REQUIRED TEXTBOOK


COURSE DESCRIPTION

This course is an introduction into the field of Marketing. It is designed to acquaint you with various concepts and strategic applications in the field of Marketing. The scope and structure of marketing are examined. Marketing functions, consumer behavior, market research, sales forecasting, and relevant federal and state laws are some of the topics analyzed in this course. Students will gain a working knowledge of the marketing concept and its application.

COURSE OBJECTIVES

§124.32. Marketing Dynamics (One to Three Credits).

(a) General requirements. This course is recommended for students in Grades 11-12.

(b) Introduction.

(1) Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing-information management, pricing, product planning, promotion, purchasing, risk management, and selling skills needed to help customers make satisfying buying decisions and to solve marketing problems. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions.

(2) The principles of business and marketing, the concepts of economics and free enterprise, and the understanding of human resource skills that an effective marketer must possess provide the foundation for the study of marketing dynamics. Understanding and applying these concepts allows students to know the interrelationship between business and marketing.

(c) Knowledge and skills.

(1) The student knows business concepts and how business satisfies economic needs. The student is expected to:

(A) categorize business activities as production, marketing, management, or finance;
(B) explain the interdependence each business activity has with marketing; 
(C) explain the impact of an international economy on business activities; and 
(D) describe advantages and disadvantages of various forms of business ownership.

(2) The student knows the relationship of business and society. The student is expected to:
(A) understand the ramifications of business conduct; 
(B) identify ways that businesses contribute to their community; and 
(C) explain contributions that marketing makes to business and society. 

(3) The student knows the importance of marketing as well as the functions of marketing. The student is expected to:
(A) explain the marketing concept; and 
(B) describe each marketing function and how it illustrates the marketing concept. 

(4) The student knows that the marketing mix involves a combination of the decisions about product, price, place, promotion, and people. The student is expected to:
(A) explain how each component of the marketing mix contributes to successful marketing; and 
(B) describe the importance of marketing strategies in the marketing mix. 

(5) The student knows the concepts of market and market identification. The student is expected to:
(A) explain the importance of target markets; 
(B) describe advantages and disadvantages of market segmentation and mass marketing; and 
(C) distinguish among geographic, demographic, psychographic, and behavioral segmentation. 

(6) The student applies math concepts in marketing. The student is expected to:
(A) perform calculations involving money, time, space, materials, and data; 
(B) interpret charts and graphs to make informed marketing decisions; and 
(C) use formulas and equations to determine price, profit, costs, and break-even point. 

(7) The student integrates listening, reading, speaking, writing, and nonverbal communication skills effectively. The student is expected to:
(A) communicate effectively in a business setting; 
(B) develop effective business correspondence (such as memoranda, business letters, and reports) using correct grammar, spelling, punctuation, and form; and 
(C) utilize technology in receiving and sending business communication. 

(8) The student knows how to use self-development techniques and interpersonal skills to accomplish marketing objectives. The student is expected to:
(A) identify and practice effective interpersonal and team-building skills involving situations with co-workers, managers, and customers; 
(B) develop short- and long-term personal goals; 
(C) identify and use time management principles; and 
(D) participate in leadership and career development activities (such as DECA and local chambers of commerce). 

(9) The student applies information technology as an effective marketing tool. The student is expected to:
(A) research the use of information technology in marketing; and 
(B) select and use the tools of information technology in marketing. 

(10) As a lifelong learner, the student knows that careers are ever changing and require continual self-assessment, research, and preparation to develop and implement responsible decisions. The student is expected to:
(A) collect and analyze self-assessment information, including interests, aptitudes, and personal traits; 
(B) research and assess employment trends in marketing careers; and 
(C) model the steps for locating and securing employment. 

(11) The student knows the importance of emerging trends and technologies in marketing. The student is expected to:
(A) discuss trends affecting marketing; and 
(B) research emerging technologies in marketing. 

(12) The student knows the impact and value of diversity. The student is expected to:
(A) identify the effect of languages other than English on marketing;
(B) explain how diversity affects marketing; and
(C) explain the impact of multiculturalism and multigenerationalism on marketing activities.

(13) The student knows that marketing begins with a working knowledge of economic concepts. The student is expected to:
(A) describe characteristics of economic goods and services;
(B) identify economic needs and wants;
(C) explain the concept of utility and cite examples of types of utility;
(D) explain the concept of price; and
(E) explain how the interaction of supply and demand affects price.

(14) The student knows that a nation’s economic system is determined by what is produced, how it is produced, and how it is distributed. The student is expected to:
(A) compare and contrast how economies answer the basic economic questions; and
(B) explain why most economies are mixed.

(15) The student knows that private enterprise is based on independent decisions by businesses and consumers concerning the right to own property, own a business, compete, make a profit, and exercise consumer choice with limited government involvement. The student is expected to:
(A) describe characteristics of a private enterprise system;
(B) explain advantages and disadvantages of private enterprise;
(C) describe the role profit plays in a market economy;
(D) list examples of competitive business situations; and
(E) identify examples of competitive business situations as price or nonprice competition.

(16) The student knows that gross domestic product (GDP), standard of living, consumer price index, and unemployment figures help measure whether an economy is accomplishing its goals. The student is expected to:
(A) identify economic measurements used to analyze an economy; and
(B) explain how economic measures are used in a market economy.

(17) The student knows that changes in the economy include prosperity, recession, depression, and recovery, that may be collectively referred to as the business cycle. The student is expected to:
(A) explain the concept of business cycles; and
(B) describe the impact that phases of a business cycle have on the economy.

(18) The student knows that international economic factors affect marketing planning. The student is expected to:
(A) distinguish between imports and exports;
(B) explain the interdependence of nations; and
(C) analyze advantages and disadvantages of international trade.

(19) The student knows that distribution channel members facilitate the movement of products. The student is expected to:
(A) explain channels of distribution; and
(B) evaluate a distribution plan.

(20) The student knows that distribution involves activities associated with the physical movement or transfer of ownership of products from producer to consumer. The student is expected to:
(A) identify physical distribution activities; and
(B) determine costs associated with distribution.

(21) The student knows that distribution involves stock handling and inventory control. The student is expected to:
(A) describe the receiving process;
(B) explain types of inventory systems;
(C) evaluate inventory shrinkage; and
(D) explain the impact of technology on inventory systems.

(22) The student knows that financial planning is necessary for the marketer’s success and solvency. The student is expected to:
(A) explain the impact of financial planning on marketing decisions; and
(B) analyze a business or organization’s financial reports and goals.

(23) The student knows that marketers use investment and financial services to achieve goals and objectives. The student is expected to:
(A) identify types of financial services;
(B) explain the purpose of a credit contract; and
(C) explain the impact of credit legislation.

(24) The student knows the role of pricing. The student is expected to:
(A) state goals of pricing;
(B) identify factors affecting pricing;
(C) explain how pricing affects product, place, and promotion decisions;
(D) compare and contrast pricing policies; and
(E) calculate a product's price.

(25) The student knows the role of promotion. The student is expected to:
(A) explain the communication process as used in promotional activities;
(B) describe types of promotion; and
(C) explain the concept of promotional mix.

(26) The student knows that advertising is the paid form of nonpersonal communication about an identified sponsor's products. The student is expected to:
(A) identify types of advertising media;
(B) differentiate between product and institutional advertising; and
(C) identify and evaluate elements of an advertisement.

(27) The student knows that business risk is the possibility of loss or failure. The student is expected to:
(A) categorize business risks; and
(B) explain how various types of risks impact business activities.

(28) The student knows that marketers responsible for risk management follow a process to decide the best strategy to deal with each risk. The student is expected to:
(A) explain security precautions; and
(B) demonstrate knowledge of safety precautions and skills related to health and safety in the workplace.

(29) The student knows what influences customers before they make a purchase. The student is expected to:
(A) differentiate among a feature, an advantage, and a benefit;
(B) differentiate between consumer and organizational buying behavior;
(C) determine customer needs and wants;
(D) classify buying motives;
(E) analyze how customers and organizations apply the decision-making process;
(F) identify major influences on buying behavior; and
(G) acquire information about customer needs.

(30) The student knows how marketers use the selling process. The student is expected to:
(A) locate product information;
(B) approach a customer to open a sale;
(C) illustrate why the approach should have a theme that is related to the presentation and the customer's buying motives;
(D) incorporate questioning/probing techniques;
(E) prepare a sales presentation;
(F) demonstrate how to overcome objections;
(G) demonstrate how to close a sale; and
(H) demonstrate the sales process.

(31) The student knows the important role each employee plays in providing exceptional customer service. The student is expected to:
(A) identify employee actions that result in customer satisfaction; and
(B) identify employee attitudes that result in customer satisfaction.

Source: The provisions of this §124.32 adopted to be effective September 1, 1998, 22 TexReg 5130.
STATEMENT OF WORKPLACE COMPETENCIES

The Secretary’s Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills that individuals need in order to succeed in the workplace. Richland College is determined to prepare you with the knowledge and skills you need to succeed in today’s dynamic work environment. Towards that goal, the following SCANS WORKPLACE competencies and foundation skills have been incorporated into the curriculum for this course:

1) **Use Information Skills**
   - Acquire Information
   - Evaluate Information
   - Organize Information
   - Maintain Information
   - Interpret Information
   - Communicate Information
   - Processed computerized information

2) **Employ Interpersonal Skills**
   - Participate as a team member
   - Teach others
   - Serve clients/customers
   - Exercise leadership
   - Negotiate Conflict Resolution
   - Respect cultural diversity

3) **Display Appropriate Personal Qualities**
   - Exhibit Responsibility
   - Demonstrate Appropriate Self-esteem
   - Demonstrate Appropriate Social Skills
   - Display Self-management skills
   - Display Integrity/Honesty

Additional Information

WITHDRAWAL POLICY
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by May 3, 2015. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped.

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: [https://www1.dcccd.edu/6drop](https://www1.dcccd.edu/6drop)

FINANCIAL AID
If you are receiving any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

ACADEMIC DISHONESTY
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at: [https://www1.dcccd.edu/cat0506/ss/code.cfm](https://www1.dcccd.edu/cat0506/ss/code.cfm) (Select Purpose)
HOLIDAYS
There will be no classes on the following dates:
- Labor Day Holiday: September 7
- Fair Day: October 5
- Thanksgiving Holiday: November 25-27
- Christmas Break: December 21 – January 4
- Martin Luther King Jr. Day: January 18
- GISD Staff Development: February 15
- Spring Break: March 15 – 19
- Student/Staff Holiday*: April 2 (*Bad Weather Make-up Day #1)
- GISD Staff Development: April 12
- Memorial Day: May 31

AMERICANS with DISABILITIES ACT (ADA)
If you are a student with a disability and/or special needs who requires ADA accommodations, please contact the Richland College Disability Services Office.

RELIGIOUS HOLIDAYS
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to contract with the instructor to take a make-up examination or complete an assignment within a reasonable time after the absence.

EVALUATION PROCEDURES
If a student is absent, it will be their responsibility to make up any missed assignments. *(It is your responsibility to notify the instructor immediately if you miss, or know that you are going to miss, a test.)* A zero will be given as the grade for assignments never received or for tests not taken. The student’s final grade will be based on the following:

<table>
<thead>
<tr>
<th>Classwork</th>
<th>34%</th>
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<tbody>
<tr>
<td>Work Performance/Lab</td>
<td>66%</td>
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Note: Each semester, a student's average is comprised of an average of the three grading periods (usually 5 or 6 weeks) and the semester exam. The final course average will be an average of the final exam and the 2 semester averages.

Grades are assigned based on the following scale:
- A = 90-100
- B = 80-89
- C = 70-79
- F = 59 or less

REPEATING THE COURSE
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester.
See Third Attempt to Enroll in a Course at [http://www.dcccd.edu/thirdcourseattempt](http://www.dcccd.edu/thirdcourseattempt).

*In order to successfully complete the Marketing Dynamics class you must:*

- Submit All Assignments
- Complete All Instructor Tests & All Required Work Responsibilities
- Attend Class Regularly
- Maintain a Positive & Professional Attitude
- Be Courteous to and Considerate of Your Classmates and Your Instructor

**FINAL GRADE REPORT**

Grade reports are no longer mailed. Convenient access is available online. Use your Student ID number when you log in to eConnect ([http://econnect.dcccd.edu](http://econnect.dcccd.edu)).

**COURSE OUTLINE / SCHEDULE**

The schedule below is an overview of the topics to be covered. All topics will be covered in self-paced modules. It may be necessary to spend more or less time on some of these topics depending on the level of difficulty. The instructor may assign additional projects if more practice is needed.

*If a student is absent, it is his/her responsibility to make up all missed class activities and assignments, including any not appearing on the following schedule.*

### MARKETING DYNAMICS (MRKG 1311) TOPICS

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<tr>
<th>TOPICS</th>
<th>(TOPICS CONTINUED)</th>
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<td>Chapter 7: Basic Math Skills</td>
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<tr>
<td>Chapter 1: Marketing Is All Around</td>
<td>Chapter 27: Pricing Math</td>
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<td>Chapter 2: Basic Marketing Concepts</td>
<td>Chapter 9: Computer Applications &amp; Skills</td>
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<td>Chapter 8: Communication Skills</td>
<td>Chapter 30: Product Planning</td>
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<td>Chapter 10: Interpersonal Skills</td>
<td>Chapter 32: Extended Product Features</td>
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<td>Chapter 5: Business &amp; Social Responsibility</td>
<td>Chapter 33: Entrepreneurial Concepts</td>
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<td>Chapter 11: Management Skills</td>
<td>Chapter 17: Promotional Concepts &amp; Strategies</td>
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<td>Chapter 3: The Free Enterprise System</td>
<td>Chapter 19: Advertising</td>
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<td>Chapter 4: Global Economics</td>
<td>Chapter 21: Channels of Distribution</td>
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<td>Chapter 6: International Trade</td>
<td>Chapter 22: Physical Distribution</td>
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<td>Chapter 24: Stock Handling &amp; Inventory Control</td>
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<td>Chapter 25: Price Planning</td>
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<td>Chapter 26: Pricing Strategies</td>
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<td>Chapter 12: Preparing for the Sale</td>
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<td>Chapter 13: Initiating the Sale</td>
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<td>Chapter 14: Presenting the Product</td>
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<td>Chapter 15: Closing the Sale</td>
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<td>Chapter 16: Using Math in Sales</td>
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<td><strong>FINAL EXAM</strong></td>
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***NOTE:*** The instructor reserves the right to modify the course requirements, assignments, grading procedure and other aspects of the syllabus as circumstances dictate.***

MRKG 1311