives of this course are to:

1. Introduce you to the concepts, analyses, and activities that comprise marketing management.
2. Help you sharpen your analytical skills and show you how to use them to assess and solve marketing problems.
3. Give you an opportunity to refine your oral and written communication skills.
4. Provide a foundation for courses in other departments and advanced electives in Marketing.
COURSE APPROACH

Class meetings will revolve around lectures, videos, and in-class activities, such as case discussions, pre-assigned exercises, and experiential exercises. In order to get the most from this course it is extremely important that you are prepared for class. I will only highlight the material covered in the text or readings, on the assumption that you can do the required background reading yourselves and you would prefer to have new information and experiences in class that supplement your basic theoretical readings. As such, if you have questions on the text or readings, it is your responsibility to let me know prior to class (via email), or at the beginning/end of class.

Because I will not repeat much of what is covered in the assigned readings, if you do not 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.

Guest speakers:
To give you a chance to see how marketers apply the concepts that we will be discussing in class, we will have three guest speakers during the semester. These speakers are senior executives with considerable experience in marketing. Their talks usually focus on how they have attacked challenging marketing problems that their firms face. Each talk will consist of a presentation by the guest speaker, followed by a question and answer session. These talks give a fascinating view 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 about in class. These guest speaker talks are an important part of the course, and you are expected to attend them. The quizzes and exams may contain questions relating to the guest speaker talks. All talks will be held in Paulson Auditorium, on the UC level of Tisch, from 12:40 – 1:40.
GRADING

Your final grade is calculated based on the following components, which are discussed in detail below.

<table>
<thead>
<tr>
<th>Components</th>
<th>Weights</th>
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<tbody>
<tr>
<td>In-class Quizzes (2)</td>
<td>30%</td>
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<tr>
<td>Final Project and Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Short Case Memos (3) - individual</td>
<td>10%</td>
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<tr>
<td>Major Case Write-up (2) - group</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Market Research Assignment</td>
<td>5%</td>
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In Class Midterm and Quiz

The in-class exam dates have been set and appear in the course schedule. Inform me in writing (i.e. via e-mail) of any legitimate conflicts with the exam date at least two weeks in advance. 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. If you miss the exam due to illness or injury, a make-up will not be scheduled for you 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. 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 assignment.

The exams will consist of both multiple choice and short answer questions on materials drawn from the course pack, lectures, and guest speakers. Please be sure to bring a calculator as some of the questions might involve quantitative analysis.

The Case Method

Cases describe interesting marketing problems encountered by real firms. We use them as good examples that illustrate and apply marketing concepts and skills in the course. Cases also give you an opportunity to make and justify marketing decisions. In cases we will 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.
The discussion forum provides an opportunity to argue your position and to learn from others by listening to their comments and criticisms. During case discussions each person should be prepared to share his or her individual views with the class. In these sessions, the instructor will act to facilitate discussion, not to provide recommendations for a particular course of action. The direction and quality of the discussion is the collective responsibility of the group, not the sole responsibility of the instructor.

It should be emphasized that the case method of learning does not provide an answer to the problem being addressed. In most case discussions, several viable “answers” will be developed and supported by various participants within the total group. It is usually the case that a single “best” course of action is not obvious at the time the decision has to be made; if that situation was common, business decision-making would be easier than it is! At the same time, some courses of action are better supported by the case facts than others. In addition, while what actually happened is sometimes known, in no way should this be interpreted as the correct or incorrect solution. What is important is to develop a framework that will lead you to recognize the best options available. The strength of your reasoning and analysis is as important as your recommendations.

In preparing for class, I recommend that you read the case at least 3 times. The first reading should be a quick run-through of the text in the case. It should give you a feeling for what the case is about and the types of data contained in the case. Your second reading should be in more depth. Many people like to underline or otherwise mark up their cases to pick out important points that they know will be needed later. Your major effort on a second reading should be to understand the business and the situation. For example, analyze the case with respect to customer behavior and trends, competitors’ behavior and trends, and the firm’s strengths and weaknesses. On your second reading, carefully examine the exhibits in the case. Like the real world, the data will vary in value. Some exhibits will be critical to analyzing the case, some will be worthless. In most cases, some kind of analysis like break-even calculations is useful. On your third reading, you should have a good idea of the fundamentals of the case. Now you will be searching to understand the specific situation. You will want to get at the root causes of problems and gather data from the case that will allow you to make specific action recommendations. Before the third reading (even earlier), you may want to review the assignment questions, if given.

The amount you learn from a case depends on how carefully you read and analyze it. In many cases some of the material is, by design, not particularly relevant to the problem at hand, while 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.

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.
I will provide you a set of study questions for each case. Please read them carefully before starting each 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. Sometimes in the case discussion I will also introduce new frameworks and techniques that help address the marketing problems in the case. The study questions do not always cover every important case issue, however.

While the case study questions are designed to help you focus on important case topics, you also should begin to establish your own, independent ability to analyze marketing situations. Analyzing cases is a good way to start developing this ability. A good case analysis should look at the following:

- What are the important problems confronting this firm? This includes anticipating problems before they occur so the firm can take steps to prevent them, as well as identifying existing problems.
- What information do you have that is useful for addressing these problems?
- What are the different solutions to these problems? What are the strengths and weaknesses of each solution?
- Which solution would you choose, and why is it better than the others?
- How would you implement this solution?
- 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. Remember, you need to choose an overall solution that keeps, or creates, a balanced and coordinated marketing mix.

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 your ideas and the assignment.

The focus of the memo is on a recommendation—not a restatement of the decision situation. Your recommendation should be based on solid quantitative and qualitative analysis. This means that you should support your recommendation by demonstrating 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 that you must use one of the recommendations presented in the case. You can be creative as long as you are also realistic and tempered by your analysis.

Guidelines on length and formatting will be posted on the NYU Classes website at a later date.

Group Case Write-ups
- Dove: Evolution of a Brand
Since in the real world you do not get to pick your team members, you will be randomly assigned to small teams. Teams will be announced via email. Your team is responsible for allocating responsibilities and making sure that everyone contributes in a timely manner. Please don’t ask me or the TFs to become involved in settling any disagreements between team members. You must do this by yourselves.

After handing in your write-up for this case, you will be asked to evaluate the contribution that each group member has made to the project, including yourself. Stern students have repeatedly stated that they believe a key part of the group experience is being able to rate their group members on how well each contributed to a group project. These ratings can affect an individual’s grade if they reliably show disparities in the contribution that each group member has made. It is fine if group members contribute in different ways, but the importance of their contribution to the overall group effort should be equal. Please read carefully the section on “Guidelines for Group Projects” later in this syllabus. These guidelines are included to help your group function effectively, efficiently, and harmoniously.

Please note that you must also submit both assignments to TurnItIn, an online plagiarism detection software able to detect when parts of a written assignment are plagiarized from content available on the internet, or from an assignment turned in by another student at NYU or any other university. See more on TurnItIn later in the syllabus.

Memos
- Mediquip
- Planters Peanuts
- Beyonce

Mediquip, Planters Peanuts, and Beyonce are cases that focus on specific business problems. You are expected to read them carefully, submit a short memo (one page or less) for each of them and be ready to discuss them in class. The class discussion will be based on the frameworks introduced during the course and will help you develop a structured approach to think about the business problem at hand. At times I will also introduce new frameworks and techniques that help address the marketing problem at hand. The memos will count as part of your participation grade.

Final Project

The objective for the final project is for you to integrate the concepts and language of the course into a comprehensive analysis. By looking at companies and products offered in the marketplace, the hope is that this project will enable you to look at the marketplace and promotions from an enlightened perspective.

Guidelines:
This will be a group project. Groups will be chosen by the second week of class. There will be 4 group members per group. In this project, you have to:

- Choose a product/service/idea that is offered by more than one company. Choose 2 companies that fulfill similar needs, but use very different STP in their approach to marketing.
- Describe the current state of the product, with regards to the three Cs (1 page per product).
- Use their current marketing mix (the 4 Ps) to show how they are using STP and what their strategy currently is. Provide pictures and/or summaries of advertisements you discuss (2 pages max).
- Evaluate the differences of their strategies and provide some rationale as to why these companies may be using such different approaches. Evaluate the strengths/weaknesses of the different approaches and offer any applicable recommendations (2 pages max).

**Deadlines:**

- 4/3 – Choice of product/service and the two companies you plan to use for the project are due. Provide a short (1/2 page max) rationale for your choice of companies.
- 5/3 – Final write up due at 8AM.
- 5/3, 5/8 – Final presentation of projects to the class (approx. 12 minutes).

**Grading:**

1. **Ambitiousness** – you will be graded on the ambitiousness of the product and companies you choose. Ambitious projects will have the greatest similarity in terms of the products/service they offer and their potential market, yet choose very different STP.

2. **Thoroughness** - you will be evaluated on the thoroughness of your analysis. A thorough analysis will have considered the company from multiple points of view, from a narrow and wide perspective, and will have looked at all forms of communication the company has with their potential consumers.

3. **Analysis** – The analysis will be evaluated in terms of its thoughtfulness and its ability to incorporate course concepts into meaningful insights and recommendations.

4. **Communication style** – Assume that this is a report you are turning into a potential employer. As a result, answers that are thorough and succinct will be graded higher than those that include unnecessary or superfluous information.

5. **Presentation** – the presentation will be evaluated by its content (see grading guidelines 1-4) and its engagement. Assume that the audience is a potential client/employer. Additionally, all group members need to present a portion of the work.
6. Finally, grades will be evaluated relative to peer groups.

Please adhere to the following format for the written portion of the project - if you do not do so you will not be eligible to receive full credit.

- 12 point font (Times New Roman) - double spaced
- FIVE pages max (not including appendices with ads/pictures) - One inch margins

Class Participation

Your class participation grade is based on class attendance and class contribution.

Class Attendance
Class attendance is essential to your success in this course and is part of your grade. If you are not in class, you can neither learn the material in the course nor contribute to the benefit of your classmates. I realize that occasionally you may have serious reasons to be absent. Whenever you know in advance that you will be absent, please let me know.

Class Contribution
In-class participation is a significant part of your grade and an important part of our shared learning experience. You will learn the most from this class if you and your classmates participate fully. You all have different experiences and insights, and a great deal of what you learn in class is from each other. Many sessions of the course will involve interaction and I expect each class member to be prepared to interact at all times in every class. To reinforce this expectation, I will occasionally randomly select (i.e., cold call) a class member to comment on the topic of discussion, whether or not the student’s hand is raised. The skills you acquire from participating in class and with your group will serve you well in your future positions, whether you pursue marketing as a career or not. Please remember that class participation will not be judged merely by the “airtime,” but by the quality of the comments you contribute to group discussions and exercises.

Class discussion should encourage the free and open exchange of ideas. If you want to challenge what I, or another student, have said, do so but always in a respectful and professional way. Learning how to deliver constructive criticism is an important part of the Stern experience. Do not be upset if I challenge something you say, as we learn most when we have to defend our positions. Also, sometimes we will have to stop discussion and move on to the next topic before hearing from everyone, as there is limited time in each session and we want to use it wisely. Please don't take it personally if there isn’t time to call on you. Often we will try to hear first from class members who have not participated much before hearing from others who have spoken more often.

Market Research Assignment
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. We will discuss the marketing research process in class.

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 – you can choose either one, or a combination of both. That is, to satisfy the Marketing Research Assignment, you need a combined total of three experiments and/or Marketing Research Exercises.

**Option 1: Subject Pool Participation**

The first option is participation in the Marketing Department Subject Pool. This 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 subject (participant) in three studies (under an hour each) currently being conducted by Marketing Department faculty. (Note that 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. It is also likely that we will discuss the purpose, design, implications, etc., of at least one of these studies in class as an example of what can be learned about consumers through research.

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 next 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.
For students who will be under 18 years of age: If you would like to participate in the subject pool studies but are under 18 years of age, 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 experiment you participate in. Please see me if you are under 18 and would like to participate in one or more experiments. I will provide you with a copy of the parental consent form for each experiment. 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 experiment. 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 additional experience with marketing research and its application to marketing strategy. These exercises are due on the day of your final exam. No exceptions will be made, so please plan ahead. The marketing research assignments are:

1. Design a Survey for Howlin' Coyote Chili. Read Appendix A of Chapter 2 (pp. 51-61). Paradise Kitchens often conducts 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. Create a one-page (max.) questionnaire that includes questions on:
   a. The respondent’s reactions to the chili tasted
   b. Good names for the new chili
   d. The most useful additional question(s) that fit within the page limit

2. Generating Ideas (Toyota): Read the Toyota case at the end of Chapter 4 (pp. 117-120). Toyota has employed you to generate ideas of for their future environmental activities and way to promote their current environmental activities. Brainstorming is often used to come up with new 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:
      - Strive for quantity of ideas, without special concern for quality
      - Be creative and try looking at the problem from another viewpoint
      - 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 and the disadvantages of this technique.

3. Analyze the Carmex at the end of Chapter 8 (pp. 232-234). Watch the online video,
using the link at the start of the case, and write a one-page (max.) response to the five questions at the end of the case.
CLASS ORGANIZATION AND LOGISTICS

Seating Assignments and Name Cards

So that the TF and I can learn your names, when you come to the second class, please choose a seat in which you will be comfortable for the rest of the semester.

Please bring name cards to class and use them in every class.

Getting the Information You Need

The TF and I will use three methods – in class, e-mail, and NYU Classes – to make announcements of such things as syllabus revisions, updates of the lecture slides, details on assignments, 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 NYU Classes 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 website, read the notes below before contacting me.

Using E-mail

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.

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.
GRADING POLICIES

General:
At Stern and at NYU, students are graded on the quality of their work. We very much value hard work and it is usually necessary to work hard in order to produce high quality work. However, effort alone is not sufficient for a good grade. NYU and Stern are among the most selective and highest rated undergraduate programs in the country. You are here because you are exceptional students, but that also means the university and the school expect a lot from you. Your TF and I will be very responsive to students who need extra assistance, but the standards are high.

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.

Grade Distribution:
At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an “A” or “A-” grade. In core classes of less than 25 students, the instructor is at liberty to give whatever grades they think the students deserve, while maintaining rigorous academic standards.

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. 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 assignment and get back to you as quickly as possible with an answer.

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 re-grading an assignment to only consider instances where you believe you deserve a higher grade and disregard instances where you were given the benefit of a doubt. So if you want a grade to be reconsidered, the entire assignment will be re-graded. I have instituted this policy out of fairness to all students. It is not intended to discourage you from questioning a grade, but to get you 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.
ACADEMIC INTEGRITY

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. Please read carefully the Stern Student Code of Conduct, presently at this URL:

http://www.stern.nyu.edu/portal-partners/current-students/undergraduate/resources-policies/code-of-conduct

Violations of the Stern Student Code of Conduct may result in referral to the Stern School Discipline Committee and 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.

**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. If you are concerned about revealing your identity, please feel free to drop an anonymous note in my mailbox.

To check for plagiarism, all 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 detect 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 you with instructions on how to electronically submit your assignments so that they can be entered into the TurnItIn system.
POLICIES ON 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.
- Once you’re in class, leave only if absolutely necessary. Leaving to make or take phone calls, to meet with classmates, or to go to an interview, is not considered appropriate behavior.
- 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 and tablets 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 smart watch, cell phone, tablet, and any other communications or sound devices. *The use of any unapproved electronic devices during class, such as iWatches, cell phones, tablets, 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.

Reminder on Stern Policies

*General Conduct & Behavior*

Students are also expected to maintain and abide by the highest standards of professional conduct and behavior. Please familiarize yourself with Stern's Policy in Regard to In-Class Behavior & Expectations (http://www.stern.nyu.edu/portal-partners/current-students/undergraduate/resources-policies/academic-policies/index.htm) and the NYU Disruptive Behavior Policy (http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/bullying--threatening--and-other-disruptive-behavior-guidelines.html).
**Collaboration on Graded Assignments**
Students may not work together on graded assignment unless the instructor gives express permission.

**Course Evaluations**
Course evaluations are important to us and to students who come after you. Please complete them thoughtfully.

**Recording of Classes**
Your class may be recorded by the instructor for educational purposes. You may not record the class.

**Policy on Unauthorized Distribution or Sharing of Course Material**
You may not post any of the class materials onto any website or provide the materials to someone else to do so. You may not share class materials with anyone outside of the class without the instructor’s authorization.

**Students with Disabilities**
If you have a qualified disability and will require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Students with Disabilities (CSD, 998-4980, https://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html) verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the Moses Center, you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation.
GUIDELINES FOR GROUP PROJECTS

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.

Business activities involve group effort. Consequently, learning how to work effectively in a group is a critical part of your business education. When working in a group, 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 among 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.

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:

• 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)
  o Professional (values, skills, personalities)
• Meet as soon as possible to:
  o Agree on your group’s rules (basic assumed rules are provided on the next page)
  o Decide on the process of collaboration: when you will brainstorm ideas/approaches, collect data, analyze data, prepare the group project paper
  o Assign tasks and identify specific deliverables for each meeting and each person
  o Schedule subsequent meeting times
  o Agree on how you will exchange work and by which dates
  o Determine how your group mates will review the combined project and approve it
  o 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
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 will be made democratically. In the absence of a clear consensus there will 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.