

Universidad Latinoamericana de Ciencia y Tecnología
Bachelor of Science in Business Administration

Course	Principles of Marketing
Code	19-0062
Credits	3
Requisites	None
Mode	Regular
Type	
Period and length	I Quarter 2019, fifteen weeks
Schedule	Tuesday 630pm - 930pm
Room	301
Professor	Juan B. Zúñiga Carrillo MBA
Administrative Instructions	The course uses the Internet extensively, as well as the digital database, EBSCO, therefore it is mandatory for the student to have internet access from home.

PURPOSE OF COURSE

Who is the consumer of goods and services? What does the consumer need? What does the consumer want? How does the consumer behave?

Marketing is about understanding people. It focuses on how consumers think, feel and react about all products and services around the world. It is about inventing, developing and producing unique and creative ways to provide products and services to everyone, so it is crucial to every professional to understand how marketing can help outperform competition and gain the consumer's preference in the marketplace. Students will envision the evolution of modern management toward a marketing-oriented view of business; stressing the underlying principle of the "marketing concept"; and integrating concepts in relation to consumer needs, marketing information, product development, pricing, distribution, selling, advertising, and promotions.

Upon completion of the course, you will become acquainted with the basic principles of marketing, practices and the implementation of these practices from a managerial point of view. Furthermore, you will also be able to build a basic marketing plan and defend it in front of others.

Competences

Units of Competence	Elements of Competence	Context in which the competence is applied
Disciplinary Competence:	The student will be able to:	The student shows the mastering of the competence in learning activities such as:
To comprehend core concepts of marketing.	Understand the core concepts of marketing and their importance in business and in organizations. Work with the elements to be able build and pitch a marketing plan.	<ul style="list-style-type: none"> • Creation of marketing plan
General Competence		
To show competence for learning and for looking for personal and professional effectiveness.	Develop creative thinking and analytical skills.	<ul style="list-style-type: none"> • Uses his/her creativity in applying solving business administration problems faced in every day managerial situations.
	Communication.	<ul style="list-style-type: none"> • Communicates verbally, non-verbally and in writing with his/her peers, professor and general public, in a variety of forms and contexts.
	Collaborate.	<ul style="list-style-type: none"> • Collaborates and interacts with others with effectiveness and respect.
	Reasoning.	<ul style="list-style-type: none"> • Uses reasoning when synthesizing information, establishing arguments, evaluation alternatives and establishing conclusions, when communicating with peers and professors.
	Personal effectiveness	<ul style="list-style-type: none"> • In the performance and interaction with others during learning activities of the course, shows initiative, responsibility, ethics, leadership and productivity, as well as self-management capabilities, and disposition towards change.

Teaching Methodology

SOCRATIC DIALOGUE: Most of the sessions will follow an open discussion format under the Socratic dialogue, in which the professor assumes the conducting role of the discussion between him/her and the student, or as a mediator between students. It could be combined with master presentations to introduce the subject.

ONLINE EDUCATION: The student will learn through Reading the material before each class, the interaction with the professor and students in class, and through electronic means.

CASE METHODOLOGY: The student will read and analyze the case, individually or in groups, in order to acquire knowledge about the topic, and to be capable of making decisions on scenarios where not all the information is available. In order to fully appreciate the case methodology, the participants must meet the 4Ps: Preparation (read the case in advance, at least twice); Presence (you must attend class); Punctuality (you must be in class from the beginning to the end); Participation (you must actively participate in the discussions).

Evaluation Methodology

The course grading is divided according to the following items:

Activity	%
Participation	20%
Final Project	50%
Case analysis and homeworks	25%
CEPA	5%

1. Participation - 20%

- a) Attendance is mandatory. Failing to attend the class more than 3 times will automatically fail you. You must always let the professor know **in advance** if you are not going to make it to class; however, excusing yourself will not eliminate the attendance requirement.

Participation means that you must actively engage in all of the class activities. **Just being present in the classroom is not considered participation.**

Rubric (2% per session)

Points per session	Criteria
2	<p>Attendance: The student showed up in time and remained in class throughout the class.</p> <p>Participation: The student read the material and actively participated, significantly enhancing the learning experience for him/her and classmates. The student actively listened to his/her peers and commented on their opinions.</p>
1	<p>Attendance: The student showed up in time and remained in class throughout the class.</p> <p>Participation: The student did not actively participate. Sometimes, the student was distracted by electronic devices or by talking to other classmates.</p>
0.5	<p>Attendance: The student showed up in time and remained in class throughout the class.</p> <p>Participation: The student did not actively participate. All the time, the student was distracted by electronic devices or by talking to other classmates.</p>
0	<p>Attendance: The student showed up in time but did not remain in class throughout the class; the student showed up late for class; or the student was absent.</p> <p>Participation: The student did not actively participate. All the time, the student was distracted by electronic devices or by talking to other classmates.</p>

2. Final Project (50%)

Students will work on creating a marketing plan for a specific product or service.

Students will be provided with a guide with all sections required in the marketing plan.

This plan will be evaluated at the end of the term. Evaluation includes a presentation part where all team members must participate.

50 points distributed in the following way

Points	Criteria
30%	<p>Content (team)</p> <p>The marketing plan is complete and have relevant analysis, strategies and examples of executions for the specific product or service.</p> <p>The presentation is creative, catchy and convincing. All members are well prepared and manage all information. Presentation was made in the given time.</p>
10%	<p>Team Work (individual)</p> <p>Average of the points given by team mates.</p>
10%	<p>Presentation Skills (individual)</p>

3. Case Analysis and homeworks (25%).

Students will work on case analysis during the term. Based on cases posted on BlackBoard, Case analysis must include the methodology learned in class. Also some subjects will include additional work for the student so there will be homeworks. Either case will be graded by the professor.

CEPA - 5%

Students should fill the online course evaluation, which is a reflection of the teaching-learning process they are going through. This evaluation will be available on Blackboard during weeks 12 and 13 and is worth 5% of the grade.

ACADEMIC HONESTY

ULACIT endorses high ideals and rigorous standards of academic life. For the effects of this course, it is expected that participants avoid dishonest behavior such as fraud or plagiarism. Fraud includes making up data, falsifying bibliography, using projects elaborated by third parties,

obtaining unauthorized help in classified tasks or for other persons to do your work. Plagiarism includes literally copying phrases, sentences, paragraphs and fragments of printed materials, Internet, and other sources, without giving credit to the original author; as well as paraphrasing without citing the source. **Plagiarism will make you immediately fail the course.**

ATTENTION TO DIVERSITY

The curricular approach at ULACIT focuses on the development of competencies through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact Shirley Garita, Director of the Center of Student Counseling and Psychology, writing an e-mail to the following address: diversidad@ulacit.ac.cr.

Educational Resources

The course has the following education technology to continuously support the teaching-learning process:

- a) On-line education platform Blackboard, which includes tools for synchronic and asynchronous communication between the professor and the students, as well as areas to make available to students grades, files, web pages and evaluations.
- b) Printed resources in the Alberto Cañas Escalante Library.
- c) Virtual EBSCO Library, from which it is possible to access scientific papers in full text for research papers.
- d) Fixed visuals like whiteboard and markers.
- e) A multimedia center where overhead projectors, slide projectors, recorded media like audio and video tapes, videodisc, cameras, CDs and DVDs are available.

Computer laboratories with Internet access and software for doing projects.

Bibliography:

Mandatory:

Kotler, P. & Armstrong, G. (2018). *Principles of Marketing (17 Ed)* or newer edition. New York: Prentice Hall

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6ta. Ed.). Washington, D. C.: APA.

Articles uploaded by professor at the Blackboard announcements section

Class Schedule

Week	Date	Content
1	Jan 16th	Introduction to the course and fundamentals - Syllabus and way of working - The importance of Marketing in business.
2	Jan 23rd	Marketing: creating customer value and engagement, the 4 P's
3	Jan 30th	Analyzing the Marketing environment Managing Marketing information to gain customer insights
4	Feb 6th	Consumer behavior Business buyer behavior
5	Feb 13th	Customer/Consumer driven strategies, creating value for target markets
6	Feb 20th	New technologies and the impact on the 4P's
7	Feb 27th	Products, Services and Brands New product development and life cycle strategies
8	Mar 6th	Pricing, - Understanding and capturing customer value - Pricing Strategies
9	Mar 13th	Distribution Channels
10	Mar 20th	Promotion (part 1) - The point of sales - BTL strategies

COURSE SYLLABUS

11	Mar 27th	Promotion (part 2) - ATL and Digital Strategies
12	Apr 3rd	Integrated Marketing Communications
13	Apr 10th	Global market place and sustainable marketing
14		HOLIDAY
15	Apr 24th	Final Project