

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

|                                 |                               |
|---------------------------------|-------------------------------|
| <b>Voyage:</b>                  | Spring 2020                   |
| <b>Discipline:</b>              | Marketing                     |
| <b>Course Number and Title:</b> | MKT 300 Marketing (Section 1) |
| <b>Division:</b>                | Upper                         |
| <b>Faculty Name:</b>            | Lance Gentry                  |
| <b>Semester Credit Hours:</b>   | 3                             |

**Prerequisites:** The standard CSU prerequisites – one (1) microeconomics course AND one (1) calculus course – **have been waived** by the instructor

### COURSE DESCRIPTION

This course examines the distribution, product, price, and promotion policies that underlie the activities of marketing institutions and the managerial, economic, and societal implications of such policies. While the class covers macro-marketing, the primary focus of the course is from the perspective of the firm (micro-marketing). The substantial and growing influence of international and global marketing will also be discussed.

### LEARNING OBJECTIVES

Upon completion of this course, students will be able to:

- Understand key marketing concepts, functions, and institutions
- Explain how marketing creates and adds customer value
- Recognize the elements of the marketing mix (product, place, promotion, and price) and how to develop and refine the marketing mix to appeal to target segments
- Incorporate marketing strategy (a target market and an associated marketing mix) as a foundation for marketing practice
- Experience how global marketing impacts development in the countries we visit

### REQUIRED TEXTBOOKS

|                      |                                   |
|----------------------|-----------------------------------|
| <b>AUTHOR:</b>       | Jeff Tanner and Mary Anne Raymond |
| <b>TITLE:</b>        | <i>Principles of Marketing</i>    |
| <b>PUBLISHER:</b>    | Flatworld                         |
| <b>ISBN:</b>         | 978-1-4533-9194-5                 |
| <b>DATE/EDITION:</b> | February 2019                     |

## TOPICAL OUTLINE OF COURSE

### Depart Ensenada, Mexico – January 5

#### A1—January 7:

Preparation: Read Chapter 1 before class

Professor Introduction, Class Expectations, Student Introductions

Lecture and discussion on: *What Is Marketing*

#### A2—January 9:

Preparation: Read Chapter 2 before class

Lecture and discussion on: *Strategic Planning*

Team formation and team assignments

#### A3—January 11:

Preparation: Read Chapter 3 before class

Lecture and discussion on: *Consumer Behavior: How People Make Buying Decisions*

### Honolulu, Hawaii, USA – January 12

#### A4—January 14:

Special Topic: *American and Global Demographic Trends*

### International Date Line Crossing – January 16 (Lost Day)

#### A5—January 17:

Preparation: Read Chapter 4 before class

Lecture and discussion on: *Business Buying Behavior*

### Study Day – January 19 (No Class)

#### A6—January 20:

Exam 1

#### A7—January 22:

Preparation: Read Chapter 5 before class

Lecture and discussion on: *Market Segmentation, Targeting, and Positioning*

Group 1: Briefing on Japan and Kobe

### Kobe, Japan – January 24-28

**A8—January 29:**

Japan Debriefing / Reflection

Special Topic: *The Marketing of Theme Parks: Domestic and International Considerations*

Review of Field Class and Field Class Assignment

Group 2: Briefing on China and Shanghai

**Shanghai, China — January 31 – February 5**

Field Class: Wednesday, February 5 (you will have to complete your paper *quickly*)

**A9—February 6:**

Preparation: Field Class paper due at start of class

Field Class Discussion

China Debriefing / Reflection

**A10—February 8:**

Preparation: Read Chapter 6 before class

Lecture and discussion on: *Product and Service Decisions*

Group 3: Briefing on Vietnam and Ho Chi Minh City

**Ho Chi Minh City — February 10-15**

**A11—February 16:**

Vietnam Debriefing / Reflection

Trip Reflection: Learnings to Date

Group 4: Briefing on Malaysia and Port Klang / Kuala Lumpur

**Community Programming — February 17 (No Class)**

**Penang, Malaysia — February 19-24**

**A12—February 25:**

Preparation: Read Chapter 7 before class

Malaysia Debriefing / Reflection

Lecture and discussion on: *Developing and Managing Offerings*

**A13—February 27:**

Group 5: Briefing on India and Cochin

Exam 2

**Cochin, India — February 29 – March 5**

**A14—March 6:**

Preparation: Read Chapter 8 before class

India Debriefing / Reflection

Lecture and discussion on: *How Marketing Channels Can Be Used to Create Value for Customers*

**Community Programming — March 8 (No Class)**

**A15—March 9:**

Preparation: Read Chapter 9 before class

Lecture and discussion on: *Using Supply Chains to Create Value for Customers*

**Port Louis, Mauritius — March 11**

**A16—March 12:**

Preparation: Read Chapter 10 before class

Lecture and discussion on: *Gathering and Using Information: Marketing Research and Market Intelligence*

**A17—March 14:**

Preparation: Read Chapter 11 before class

Lecture and discussion on: *Integrated Marketing Communications and Traditional Media Marketing*

**Study Day — March 15 (No Class)**

**A18—March 17:**

Group 6: Briefing on South Africa and Cape Town  
Exam 3

**Cape Town, South Africa — March 18-23**

**A19—March 25:**

Preparation: Read Chapter 12 before class

South Africa Debriefing / Reflection

Lecture and discussion on: *Digital Marketing*

**A20—March 27:**

Preparation: Read Chapter 13 before class

Lecture and discussion on: *Professional Selling*

**A21—March 29:**

Preparation: Read Chapter 14 before class

Lecture and discussion on: *Customer Satisfaction, Loyalty, and Empowerment*

Group 7: Briefing on Ghana and Takoradi/Tema

**Takoradi, Ghana — March 30- April 1**

**Tema, Ghana — April 2-3**

**A22—April 5:**

Preparation: Read Chapter 15 before class

Ghana Debriefing / Reflection

Lecture and discussion on: *Price, the Only Revenue Generator*

**A23—April 7:**

Exam 4

**A24—April 9:**

Preparation: Bring resume to class

Special Topic: *Personal Marketing: Applying Marketing Techniques to Your Career*

Group 8: Briefing on Morocco and Casablanca

**Casablanca, Morocco — April 11-14**

**Study Day — April 15 (No Class)**

**A25—April 16: Final Exam**

Preparation: Teams must email Professor Gentry your file for your presentation, in PowerPoint format, by 10:00 PM on April 15. You may not update your files after submitting them, so proof them carefully.

Group Market Comparisons Presentations

**Arrive Amsterdam, The Netherlands — April 20**

**FIELD WORK**

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

## Field Class & Assignment

The Field Class for this course will take place on **Wednesday, February 5, 2020** in Shanghai, China.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.** Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

**Title:** Promoting Shanghai Disneyland

### **Description:**

This class will have the opportunity to learn about the tourism promotional techniques Disney used to adapt to the local culture and the challenges that may arise. We will also learn about the significant role of experience into their promotion of the park itself. After meeting with a promotional expert, we will engage in the theme park experience and apply what we just learned to our own observations.

### **Field Class Learning Objectives:**

1. Identify the tourism promotional techniques Shanghai Disneyland incorporates into their business.
2. Observe the other tourists and draw conclusions on who is visiting Disney's Shanghai theme park.
3. Participate with the theme park experience to understand the ways that Disney adapts this operation to the local culture, versus importing centralized practices.
4. Learn about the significant role of experience within Disney's promotional approach.
5. Understand the global operational challenges for marketing across the different Disney tourism experiences abroad.

### **Field Class Assignment:**

Maximum Length –5 pages double spaced (1 inch margins, 12 point Times New Roman or 11 point Arial fonts). Reflect upon your experience and how the organizations you visited used marketing. Your paper should explicitly answer the following:

1. What promotional techniques did you observe the theme park using during your visit?
2. Based on your observations of the other tourists, what target segment(s) are attracted to the theme park?
3. Based on your field class experience, and previous experience (if any) at theme parks in America, where do you believe Disney adapted their operation to the local culture? Where did they import centralized practices?
4. What did you learn about the role of experience and how it impacts Disney's promotional approach?
5. What operational challenges does Disney face for marketing across the various Disney tourism experiences they offer around the world?
6. Any surprises from the day?

7. What else did you learn from the experience that was not covered in your other answers?

### Independent Field Assignments

On the second day of class, students will be placed into one of eight teams. The number of students per team will vary depending upon enrollment, but it is expected that teams will average about four students each. There are two team assignments in this class.

**Team Assignment 1:** Each group will be assigned a country that we will visit. The group will be responsible for giving a ten-minute presentation about the country to the class and creating a one-page single-sided handout summarizing market and demographic information about the destination along with tips aimed at American travelers visiting the country. Teams should bring enough handouts for all members of the class. More details about this assignment will be provided in class.

**Team Assignment 2:** Independent Field Assignment: Photo Journal Presentation. As you travel, strategically take photos that capture the marketing mix and illustrate the differences between the countries. You may include observations from any of the destinations we visit. You are to provide a series of photos which show all components of the marketing mix. For each component of the marketing mix, you need to have a minimum of two photos with each photo being from a different country visited. In your presentation, contrast the differences between some the photos to illustrate the differences of these countries. This will be turned in as a PowerPoint presentation with your narrative in the Notes section. Be sure to link your presentation to specific aspects of class material. Your narrative must answer the following questions:

1. How do these photos reflect one or more of the components in the marketing mix?
2. Explain the applications.
3. How do these marketing strategies differ in different countries?
4. Why do you think different marketing elements you've identified were applied in different locations?

Additional presentation expectations and a detailed rubric will be provided.

### METHODS OF EVALUATION

|   |            |
|---|------------|
| Exam 1 (individual)                         | 15%        |
| Exam 2 (individual)                         | 15%        |
| Exam 3 (individual)                         | 15%        |
| Exam 4 (individual)                         | 15%        |
| Field Class Reflection Journal (individual) | 20%        |
| Market & Demographic Analysis (group)       | 5%         |
| Photo Journal: multiple ports (group)       | <u>15%</u> |
| Total                                       | 100%       |

**Students who miss the field class assignment will automatically receive a zero for it, which is worth 20% of the final grade.**





## GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

| <u>Excellent</u> | <u>Good</u> | <u>Satisfactory/Poor</u> | <u>Failing</u>   |
|------------------|-------------|--------------------------|------------------|
| 97-100%: A+      | 87-89%: B+  | 77-79%: C+               | Less than 60%: F |
| 93-96%: A        | 83-86%: B   | 70-76%: C                |                  |
| 90-92%: A-       | 80-82%: B-  | 60-69%: D                |                  |

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

## STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds

value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

#### **RESERVE BOOKS FOR THE LIBRARY**

None

#### **FILMS**

None

#### **ELECTRONIC COURSE MATERIALS**

None

#### **ADDITIONAL RESOURCES**

Central Intelligence Agency: The World Factbook

<https://www.cia.gov/library/publications/the-world-factbook/geos/us.html>