



**NEW YORK CITY COLLEGE OF TECHNOLOGY
THE CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF BUSINESS**

MKT 1103 FOUNDATIONS OF MARKETING AND SALES

Prerequisites: CUNY Proficiency in Reading

Credits: 3

INSTRUCTOR:

Faculty Office:

Office Hours:

Office Phone:

E-mail:

Meeting Date/ Time:

Room:

COURSE DESCRIPTION:

An introductory survey of today's fast-paced, rapidly changing and interactive global marketing and sales environment. The course will introduce contemporary marketing and sales philosophies and practices as they are used for the advertising, selling and distribution of goods through brick and mortar stores, the Internet, World Wide Web and other electronic media.

Effective marketing and selling is all-important to the success or failure of any business venture, especially in the quickly evolving online environment of e-Business. All companies, and particularly e-Business leaders, spend significant percentages of their revenues on marketing to attract and retain loyal customers, sell products and merchandise of all kinds, and build brand recognition, awareness and loyalty.

LEARNING OUTCOMES:

Upon successful Completion of this course, students will be able to

Outcome	Assessment
Identify and define key marketing and sales concepts.	Class discussions and course assignments, including weekly Case Studies and Online Sales Video Summaries, and a midterm and final examination.
Describe and explain the strategic planning process for effective marketing and personal selling, including how organizational resources and opportunities affect strategic planning,	Class discussions and course assignments, including weekly Case Studies and Online Sales Video Summaries, and a midterm and final examination.
Apply critical thinking, creativity, and problem-solving processes to issues and	Class discussions and course assignments, including weekly Case Studies and Online

concerns related to effective marketing and personal selling strategies.	Sales Video Summaries, and a midterm and final examination.
Create and design marketing and sales strategies that add customer value to the exchange process resulting in increased customer satisfaction and loyalty and enhanced revenue generation and profitability.	Class discussions and course assignments, including weekly Case Studies and Online Sales Video Summaries, and a midterm and final examination.

GENERAL EDUCATION LEARNING OUTCOMES

Outcome	Assessment
The ability to pursue disciplined, inquiry-based learning in the major with the acquisition of tools for lifelong learning, including the development of skills necessary for communicating in diverse settings and groups through the use of written, oral and visual means.	Class discussions and course assignments, including weekly Case Studies and Online Sales Video Summaries, and a midterm and final examination.
The ability to employ logical thinking and creativity to solve problems by gathering, interpreting, evaluating and applying information discerning from a variety of sources.	Class discussions and course assignments, including weekly Case Studies and Online Sales Video Summaries, and a midterm and final examination.

RECOMMENDED TEXTBOOK:

Pride, W.M. & Ferrell, O.C.. *Marketing* South-Western Cengage Learning.

Antonio, V. *Online Sales Training Series: How To Sell Your Product or Service*

<<https://www.youtube.com/playlist?list=PLR-Q1WjFQAG0nUvRnYoF0cltU6UtO32b4>>

ASSESSMENT AND GRADING:

Final Term Grades will be based on the following criteria:

Class Participation:	20%
Weekly Case Studies and Online Sales Video Summaries:	30%
Mid Term Examination:	25%
Final Exam:	25%
Total	100%

Note: There are no make-ups for an unexcused absence from a test or examination. In addition, please review the “Digital Device Policy” for the course in “Class Rules” below.

Late and Missed Assignments:

The professor will not accept any late or missed assignments absent clear, convincing and compelling evidence demonstrating adverse and unforeseen circumstances over which a student had no control and that consequently prevented the timely completion and submission of the assignments.

What constitutes “clear, convincing and compelling evidence” is in the sole discretion of the professor. Examples include, but are not limited to, a serious accident, hospitalization, illness or sudden medical condition of the student, or of a member of the student’s immediate or extended family, a death in the immediate or extended family, or an unforeseen, unavoidable and mandatory personal or professional obligation.

Extra Credit Projects:

Students who have not completed at least 60% of the scheduled weekly assignments by the end of the semester, or who have inexcusably failed to complete any test or examination in the course, **are not eligible to complete an Extra Credit Project**. The opportunity for a student to otherwise complete an Extra Credit Project is at the sole discretion of the professor.

COURSE POLICIES AND PROCEDURES:

Course Expectations, Preparation and Participation:

Each student will be expected to timely complete the assigned weekly readings, view the video presentations and submit the written assignments. Students must also actively participate in and contribute to the class discussions.

Weekly Sales Video Summaries:

Every week each student must submit a brief, double-spaced and typewritten summary of the Online Sales Video assigned for that week. The summary must include the following: (1) the name of the student; (2) the course name, number and section; (3) the title of the Online Sales Video being summarized; and (4) a summary, in the students' own words, of the topic and major points presented in the video.

Class Rules:

1. According to page 34 of the Student Handbook, “The use of cell phones is prohibited in classrooms . . . [and] any other areas where instruction . . . is taking place.” Accordingly, the use of cell phones, smart phones, or any other wireless hand held device in this class is strictly prohibited.

Both anecdotal evidence and recent empirical studies indicate that while such devices can, in certain contexts, serve as an aid to academic scholarship, their use during actual instruction and study is a severe distraction that results in poorer academic performance and grade point averages.

Moreover the use of such devices in many social and professional settings, particularly professional meetings, is generally considered to be rude and, in certain instances, absolutely forbidden. For example, in most U.S. courts such devices are not even allowed into the courtroom, let alone used, and are temporarily confiscated by court officers at the courthouse door.

Accordingly, this class will adhere to the following “Digital Device Policy” prohibiting the use of such devices during all in class meetings:

- a. First Infraction: Cautionary reminder and warning;
 - b. Second Infraction: 5-point deduction from the student’s class participation grade;
 - c. Third Infraction: Additional 10-point deduction from the student’s class participation grade;
 - d. Fourth Infraction: Additional 15-point deduction from the student’s class participation grade;
 - e. Fifth Infraction: The student will receive an automatic grade of “F” for class participation.
2. Students are expected to conduct themselves at all times in a responsible and professional manner. Food and/or beverages are not permitted in the classroom.
 3. Each unexcused late arrival or early departure from the class lecture will result in a 2-point deduction from the class participation grade.
 4. Students may not leave the classroom during an examination absent extreme circumstances (e.g., sudden illness, in which case the student will be required to do a make-up exam). Leaving the classroom during an examination before submitting it to the professor will result in an automatic grade of “F” for that examination without any opportunity to complete a makeup.
 5. Students arriving more than 30 minutes late for an examination will not be permitted to take the examination.
 6. Stop the professor during the class by raising your hand, speak to the professor at the end of the class, send an e-mail or visit the professor during scheduled Office Hours if you do not understand something presented in the class textbook, videos or lectures.
 7. Do not repeatedly wander in and out of the classroom during the lecture absent an extreme emergency. Doing so serves to disrupt the class and is distracting to both the professor and other students.
 8. Finally, do not hesitate to contact the professor if you have further questions or concerns regarding the course material or any other aspect of your academic studies. Students are encouraged to meet with the professor during scheduled Office Hours or at some other agreed upon time that is mutually convenient for both the student and the professor.

COLLEGE POLICIES (ACADEMIC INTEGRITY, ADA, RESOURCES):

See standard policy document

SCHEDULE OF TOPICS:

SESSION	TOPIC	ASSIGNMENT
Week 1	<p>The first class session of the week will be devoted to an introduction to the course; the review of the Course Syllabus; an explanation of course expectations and a detailed description of the required weekly Case Study and Online Sales Video Summary assignments.</p> <p>During the second class session of the week a lecture will be delivered on “An Overview of Strategic Marketing” from Chapter 1 of the textbook as well as an overview of key topics relevant to the study of “Sales and Personal Selling.”</p>	Textbook Chapter 1; Online Sales Video Number 1: “Introduction to the Online Sales Course.”
Week 2	Personal Selling and Sales Promotion.	Textbook Chapter 19; Online Sales Video Number 2: “Acquiring the Sales Mindset.”
	Planning, Implementing & Controlling Marketing Strategies.	Textbook Chapter 2; Online Sales Video Number 3: “Product Inventory.”
Week 3	Social Responsibility & Ethics In Marketing.	Textbook Chapter 4; Online Sales Video Number 4: “Market Segment and Client Profile.”
Week 4	Marketing Research & Target Market Analysis.	Textbook Chapter 5; Online Sales Video Number 5: “Competition and Analysis.”
Week 5	Target Markets: Segmentation, Evaluation and Positioning.	Textbook Chapter 6; Online Sales Video Number 6: “Designing a Sales Process.”
Week 6	Review and The Midterm Examination.	
Week 7	Consumer Buying Behavior.	Textbook Chapter 7; Online Sales Video Number 7: “Introduction Meeting and

		Asking Questions.”
Week 8	Business Markets and Buying Behavior.	Textbook Chapter 8; Online Sales Video Number 8: “Delivering a Sales Presentation.”
Week 9	E-Marketing, Digital Media & Social Networking.	Textbook Chapter 10; Online Sales Video Number 9: “Demonstrating Your Product.”
Week 10	Product Concepts.	Textbook Chapter 11; Online Sales Video Number 10: “Developing Options For Clients.”
Week 11	Branding and Packaging	Textbook Chapter 14; Online Sales Video Number 11: “Presenting Pricing or Proposals.”
Week 12	Marketing Channels and Supply-Chain Management.	Textbook Chapter 15; Online Sales Video Number 12: “Sales Course Summary.”
Week 13	Advertising and Public Relations.	Textbook Chapter 18.
Week 14	Review	
Week 15	Review and Final Examination.	

BIBLIOGRAPHY: