

Marketing (1 unit)

Anderson Districts I and II Career and Technology Center

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COURSE DESCRIPTION

This course introduces marketing concepts, examines economic and marketing and business fundamentals and provides an overview of the marketing functions of information management, distribution, product/service management, pricing, promotion, and selling. This junior-level class meets on 'A' day mornings from 8:15-10:50. Marketing is a one semester class taken during the first semester. One unit of college prep elective credit is awarded after successful completion of the course.

INSTRUCTIONAL PHILOSOPHY/DELIVERY PLAN

Students will be expected to meet all course goals listed below and demonstrate competency in those areas. In order to receive a passing grade, students must complete all assignments, score a minimum of 60% on all work, make up all missed work, and participate in class activities. A variety of instructional strategies will be used.

COURSE GOALS

Below is a listing of units of instruction as well as course goals for each unit.

Lesson 1: What is Marketing?

- Define marketing.
- Discuss the seven functions of marketing.
- Discuss the marketing mix.
- Describe the four basic phases of a marketing plan.
- Differentiate between marketing, advertising, and public relations.

Lesson 2: The Customer

- Classify customers by demographics.
- Describe the methods of market segmentation.
- Define the term niche market.
- Evaluate the strengths and weaknesses of market segmentation as a strategy.
- Identify the current market segments for the Anderson community.

Lesson 3: The Product

- Describe the qualities of a hospitality product.
- Evaluate hospitality and tourism products of a specific community.
- Develop a proposal for a new hospitality/tourism product from a specific community.
- Identify and describe a target market for a new hospitality/tourism product.

Lesson 4: Mission Statement and Goals

- Display understanding of how a mission statement guides business or personal practices.
- Develop a mission statement for a specific attraction.
- Differentiate between effective and ineffective business goals.
- Develop goals for a specific business attraction.

Lesson 5: Market Research

- Explain the basics of conducting market research.
- Describe types of market research.
- Develop a market research tool.
- Evaluate market research data.
- List the main types of market influences.

Lesson 6: The Significance of Brands

- Give examples of how brand image affects perceived value.
- Identify the elements of a successful brand.
- Use the psychology behind branding to gauge a brand's potential.
- Analyze a brand to determine its effectiveness.

Lesson 7: Developing a Brand

- Describe the development process for a new brand.
- Evaluate the results of market research.
- Decide how best to design a brand to market a specific business attraction.

Lesson 8: Marketing Strategy

- Evaluate the consistency of purpose and vision across a range of marketing materials for a specific hospitality or tourism business.
- Display understanding of the relationship between a company's mission, goals, and marketing strategy.
- Develop a marketing strategy statement for a specific hospitality or tourism business.

Lesson 9: Public Relations

- Display understanding of the role that public relations plays in a marketing campaign.
- Evaluate news stories to identify their public relations components.
- Develop an effective news release.

Lesson 10: Print Marketing

- Display understanding of common marketing channels.
- Identify forms of print marketing.
- Describe a variety of marketing tools.
- Evaluate the language and visuals used in print ads.
- Evaluate the use of specific print marketing materials.

Lesson 11: Broadcast Media Campaigns

- Classify radio and television stations by likely target audiences.

- Develop a script and produce a radio commercial for a radio or TV jingle that promotes a business.
- Evaluate broadcast media outlets and recommend one or more for an ad promoting a business.

Lesson 12: Internet Marketing Basics

- Define common Internet marketing terms.
- Explain how a website can be used as a marketing tool.
- Identify elements of a successful marketing website.

Lesson 13: Digital Marketing and Interactivity

- Display an understanding of several common digital marketing tools.
- Characterize the usefulness of various digital marketing tools for marketing a specific attraction.
- Develop a detailed recommendation for how digital marketing tools can be used together to promote a specific attraction.
- Decide how to best create a mock-up of a digital marketing promotional artifact for a business.

Lesson 14: Putting It All Together

- Synthesize multiple marketing elements into a cohesive marketing plan.
- Demonstrate the ability to use presentation software to create an effective marketing presentation.
- Develop a presentation that captures the highlights and key components of a marketing plan.
- Demonstrate the ability to give a professional presentation.

Lesson 15: Career Planning and Course Closure

- Explain the types of marketing-related jobs available.
- Develop an employment portfolio that includes a cover letter, resume, thank you letter, commonly asked interview questions, and more.
- Evaluate which marketing jobs are most suitable based on personal interests and skills.
- Evaluate personal experience and qualifications for potential employment opportunities.
- Create a profile for an appropriate college choice.

MAJOR COURSE PROJECTS

A variety of learning activities will be assigned. Students are expected to complete reading assignments, complete assigned homework, and place them in their notebooks. Other activities may include case studies, class discussions, cooperative learning, debates, games/simulations, lectures, note taking, oral presentations, research, writing, and viewing and discussing related videos. Activities and projects will allow students to evaluate information, analyze situations, and develop problem-solving skills.

CULMINATING PROJECT DESCRIPTION (*Final Exam—20% of Course Grade*)

In this project, students develop a marketing portfolio for a new attraction to be developed in the Anderson community. The driving question for the project is, “How can we best design a marketing plan to promote a new business in our community?” Students work cooperatively in groups to create a group portfolio; each student also develops an individual portfolio.

Over the course of this project, students produce the following pieces that will make up their *individual portfolio*:

- An introduction and personal reflection on the project that includes:
 - What the student learned
 - How the student chose which elements to include
- An example of print marketing materials promoting the attraction
- A jingle promoting the attraction, to be used in a radio or television ad
- A press release promoting the attraction
- A plan to use one Web 2.0 marketing tool to promote the attraction

Over the course of this project, students will work together to produce the following pieces for their *group portfolio*:

- A proposal for the attraction and which specific target market(s) it will serve
- A statement of the marketing strategy, including which marketing channels to use
- A sample market research tool and a report on its results
- A brand for the attraction
- An example of print marketing materials promoting the attraction
- A website
- A mission statement and goals for the attraction

There are three main assessments for the project:

- The final pieces that make up the individual portfolio are assessed as a single collection with a rubric
- The final pieces that make up the group portfolio are assessed as a single collection with a rubric
- The final presentation of each proposal is assessed with a rubric for the student group

RESOURCES

- ⇒ Schoology—a Learning Management System (LMS) for accessing class resources, submitting work, and taking quizzes
- ⇒ 1” 3-ring binder
- ⇒ Loose-leaf notebook paper
- ⇒ Pencils and blue or black ink pens
- ⇒ Highlighters may be useful and are optional
- ⇒ A positive attitude and a good work ethic!

ASSESSMENT PLAN

For each nine week grading period, students will be assessed as follows:

Assessment Strategy	Weight
Major grade (performance tasks, projects)	50%
Minor grade (classwork)	30%
Employability Rating	20%

The course grade will be determined as follows:

- First Nine Week Grade 40%
- Second Nine Week Grade 40%
- Final Exam 20%

GRADING SCALE

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

MAKE-UP POLICY

- ⇒ Regular attendance is an expected and necessary requirement for success in any class. This is especially true for a Career Center class. When you miss one class at the Career Center, it is equivalent to missing two 90-minute classes at your home high school.
- ⇒ If you know you are going to be absent, notify your instructor of your expected absence.
- ⇒ In the event that you are absent, it is **YOUR** responsibility to find out what you have missed as soon as you return. Failure to inquire about and make up missed work will result in a 0 being recorded. Check our class website to see what you missed.
- ⇒ If you are absent on the day a test is given or when an assignment is due, you will need to make up the test and submit work the class period you return.
- ⇒ All previously announced work is still due on the due date when you return. For example, if a project is due Wednesday and you miss the Monday prior, you are still responsible for submitting your assignment on Wednesday.

COURSE SEQUENCE/CREDIT FOR BUSINESS ACADEMY

The introductory course in the Marketing Program is Digital Multimedia. Juniors complete two classes, each carrying one unit of credit: Marketing the first semester and Digital Media Marketing the second semester. Seniors may take Entrepreneurship, Social Media, and/or Web Design.

CLASSROOM PROCEDURES AND RULES

Classroom procedures as well as information in the Parent-Student Handbook will be discussed the first two days of school. They can be accessed on Schoology, our Learning Management System.