

Please print a copy of this syllabus for handy reference.

Whenever there is a question about what assignments are due, please remember this syllabus is considered to be the ruling document.

GENERAL COURSE INFORMATION

COURSE TITLE/NUMBER: Managerial Marketing (MBA612)

COURSE START DATE: April 12, 2021

COURSE END DATE: June 19, 2021

WITHDRAW-LAST DAY: May 26, 2021

****Note:** There are ten weeks for this course. For this MBA612 course the week begins on Monday and ends on Sunday (e.g. Week One: 4/12/2021-4/18/2021), except week ten begins on a Monday and ends on Saturday (e.g. Week Ten: 6/14/2021-6/19/2021).

REQUIRED COURSE TEXT: For this MBA612 course the bundle, Grewal and Levy 7e loose-leaf text and Connect Access (Interactive e-book) is required. From the CUH bookstore and McGraw-Hill, the Grewal and Levy 7e loose-leaf text and Connect Access (Interactive e-book) is available for purchase. **Adult learners enrolled in the MBA612 course are responsible for having access to the Grewal and Levy 7e loose-leaf text and Connect Access (Interactive e-book) content by the MBA612 course start date.** Consult the sources directly for pricing. The ISBN are as follows:

Grewal, D. & Levy, M. (2020). *Marketing* (7th edition). New York, NY McGraw-Hill/ Irwin

Required: Bundle: Grewal: Marketing 7e loose-leaf text + Connect Access; ISBN: 978126409160

Required: APA 7TH ed. Manual; ISBN: 9781433832154

Recommended: Connect Access Code (Grewal 7e e-book only); 9781260478860

Professor: Dr. Stefanie Wilson

Professor's Wilson's Email: stefanie.wilson@chaminade.edu

Professor Wilson's Point of Contact Number: (808) 351-3066

Professor's Wilson's Bio:

Prior to joining Chaminade University of Honolulu, I currently hold and have held education and business positions. I am currently a professor of business at the University of Hawaii West Oahu (UHWO), and for five years prior to joining UHWO was the business chair for the University of Phoenix (UOP) leading the undergraduate, graduate and information systems technology academic disciplines. Prior to the assuming the business chair capacity at UOP, I held marketing management capacities for over 17 years at Motorola, Inc. In these aforementioned positions, I gained a wealth of organizational, managerial and leadership expertise. At Motorola, my experience entailed managing global product portfolios and introducing products such as two-way radios, paging, cellular phones and satellite communications systems worldwide. I have also managed marketing communication budgets totaling millions of dollars to support product launches that were global in scope. At University of Hawaii, West Oahu and University of Phoenix, managing academic programs was my primary focus. I earned my Bachelor of Science in Business Management degree from Hampton Institute, Masters degree in Business Administration with specializations in International Business and Marketing from the University of Miami, and Doctor of Management in Organizational Leadership degree from the University of Phoenix.

E-Mail: Post your course inquiry via the Canvas Dashboard, "Inbox".

Availability:

I am available to dialogue with each adult learner, both individually or in-groups to answer course related questions and offer any assistance needed. I will respond to email inquiries between Monday-Friday within a 24-hour period. In short, if an email is received at 3 pm on Wednesday, the latest that I will respond is 2:55 pm on Thursday. If there is an urgent question or issue, I can be reached via phone on weekdays (except on holidays) at (808) 351-3066.

Welcome!

Welcome to the Chaminade University of Honolulu (CUH) MBA612 course. This course is a continuation of your exciting educational journey, and it is my pleasure to be your instructor and assist you in your learning experience. This course examines the process of identifying and meeting human and social needs profitably, also known as marketing. I will do everything to ensure the upcoming weeks will be a stimulating learning experience for all of us. Together, I trust that we will have an exciting and rewarding class.

Course Description

Employs a case study approach for applying marketing principles to marketing management and strategy. Quantitative and qualitative approaches involve situation analysis, market analysis and targeting, strategic applications, and marketing planning.

Course Prerequisite: None

Course Orientation:

This course is constructed as a master's level seminar. All members of the class are expected to contribute their knowledge and experience to the course. The reading and participation requirement of the course is likely to be personally engaging. This is by design. Taking on the organizational demands of developing viable products and services in a timely manner can be a daunting task and requires that we a) understand the marketplace, to include all stakeholders needs and wants b) understand how to make effective marketing mix decisions to address the target market(s) needs and wants and c) push our own skill development so that our knowledge has a positive impact on the activities undertaken to market yourself, an organization and/or the organization's product/service portfolio. These goals suggest that our plates will be full in this course, and that we have the opportunity for a significant learning experience.

Characteristics of a Marianist Education

The following are characteristics of the approach to education engaged at Marianist schools, including Chaminade University:

- Educate for formation in faith
- Provide an integral quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Students with Disabilities

Chaminade University provides reasonable accommodations for individuals with a disability in compliance with the Americans with Disabilities Act (ADA) of 1990. If you would like to know if you qualify for ADA accommodations, please contact our Counseling Center at 808-735-4845. Current appropriate documentation will be required for determination of accommodation eligibility.

Associated Program Learning Outcome:

Master of Business Administration Learning Outcomes

A graduate with a Masters of Business Administration degree will be able to:

1. Use financial tools and analysis to inform organizational decisions utilizing a knowledge of the issues central to financial management of an organization.
2. Use concepts and processes of marketing and management to inform organizational decisions that enhance value creation.
3. Use the appropriate framework to analyze ethical dilemmas and inform organizational decisions.
4. Use economic data and knowledge of domestic and global economic environments to inform organizational decisions.
5. Identify appropriate leader actions for enhancing individual, group and organization effectiveness in accordance with principles of leadership dynamics.
6. Assess and create strategy for organizations in specified business environments in accordance with central components and processes of strategic management.
7. Develop and present a strategic plan for an organization promoting service, justice and peace within the community.

MBA612 Course Learning Outcomes:

Demonstrate an understanding of marketing concepts and the ability to identify appropriate marketing processes to enhance individual, group, and system effectiveness.

Learning Objectives:

Learning Objective 1: Demonstrate an understanding of the evolution of the field and practice of marketing, and new influences, such as how social media are shaping the way businesses communicate with their customers in today's marketing environment.

The American Marketing Association (as cited by Grewal and Levy, 2020) defines marketing, as “the activity, set of institutions, and processes for creating, capturing, communicating, delivering, and exchanging, offerings that have value for customers, clients, partners and society at large” (p. 4). After all, you are familiar with marketing. Enrolling in this MBA612 course at Chaminade University of Honolulu is an example of a transaction, by which you were engaged in marketing. What this means is that this course is about exploring the key concepts of marketing of which you have been a participant. Furthermore, a second goal of the course is to facilitate your understanding of the role of marketing on society at large and emphasize the importance of ethics and societal issues.

Learning Objective 2: Demonstrate an understanding of marketing concepts by applying marketing principles to several case studies.

While expanding your understanding of marketing concepts is valuable, left at that, it could make you smarter about current and future marketing trends and practices. Thus, understanding is not enough. This course is also intended to sharpen your skills by allowing you to enhance your critical thinking and decision-making acumen via case study research and case study analysis assignments. Using your knowledge to integrate and apply key marketing concepts introduced in the text and other peer-reviewed sources is the central aim of this course.

Learning Objective 3: Demonstrate the ability to be a scholar-practitioner, to use knowledge of theory to determine appropriate actions when facing marketing opportunities.

In order to help you achieve these objectives, there are several course activities for you to take part in and accomplish. First, complete the assigned readings each week as required. Second complete the discussion question, case study analysis and case study research assignments. Third, give critical thought to and be prepared to submit the discussion question, case study analysis and case study research assignments. Details concerning these course assignments are included in this syllabus. Fourth, complete the course exams via Canvas.

Basic Computer System Requirements To Use Canvas: For basic computer system requirements to use Canvas, view guides frequently asked questions (FAQs) link stated below for additional details (e.g. browser Canvas supports, Mobile browser/applications that support Canvas features): <https://community.canvaslms.com/docs/DOC-4241>

Canvas: Technical Assistance: Should you experience a technical issue with Canvas, Logon to Canvas at <https://chaminade.instructure.com>, click "Help", then "Report a Problem" while in Canvas. You should receive a response subsequent to reporting the problem in writing. Be sure to receive a case and/or ticket number for reference. Also, the Canvas support staff can be reached via phone at The Canvas Support Hot Line [1.877.251.6615](tel:18772516615). Subsequent to your dialogue with the Canvas Technical Support staff should you need further assistance, please advise me via the Canvas "Inbox" tool to include the case/ticket number assigned by the Canvas Technical Support staff.

McGraw-Hill (Connect) Technical Assistance: If a technical glitch is experienced during the posting of an assignment via Connect contact the McGraw-Hill Education Technical Support at (800) 331-5094, and be sure to receive a case number. Subsequent to contacting the McGraw Hill Education Technical Support, should you need further assistance please advise me via the Canvas "Inbox" tool to include the case number assigned by the McGraw-Hill Technical Support staff.

Netiquette: Adult learners are expected to follow rules of common courtesy in all in-class or online class sessions. If I deem any of the course activities or email messages to be inappropriate or offensive, I will advise the business school dean accordingly and appropriate action will be taken. Refer to the MBA612 course "Files" tool via Canvas and review the "Online Tone" link provided for additional details.

Grading Scale:

Individual grade totals will be computed at the end of the semester based on the following Chaminade University of Honolulu grading scale.

A	90%-100%
B	80%-89.99%
C	65%-79.99%
F	Below 65%

Adult learners who earn "A" grades have evidenced thorough understanding of theory of leadership and of themselves. They have sought opportunities to contribute to class discussions and their contributions have reflected preparation, insight, and the willingness to take risks. They communicate effectively in writing. Leadership skills and skill development are evident in class assignments and/ or activities.

Adult learners who earn "B" grades have evidenced basic understanding of theory and of themselves. Typically, one or both of these could be developed further in the scope of the course. They contribute to some class discussions, and their participation shows preparation for the class. Their communication skills are satisfactory in writing, though there are opportunities for improvement to be professionally functional. Leadership skill development is evident in class assignments and/or activities.

Adult learners who earn "C" grades in the course have evidenced inadequate performance and understanding of course material. This grade is typically earned through lack of preparation, inadequate attention to assignments, and limited participation in class discussion and activities. Communication skills are often in significant need of improvement to be professionally adequate.

Adult learners who earn "F" grades have not completed required assignments and/or have missed three or more class sessions.

How I Grade the Case Study Research Assignment: *(Note: Refer to "Case Study Research Paper Assignment Requirements and Rubric" on pages 9-11, and 19 for additional details)*

How I Grade Discussion Question Assignments: *(Note: Refer to "Discussion Question Assignment Requirements and Rubric" on pages 9, 11-14, and 17-18 for additional details)*

Attendance:

Chaminade University of Honolulu (CUH) Business Graduate Program attendance policy allows one absence per course without penalty. Students are expected to make up work. A second absence, if permitted by the instructor, requires additional work to be completed as arranged with the instructor. A third or subsequent absence is not acceptable, the course will need to be repeated if there are three or more absences. For additional comments regarding attendance, please refer to the CUH Catalog 2020-2021, page 303.

Syllabus Modification:

This syllabus is only a plan. The professor may modify the plan during the course. The requirements of the course may be altered from those appearing in the syllabus. Further, the plan contains criteria by which adult learner's progress and performance in the course will be measured. These criteria may also be changed.

Academic Honesty and Integrity:

As members of the Chaminade University community, we are all committed to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Chaminade degree. Therefore, we shall not tolerate lying, cheating, plagiarism, or stealing in any form.

Academic honesty is highly valued at Chaminade University of Honolulu (CUH). An adult learner must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the adult learner's original words or ideas, the adult learner must cite all relevant sources. The adult learner should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications—whether copyrighted or not—and all verbal or visual communication, when the content of such communication clearly originates from an identifiable source.

Academic dishonesty in a learning environment could involve:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another adult learner to a public class meeting
- Using information from online information services without proper citation

Adult learners are responsible for promoting academic honesty at Chaminade University by not participating in any act of dishonesty and by reporting any incidence of dishonesty to a professor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism. Questions of academic dishonesty in a particular class are first reviewed by the professor who must make a report with recommendations to the business school dean. Consequences for academic dishonesty may

range from an “F” grade for the work in question to an “F” grade for the course to suspension or dismissal from the university.

For additional comments regarding Academic Honesty, please refer to the Chaminade University Graduate Catalog 2020-2021.

Time Commitment and Weekly Interactions Requirements:

To be successful in this MBA612 course, you must allocate sufficient time to access course materials and complete all assignments. During this MBA612 course you should plan on scheduling 12 to 15 hours per week to successfully participate and achieve the course objectives.

Late assignments and exams:

All course assignments and exams are expected to be turned in on time via Canvas unless otherwise specified. Course assignments and exams are considered on time when the CUH Canvas system (or another designated system) indicates a time stamp by 11:55 p.m. (Hawaii Standard Time) on the assignment and/or exam due date.

Odd things happen in cyberspace—emails get lost, servers disconnect temporarily, and logins fail. Do not wait until the last minute to do your work. Allow time to meet deadlines. You are responsible for getting the work to me on time. Be sure to copy yourself on all assignments emailed to me via Canvas, to ensure that the assignment was submitted on time. **Late assignments are not accepted for this course.**

Late assignments or exams are only granted for extenuating situations where evidence is provided by the adult learner to the professor. Examples of extenuating situations would include illness (with verification by a doctor) or the death of a family member. Adult learners should notify their professor before the exam or assignment due date of an extenuating situation. **Also, no assignments will be accepted after the last day of instruction (June 19, 2021). Feedback on each assignment will be provided by seven days after the assignment due date. All assignments must be submitted by week ten to receive a passing grade for the course.**

Incompletes or Extra Credit:

Incompletes or extra credit assignments will not be granted in this course.

MBA612 Course: Assignments and Exams (Total Points: 100%)

Discussion Question (DQ) Assignments (Total: 20%) **DUE DATE** **PERCENTAGE**

DQ1: **	4/26-4/29	10%
DQ2: **	5/10-5/13	10%

**For DQ1 and DQ2 assignment details refer to pages 11-14, 17 & 18 of the course syllabus.

Case Study Research Assignment (Total: 20%) **DUE DATE** **PERCENTAGE**

Case Study: Images, Sales, Brands: How Red Bull Uses Various Social Media Techniques to Achieve All Its Objectives**	5/2	20%
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**For Case Study Research assignment details refer to pages 10-11 & 19 of the course syllabus.

Case Study Analysis Assignments (Total: 30%) **DUE DATE** **PERCENTAGE**

Case Study Analysis: Chapter 1** From Beans to Pralines: The Global Chocolate Market	4/24-4/26	5%
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Case Study Analysis: Chapter 7** Video Case: B2B-Featuring Dole	5/8-5/10	5%
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Case Study Analysis: Chapter 12** Video Case: New Product Development at Anki	5/22-5/24	5%
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Case Study Analysis: Chapter 14** Planet Fitness: Pricing For Success	5/29-5/31	5%
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Case Study Analysis: Chapter 16** Walmart: Pioneer in Supply Chain Management	6/5-6/7	5%
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Case Study Analysis: Chapter 18** IMC at Dunkin	6/12-6/14	5%
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**For the Case Study Analysis assignments details refer to page 10 of the course syllabus.

Course Exams (Total: 30%)

Each exam will include fifty (50) multiple choice and/or true/false questions from the required reading (*Text: Marketing: 7e*, Grewal and Levy). For each exam up to 10% may be earned (each exam question is worth .2 points), time allotted up to one hour and thirty minutes to complete each exam and one try to do so. The course exams will be available to access via the Canvas "Assignments" or "Quizzes" tool from 5 a.m. until 11:55 p.m. (HST) on the designated dates below.

EXAM DUE DATES	PERCENTAGE
Exam 1: Dates: May 8-10 (Marketing 7e: Grewal & Levy, Chapters 1-8)	10%
Exam 2: Dates: May 22-24 (Marketing 7e: Grewal & Levy, Chapters 9-13)	10%
Exam 3: Dates: June 12-14 (Marketing 7e: Grewal & Levy, Chapters 14-20)	10%

Assignments:

Case Study Analysis Assignments:

For this MBA612 course, six case analysis assignments are assigned, to include:

- Chapter 1--From Beans to Pralines: The Global Chocolate Market
- Chapter 7--Video Case: B2B-Featuring Dole
- Chapter 12--Video Case: New Product Development at Anki
- Chapter 14--Planet Fitness: Pricing For Success
- Chapter 16--Walmart: Pioneer in Supply Chain Management
- Chapter 18--IMC at Dunkin

Each case study analysis assignment (accessible via Connect) will include multiple choice questions relating to course concepts and the case study. Up to five points may be earned for each case study analysis assignment. All case study analysis assignments will be available for access via Connect by 5 a.m. Hawaii Standard Time (HST) on the initial designated access date (refer to page nine) as you have up to 20 minutes to complete each case study analysis assignment and one try to do so. **Each case analysis must be completed via Connect by 11:55 pm (HST) by the final designated due date to earn points for the case analysis assignment.**

Case Study Research Assignment:

Chapter 3 – Case Study: Images, Sales, Brands: How Red Bull Uses Various Digital and Social Media Techniques To Achieve All Its Objectives (Pages: 107-109)

Written Paper Due Date: May 2

Prepare a three to four-page paper in which the “Images, Sales, Brands: How Red Bull Uses Various Digital and Social Media Techniques To Achieve All Its Objectives” case study (on pages 107-109, of the course text, Marketing 7e, Grewal and Levy) questions are answered. Provide an overview of the case, of up to 200 words maximum (as part of the three to four-page paper). The case study research assignment submittal should include a minimum of three peer-reviewed sources (published 2016 to date) stated on the reference page and in-text cited. Post your case study research paper to the CUH Canvas “Assignments” tool by May 2, 2021 no later than 11:55 pm (Hawaii Standard Time). **To avoid point deductions be sure to adhere to (do not fall short or exceed) the assignment page count requirement. Up to 20% (or 20 points) may be earned on this assignment.**

Course Case Study Research Assignment & Writing Format:

It is assumed that all adult learners will perform professionally in preparing work for this class. All papers will be typed, spell-checked, and grammar-checked. The MBA612 course case study research assignment should adhere to the guidelines as stated in the American Psychological Association (APA) Publication Manual 7th edition. Thus, the case study research assignment should be written in APA 7e format, as the Sample Student Paper on pages 61-67

of the APA Publication Manual is the required format for the case study research assignment and should be used as a guide. Additionally, for the case research assignment; (a) the use of headings (level 1 and level 2) are required, (b) be sure to in-text cite appropriately when paraphrasing (c) writing in first and third person is permitted, as writing in second person is not permitted and (d) exclude an abstract, direct quotes and long quotes.

Refer to the Canvas “Files” tool for the APA 7e Folder, which includes a Sample Paper. Consult the APA 7e publication for guidance on how to cite references in-text and on the reference page, as well as other style of writing particulars.

All adult learners are expected to have graduate-level writing proficiency before they enter the MBA program. Should you need tutorial assistance to enhance your writing skills, CUH K kua Ike Center for Student Learning offers tutoring services to assist adult learners with editing papers and checking writing style formatting. Contact the CUH K kua Ike Center for Student Learning at 739-8305 or via email at tutoring@chaminade.edu should you require tutorial assistance.

For additional comments regarding Tutoring Services, please refer to the *Chaminade University Catalog 2020-2021*.

Discussion Question (DQ) Assignments

For this course two discussion question assignments must be completed. Please see below the discussion questions and due dates for each discussion question assignment.

DQ1: DQ1: In Chapter five, six social trends were discussed to include: (a) sustainability, (b) health and wellness, (c) efficient utilization and distribution of food, (d) energy trends, (e) green marketing, (f) and privacy concerns. For each of these trends, choose a retailer or service provider that you believe has seized the moment by grasping the importance of the trend and successfully marketing to its customers as a result. Be sure to include an example for each retailer or service provider chosen to support your rationale.

DQ1--Initial post, due date: Monday: April 26, 11:55 pm HST

DQ1--Replies to classmates, due dates: Monday-Thursday: April 26-29, 11:55 pm Hawaii Standard Time (HST)

DQ2: DQ2: A consumer package goods company (e.g. Pepsi) has just developed a new beverage. The company needs to estimate the demand for such a new product. State and elaborate on two or more sources of syndicated data the company could explore.

DQ2--Initial post, due date: Monday: May 10, 11:55 pm HST

DQ2--Replies to classmates, due dates: Monday-Thursday: May 10-13, 11:55 pm Hawaii Standard Time (HST)

Up to 10% (or 10 points) may be earned for each discussion question assignment, based on the following **five criteria requirements** (worth up to 2%, or 2 points each): **initial response, responses to classmates, frequency of responses, timeliness of response, writing and APA**, that will be used to grade each DQ assignment. **Your discussion question response must be posted as a separate posting to receive a grade for the discussion question posting**

The discussion question response posting process is as follows:

1. Click on the Canvas "Discussion" tool, and select the discussion question assignment.
2. For the initial posting, a post to this topic must occur before viewing other messages and/or responses.
3. Click reply to initial message at the top of the conversation to reply to the first message in the conversation or thread
4. Also, click on the title of a classmates post to view the conversation; click the reply link within the message itself to reply to the item you are currently viewing. This is the option to use if replying to someone else's response.

The initial DQ post and subsequent replies posted to your classmates should be posted via the Canvas "Discussion" tool in WORD (all wording and content should be visible, and NOT posted as an attachment) in 10, 11 or 12 pt. font size in double-spaced, paragraph format. The initial post (300 minimum, 600 maximum word count to include in-text citing and references) is due by Monday at 11:55 pm (Hawaii Standard Time). Each DQ reply to your classmates (200 minimum, 400, maximum word count to include in-text citing and references) are due by Thursday at 11:55 pm (Hawaii Standard Time). Adult learners are expected to respond to "at least" two different classmates per discussion question, as two represents the minimum.

Note: For the discussion question assignment initial posting and replies to your classmates paraphrasing only is accepted (no direct quotes or long quotes are accepted for the discussion question assignment responses) and writing in first or third person is permitted. Writing in second person is not permitted. The minimum and maximum word count includes in-text citing and references, published 2016 to date.

To earn points on the DQ1 and DQ2 assignments the initial posting must occur by the due date, and all responses to different classmates must occur during the due date timeframe stated on page 11 of the course syllabus.

If you have difficulty posting during the week, then you will want to prepare the initial discussion responses in advance and post your DQ response by the due date. Working ahead requires you to manage your time to meet the requirements of the course assignment. It is a good habit to prepare your responses in Word and save the file prior to submitting the post. **Be sure to paragraph indent, double-space, spell and grammar check, and use 10, 11, or 12 point font size for the DQ posts submitted via Canvas.**

Refer to the discussion question assignment and grading rubric details on pages 11-14, 17-18 of this course syllabus before starting each discussion question assignment. Be certain to read

each discussion question carefully and address each question posted. Be sure to include APA 7e formatted in-text citations for paraphrasing and a reference list. Also, read the grading rubric carefully.

Initial Post: You are expected to answer all parts of the discussion question(s) when posting your initial response, which is the first criteria of the assignment. When you support your ideas, reasoning or conclusion, you will also need to cite in-text the source document when appropriate. Supporting ideas may require you to use facts from a scenario, as you are always required to relate what you present back to the concepts learned in the course. Supporting ideas gives you an opportunity to provide a well-reasoned argument or to take ideas and show what is in the course text or peer-reviewed source(s) that supports that idea. **A minimum of three in-text citations for paraphrasing (published 2016 to date) and a minimum of three references (published 2016 to date) for each discussion question assignment is required.** **Note: The course text may be used as one of the three references.** The goal is to demonstrate your understanding of the course readings so be prepared to demonstrate a prolific use of the course readings, which means that three or more peer-reviewed sources (published 2016 to date) is used. Personal experience is fine but be sure to relate to the course readings and peer-reviewed sources, which again requires the use of in-text citations when posting your paraphrased response.

Responses to Classmates: Responses to your classmates requires use of the course readings, an in-text citation published 2016 to date and stated reference, and are graded using the second criteria of the grading rubric. You are required to respond to other adult learners extending the discussion bringing in new ideas rather than repeating what a classmate has already stated or what you have stated. The idea is to go beyond agreeing or disagreeing but to provide a well-reasoned argument. **Note: Begin each classmate response with a salutation (e.g. Aloha John, Hi Carol) stating their name.**

Timeliness: Discussions require students to participate in the discussions across a designated week as stated in the course syllabus. For this criteria, posting the initial response by Monday and post follow up responses to classmates by Thursday of the same week is required.

Frequency: This criteria represents the number of responses made to classmates. **Adult learners are expected to respond to "at least" two different classmates per discussion question, as two represents the minimum.** Responses to your professor are not counted toward the grade but are expected when asked a question by the professor. Note that when given instructions to respond to 'at least' or 'a minimum' of two different classmates per discussion question assignment, **two responses represents an average grade for frequency on the participation grading rubric.** To earn a higher score, you will need to provide additional responses. Providing many posts only affects 'frequency.' Many posts does not translate into quality for responses to classmates. Refer to the DQ rubric for additional criteria on page 18. Be sure to include a minimum of one in-text citation and reference (published 2016 to date) in your response to each classmate.

Writing: This criteria is a competency at the university and a learning outcome for this course. Adult learners are expected to demonstrate good writing skills so make sure that what is presented is well written, concise, in complete sentences and grammatically correct with use of proper English. Your classmates or the professor should be able to read the DQ response and know what discussion topic is being addressed so each paragraph presented should have a topic sentence.

APA: For this course adhering to APA 7e guidelines is required. Be sure to always in-text cite and reference source materials as stated in the Publication Manual of the American Psychological Association, 7e. Refer to the APA 7e publication manual and the Canvas course "Files" tool, "APA 7e Folder: Student Sample Paper and etc." for additional information and guidelines.

ASSIGNMENT DUE DATE BREAKDOWN:

THIS IS VERY IMPORTANT, PLEASE READ CAREFULLY AND PRINT THIS OUT FOR HANDY REFERENCE:

(of course you are always more than welcome to turn in assignments early-except as noted, due dates are listed as the last possible day to submit each assignment)

Course Schedule

****Note: There are ten weeks for this course. For this MBA612 course the week begins on Monday and ends on Sunday (e.g. Week One: 4/12/2021-4/18/2021), except week ten begins on a Monday and ends on Saturday (e.g. Week Ten: 6/14/2021-6/19/2021).**

<u>Course Date</u>	<u>Course Topic(s) & Assignments Due</u>
(W1) 4/12-4/18	Introduction <ul style="list-style-type: none">• MBA612 Course: Syllabus & Canvas Review• Post Bio/Welcome Due By 4/13, 11:55 pm (Hawaii Standard Time)
(W2) 4/19-4/25	Assessing the Marketplace <ul style="list-style-type: none">• Required Reading: Marketing (Chapters 1-3) Due By 4/19• Case Study Analysis: Chapter 1-From Beans to Pralines: The Global Chocolate Market—4/24-4/26 (Connect Access 5 am-11:55 pm HST)
(W3) 4/26-5/2	Assessing the Marketplace <ul style="list-style-type: none">• Required Reading: Marketing (Chapters 4 & 5) Due By 4/26• Discussion Question One: Initial Post Due Date 4/26, 11:55 pm HST; Replies to Classmates Due Dates 4/26-4/29, 11:55 pm HST• Case Study Research Assignment: Images, Sales, Brands: How Red Bull Uses Various Social Media Techniques: Due Date 5/2, 11:55 pm HST
(W4) 5/3-5/9	Understanding the Marketplace <ul style="list-style-type: none">• Required Reading: Marketing (Chapters 6, 7 & 8) Due By 5/3• Case Study Analysis: Chapter 7- Video Case: B2B-Featuring Dole—5/8-5/10 (Connect Access 5 am-11:55 pm HST)• Exam 1 (Chapters 1- 8): 5/8-5/10 (Access 5am-11:55 pm HST)

<u>Course Date</u>	<u>Course Topic(s) & Assignments Due</u>
(W5) 5/10-5/16	Targeting the Marketplace <ul style="list-style-type: none"> • Required Reading: Marketing (Chapters 9 & 10) Due By 5/10 • Discussion Question Two: Initial Post Due Date 5/10, 11:55 pm HST; Replies to Classmates Due Dates 5/10-5/13, 11:55 pm HST
(W6) 5/17-5/23	Value Creation <ul style="list-style-type: none"> • Required Reading: Marketing (Chapters 11, 12 & 13) Due By 5/17 • Exam 2 (Chapters 9 -13): 5/22-5/24 (Access 5am-11:55 pm HST) • Case Study Analysis-Chapter 12- Video Case—New Product Development at Anki --- 5/22-5/24 (Connect Access 5 am-11:55 pm HST)
(W7) 5/24-5/30	Value Capture <ul style="list-style-type: none"> • Required Reading: Marketing (Chapters 14 & 15) Due By 5/24 • Case Study Analysis-Chapter 14-Planet Fitness: Pricing For Success--- 5/29-5/31 (Connect Access 5 am-11:55 pm HST)
(W8) 5/31-6/6	Value Delivery: Designing the Channel and Supply Chain <ul style="list-style-type: none"> • Required Reading: Marketing (Chapters 16 & 17) Due By 5/31 • Case Study Analysis-Chapter 16-Walmart: Pioneer in Supply Chain Management:--- 6/5-6/7 (Connect Access 5 am-11:55 pm HST)
(W9) 6/7-6/13	Value Communication <ul style="list-style-type: none"> • Required Reading: Marketing (Chapters 18, 19 & 20) Due By 6/7 • Exam 3 (Chapters 14-20): 6/12-6/14 (Access 5am-11:55 pm HST) • Case Study Analysis-Chapter 18- Video Case: IMC at Dunkin:--- 6/12-6/14 (Connect Access 5 am-11:55 pm HST)
(W10) 6/14-6/19	Value Communication & Course Wrap Up <ul style="list-style-type: none"> • Course Wrap-up and Reflection

Discussion Question Assignment Rubric						
Criteria	Ratings					Points
Initial Response	<p>Excellent 2 points</p> <p>Excellent use of required course materials and research to post discussion response that correctly answers the discussion question and demonstrates strong connections between the course concept(s) and research/scenario to include examples and applications. In-text cites three or more different sources AND states three or more different sources on the reference list (published 2016 to date). Meets the minimum word count requirement and does not exceed the maximum word count requirement.</p>	<p>Good 1.6 points:</p> <p>Uses required course materials and research to post discussion response that answers the questions shows some connection between the course concept(s) and research/scenario. Needs some additional development of the response. In-text cites two different sources AND states two different sources on the reference list (published 2016 to date). Meets the minimum word count requirement and does not exceed the maximum word count requirement.</p>	<p>Fair 1.4 points</p> <p>Minimal use of the course materials and research. Some understanding of the discussion question course concept(s) or needs additional development to answer the discussion topic. Could be enhanced with significantly more information that includes explanations, examples or application. In-text cites one source AND states one source on the reference list (published 2016 to date). Does not meet the minimum word count requirement and/or exceeds the maximum word count requirement.</p>	<p>Needs Improvement 1.2 points:</p> <p>Initial discussion post does not reflect the student has read or understands the topic(s)/course concept(s). Posting could have been made without the student doing any course readings or did require research. Opinion provided without connection to the course materials or does not answer the questions. No source in-text cited or omits the reference list to include reference entries.</p>	<p>Missing 0 points</p> <p>Fails to post an initial response by the required due date. A direct quote and/or long quote was stated in the content submitted, as this is not permitted.</p>	2 pts
Responses to Classmates	<p>Excellent 2 points</p> <p>Uses required course materials (to include a minimum of one peer reviewed source in-text and a stated reference entry published 2016 to date) in all responses to different classmates to move the discussion forward. Does not repeat what has been stated and consistently brings in new ideas or aspects related to the discussion topic to enhance the discussion.</p>	<p>Good 1.6 points:</p> <p>Uses required course materials (to include a minimum of one peer reviewed source in-text cited and stated reference entry published 2016 to date) in all responses to different classmates, however, needs additional development or explanations.</p>	<p>Fair 1.4 points</p> <p>Responses tend to agree or may repeat what is already stated and seldom moves the discussion forward to different classmates; omits in-text citing a minimum of one peer reviewed source and stated reference entry (published 2016 to date) in one or more responses to different classmates.</p>	<p>Needs Improvement 1.2 points:</p> <p>Responses to different classmates do not move the discussion forward and poor in quality and could have been enhanced with more explanation, content or examples. Omits in-text citing, as a minimum of a peer reviewed source stated in-text and as a reference in one or more responses to different classmates</p>	<p>Missing 0 points</p> <p>Fails to post responses to different classmates by the required due date. A direct quote and/or long quote was stated in the content submitted, as this is not permitted.</p>	2 pts
Timeliness of Responses	<p>Excellent 2 points</p> <p>Post the initial response by the due date and responds to two or more classmates across three or more days of the week.</p>	<p>Good 1.6 points:</p> <p>Post the initial response by the due date and responds to two or more classmates across two days of the week.</p>	<p>Fair 1.4 points</p> <p>Post the initial response by the due date and/or two or more responses to classmates are posted the same day.</p>	<p>Needs Improvement 1.2 points:</p> <p>Post initial response by or after the due date and responses to fewer than two classmates occurs the same day.</p>	<p>Missing 0 points</p> <p>No initial response or classmate responses to the discussion question posted by the due date.</p>	2 pts

Discussion Question Assignment Rubric (Continued)

Criteria	Ratings					Points
Frequency of Responses Note: Adult learners are expected to respond to "at least" two different classmates per discussion question, as two represents the minimum.	Excellent 2 points Responds to two or more different classmates <u>above the minimum requirement</u> . Meets the minimum word count requirement and does not exceed the maximum word count requirement for all classmate responses.	Good 1.6 points: Responds to one more different classmate(s) <u>above the minimum requirement</u> , meets the minimum word count requirement, and does not exceed the maximum word count requirement for all classmate responses.	Fair 1.4 points Responds to different classmates <u>the minimum number of times</u> or above the minimum requirement, and/or does not meet the minimum word count requirement or exceeds the maximum word count requirement for one or more classmate responses.	Needs Improvement 1.2 points: Responds to fewer different classmates <u>than the minimum number of times</u> , and/or does not meet the minimum word count requirement or exceeds the maximum word count requirement for one or more classmate responses.	Missing 0 points Fails to respond to any classmates.	2 pts
Writing and APA	Excellent 2 points Contributes to discussion with clear and concise comments that are style appropriate, rich in vocabulary and up to two grammatical, punctuation, and spelling errors. In text citations are correctly used when source material are used. Reference list matches in-text citations, no reference entries or reference heading errors are present.	Good 1.6 points: Shows above average writing style that is clear and uses standard English with minor (three to four) in grammar, punctuation, usage and /or spelling. Generally follows APA guidelines. Three to four errors noted in the following: formatting (e.g. double-spacing, reference heading or reference entries) paraphrasing, accuracy of paraphrasing, and in-text citing when needed.	Fair 1.4 points Contributes to discussion with understandable, as style and vocabulary are at times inconsistent or imprecise, and/or has several (five to six) writing errors. Attempts to follow APA guidelines. At least five to six errors noted in the following: (e.g. double-spacing, reference heading or reference entries) paraphrasing, accuracy of paraphrasing, and in-text citing when needed. One or more reference entries do not match in-text citations.	Needs Improvement 1.2 points: Contributes to discussion with errors in clarity, style, vocabulary selection, and/or many (seven to nine) writing errors without properly conforming to proper English. Attempts or does not attempt in-text citations or reference list, however, omits one or the other. Little to no evidence of APA guidelines used or at least seven to nine errors noted in the following: formatting, (e.g. double-spacing, reference heading or reference entries) paraphrasing, accuracy of paraphrasing, and in-text citing when needed.	Missing 0 points Contributes to discussion with errors in clarity, style vocabulary selection, and/or many errors (ten or more) in writing and/or APA formatting (e.g. double-spacing, reference heading or reference entries, paraphrasing, and in-text citing when needed. Errors with little to no conforming to proper English. Reference heading to include one or more reference entries are missing.	2 pts
						Total Points: 10

Chapter 3- Case Study Research Assignment Rubric

Criteria	Ratings				Points
Content Development: Subject Matter and Higher Order Thinking: 60% The case study research assignment content development criteria requirements include: (1) assignment displays an understanding of the relevant theory to include a minimum of three peer-reviewed sources, (2) research is timely to include a minimum of three sources published 2016 to date, (3) major points were supported by specific details/examples (e.g. comparing/contrasting, and integrating theory and subject matter (e.g. work environment, work experience), (4) content is comprehensive, accurate and persuasive, and (5) three to four page content requirement is met and the writer has gone beyond the textbook for resources.	12.0 pts Excellent Adult learner fulfilled all five requirements of the case study research assignment content development criteria with total accuracy.	9.7 pts Good Adult learner fulfilled four of the five the case study research content development requirements with accuracy.	7.2 pts Needs Development Adult learner fulfilled three of the five case study research content development requirements, as more time and effort is required.	0.0 pts Missing Adult learner fulfilled two or less than two of the five case study research content development requirements, as substantive development is required, and/or a direct quote is evident. Direct and long quotes are not permitted for this research assignment.	12.0 pts
Organization: 10% The case study research assignment organization criteria requirements include: (1) Sufficient background on the topic is stated to include previews of major points (2) central theme/purpose is immediately clear, (3) structure is clear, logical and easy to follow, (4) subsequent sections develop/support the central theme, (5) conclusions and recommendations follow logically from the body of the paper	2.0 pts Excellent Adult learner fulfilled all five requirements of the case study research assignment organization criteria with total accuracy.	1.6 pts Good Adult learner fulfilled four requirements of the case study research assignment organization criteria with total accuracy.	1.2 pts Need Improvement Adult learner fulfilled three requirements of the case study research assignment organization criteria with total accuracy.	0.0 pts Missing Adult learner fulfilled two or less than two requirements of the case study research assignment organization criteria with total accuracy.	2.0 pts
Style and Mechanics: 30% The case study research assignment style and mechanics criteria requirements include: (1) all format to include citations and references follow APA 7e guidelines (2) paper is neat, shows attention to detail, and laid out effectively using headings level one and two appropriately, (3) rules of grammar and punctuation are followed; spelling is correct, (4) sentences are complete, clear, concise, well-constructed with consistently strong, varied structure, and (5) transitions between sentences/paragraphs/sections help maintain the flow of thought; words are precise and unambiguous.	6.0 pts Excellent Adult learner fulfilled all five requirements of the case study research assignment style and mechanics criteria with total accuracy, OR, little to no (e.g. 0-2 errors) format, grammar and readability errors are evident in the assignment submittal.	4.8 pts Good Adult learner fulfilled four requirements of the case study research assignment style and mechanics criteria with total accuracy, OR, some (e.g. 3-6 errors) format, grammar and readability errors are evident in the assignment submittal.	3.6 pts Need Improvement Adult learner fulfilled three requirements of the case study research assignment style and mechanics criteria with total accuracy, OR, several (e.g. 7-9 errors) format, grammar and readability errors are evident in the assignment submittal.	0.0 pts Missing Adult learner fulfilled two or less than two requirements of the case study research assignment style and mechanics criteria with total accuracy, OR, numerous (e.g. 10 or more errors) format, grammar and readability errors are evident in the assignment submittal.	6.0 pts
					Total Points: 20.0