



MARKETING CONCEPTS

MKTG 302

Spring Semester 2026

Instructor: John M. McGrath, Ph.D.

Prerequisite: ECON 200

Office: 323 Beatty Center

Hours: MWF 10:00 a.m. - 10:30 a.m.

TTH 10:00 a.m. – 10:30 a.m.

(other times by appointment)

Office phone: (843) 953-6565

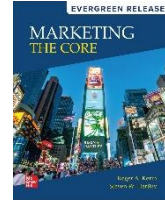
e-mail: mcgrathjm@cofc.edu

Required for Each Student:

Marketing: The Core

Evergreen Edition (2025)

Connect Access **Required**



Class times/locations: MWF 11 (20306): Beatty Center 320

MWF 12 (21078): Beatty Center 320

MWF 2 (21080): Beatty Center 320

Course Description

This course develops an appreciation for the complexities of establishing and implementing marketing strategies. Areas of study include consumer behavior, product/service mixes, branding and packaging, channels of distribution, pricing, advertising and salesmanship.

Learning Objectives

- 1) To gain conceptual knowledge (terminology and methodology) of the marketing research environment and be able to integrate insights appropriately into meaningful analyses including 3C's, SWOT, Business Portfolio, and Diversification Analyses.
- 2) To develop marketing strategic planning critical thinking skills and core competencies as demonstrated by the student's development of segmentation, targeting, and positioning plan proposals based on marketing research insights.
- 3) To introduce students to the considerations and strategies employed in the design of the strategic plan's marketing mix variables (Product, Price, Place, and Promotion). Students will apply those theories in the development of their own strategic recommendations for exams, individual case write-ups, and a group project including proposals for product development, pricing strategy, place (distribution) and channel selection, and promotion strategies.
- 4) To develop critical thinking skills for big picture marketing decisions assessed using discussion board posts, individual case write-ups, short essay exams, and group projects including but not limited to:
 - a) an understanding of the marketing environment and trends in global business
 - b) an understanding of the marketing plan as it relates to Strategic Marketing Goals
 - c) an understanding of the decisions and implications involved in developing a marketing plan based on market research
 - d) an ability to apply theoretical insights to the design of marketing mix variables to effectively carry out the marketing strategic plan
- 5) To gain an understanding and appreciation of the ethics and social responsibility of focusing on consumer's long-term welfare (The Societal Marketing Concept and Value System).

Organization and Format

This course is structured around the 4 Ps of Marketing: product, price, place, and promotion. Each of these topics will be covered in detail, and each will be the subject of an experiential assignment. You will also work together with a team of your peers to develop a final project that integrates all 4 Ps for a real-world brand. The format of most class sessions will be a mix of lectures, student experiential assignment presentations, and student discussion. Heavy emphasis will be on the "real world" applications of the material covered in the text and discussed in class.

COURSE GRADING POLICY

Your grade will be based upon the same two basic criteria used to evaluate performance in the Marketing profession: individual analytical skill and teamwork.

Individual skill accounts for 75% of your final grade. It will be evaluated by your performance on 8 real world application-based mini-simulations of course material, representing 35 possible points (7 simulations x 5 points each). The core of our individual grade will ride on an Experiential Learning Analysis (ELA) project that you will post to the course's online discussion board. This post will be rated on a 1-10 grading rubric (see later in this syllabus and on the OAKS) by the instructor. You will also be required to contribute to the course's online discussion board, and again, your contributions will be rated on a 1-5 rating rubric by the instructor (also later in this syllabus and on the OAKS course page). An additional 5 individual points will be allocated to an called "Marketing Yourself," in which you will apply concepts learned in the course and at a classroom visit from a Student Success Center professional to promote yourself to potential employers (see attached checklist). You will also be required to complete a research experience worth 5 possible points by participating in a CofC-approved research survey (for more info, see OAKS and watch this video: <https://www.youtube.com/watch?v=2rDCaKaWcL0> *You must complete this requirement by November 7 to earn credit.*

Teamwork skill accounts for the remaining 25% of your grade. It will be evaluated by your performance in working with a small group of other students to develop and present the team project, a Marketing Situation Analysis addressing any real-world brand of your choice (subject to instructor approval). Specifics of this assignment include:

- o Your group submits a **10-page written report** the last week of class (*text over 10 pages will not be graded*).
- o Your group presents your report during the **final exam session** to both the class and the instructor.
- o The project accounts for 25 possible points using two evaluation tools:
 - 1) Your team's presentation will be graded by the instructor on a 1-10 scale: the report on a 1-10 scale
 - 2) To ensure each member of your team contributes their "fair share" to the project, team members will be given a secret ballot to judge your performance; if they feel you contributed your share, you will receive all the points the team receives, up to 25 possible points; if, however, a majority of your teammates feel you did not contribute your share; you will receive 0 points for the project. The instructor accepts this confidential team vote as the final decision on this aspect of your grade.

You earn only the points you deserve with **absolutely no make-up projects**. Here is a recap of the system:

Evaluated Projects

- 1) **Real World Mini-Simulations**
- 2) **Experiential Learning Analysis (ELA)**
- 3) **Discussion Board Participation**
- 4) **Marketing Yourself LinkedIn Assignment**
- 5) **Research Experience**

Possible Grade Points

5 points each x 7 =	35
10 points each x 1 =	10
5 points each x 4 =	20
5 points =	5
5 points =	5
<i>Individual subtotal</i>	75

6) **Team Final Project**

- a) 10-page written report
- b) Presentation

15 points =	15
10 points =	10
<i>Team subtotal</i>	25
Grand Total	100

Grade Scale

To determine your final letter grade for the course, simply add up the points you earn from the above projects and compare them with the grade scale below:

A	92-100	B+	88-89	C+	78-79	D+	68-69	F	0-59
A-	90-91	B	82-87	C	72-77	D	62-67		
		B-	80-81	C-	70-71	D-	60-61		

Extra Credit

Extra credit opportunities are not built into the grading of this course. Your primary focus should be on earning the best possible grade on each assignment. As in the real world, students will be rewarded for doing it right the first time.

STUDENT EXPECTATIONS

You should expect that you will know what the 4 Ps of Marketing are, specifically:

- How a product is defined, developed, and marketed, including how to “position” a brand
- How products are distributed, including an examination of retailers and wholesalers
- How to best set a price for your product, including break-even analysis
- How to use marketing communications, including advertising, direct marketing, and public relations, among others

You should also expect to learn how organizations use marketing research and market segmentation tools

Finally, you should expect to learn how to integrate these elements in the preparation and presentation of your final project.

INSTRUCTOR’S EXPECTATIONS

Attendance

All students are expected to attend class *in person*, unless class sessions temporarily switch to an online format. In fact, the instructor’s expectation is that you will maximize your investment in this course by attending as many sessions as possible. Therefore, attendance will not account for a portion of your grade, although it may help you in some borderline situations (for example, if you are within *less than a full point* of the next highest grade). A class roster will be circulated within the first 10 minutes of each session for sign-in; those arriving after 10 minutes may not be permitted to sign in and be considered absent. Students will be expected to attend class *in person* unless they should be quarantined/isolated or the College changes policy on in-person classes. The policy is very generous, but students who abuse the policy will be penalized ***1 letter grade (for example, from an A- to a B+)*** ***for every 5 unexcused absences***. If you wish to have an absence excused for sickness, you must let the instructor know *in advance of class*, and provide documentation of a doctor’s visit, health provider visit, or a COVID-19 test. Virtual and in-person health visits can be made at MUSC or the CofC Student Health Center.

In the event you are not able to attend class due to an excused absence, ***you may access up to 3 lectures*** the instructor will email to you. You will be responsible for remaining current with all assignments that are scheduled on OAKS.

Electronic Online Presence and Devices

If class sessions temporarily switch to an online format, your online profile must be set to live video “on” to confirm that you are participating actively. You may use a virtual background, but it should not be offensive or contain any political messaging. There is no formal dress code, except for when you or your group are presenting, but you must be dressed as if you were attending an in-person classroom (for example, not in underwear or pajamas). Your online presence must also mirror an in-person classroom (for example, sitting at some type of desk or surface, and not lying in bed, driving, or hunting). Cell phones must be placed on vibrate mode during class.

Only students officially registered (graded or auditing) for this course may attend class. During the week following the drop/add deadline, the professor will verify student enrollments in this course. Any student appearing on the class roll but determined not to have attended the class even once will be removed, except for cases where a student is absent because of quarantine or isolation due to COVID-19.

Electronic Devices

Cell phones must be placed on vibrate mode during class and only used to check time. You may leave your phone on the top of the desk, but please do not use it for texting, surfing, or shopping. If you do, you will be asked to leave the classroom to complete your task—but you will not be permitted to return for the remainder of class. You may use a tablet to write notes, but laptop computers may only be used during classroom workshop sessions (typically each Friday).

Communications with Instructor

All communications with the instructor will take place in person during class sessions, during office hours, or via email. All emails must follow professional standards, including a subject line and the use of complete sentences. I will strive to return your email within 24 hours, as in the real world, and I will expect you to do the same.

Assignments

Late hand-ins of ELAs and discussion board posts will be penalized according to the OAKs rubric for these assignments if they are received after the due date. Late assignments will receive zero points if they are received after the date when the next assignment begins (for example, if work on ELA #1 is submitted after ELA #2 is assigned, it will receive zero points).

Presentations

For the purposes of daily class sessions, normal college student attire is acceptable. Professional business attire is required only for the final presentation, just as in the real world. This means *at least a tie* for students identifying as male, and appropriate and professional interview attire for those identifying as women or other genders (no sweatpants, shorts, t-shirts or blue jeans).

Honesty Policy

Since this course simulates a real-world environment, professional plagiarism standards will be enforced. Therefore, if any dishonest practices are discovered, the result will be failure for the assignment, and if serious enough, for the entire course. This includes copying another student's digital work, making cosmetic changes, and submitting as your own work.

Lying, cheating, attempted cheating, and plagiarism are violations of the College's Honor Code that, when identified, will be investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. The complete Honor Code and all related processes are outlined at: <https://deanofstudents.cofc.edu/honor-system/studenthandbook/student-handbook.pdf>

OAKS

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and materials and grades for each assignment, which will be regularly posted. Students are responsible for checking the accuracy of their grades on OAKS, and must bring any discrepancy to the attention of the instructor prior to the last day of the academic semester. Once grades are submitted, OAKS information will not be updated, and no change will be made to your grade.

Study Assistance

If you require any assistance on written assignments required in this course, please contact the College Skills Writing Lab and Speaking/Presentation Lab located in the in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635.

Students with Disabilities

Students approved for SNAP Services should meet with me after class or during my office hours during the first two weeks of classes or as soon as they are approved for services to discuss accommodations and present a copy of their SNAP-issued Professor Notification Letter (PNL). The College and I will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located in the Lightsey Center, Suite 104.

Inclement Weather /Emergency Preparation

If the College closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.

SCHOOL OF BUSINESS EXPECTATIONS

- 1) Global and Civic Responsibility:** Students will be able to identify and define social, ethical, environmental, and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues. *Via readings and discussion, students will be expected to see how issues that exist within organizations are influenced by factors occurring at a local, national, and international level.*
- 2)Intellectual Innovations and Creativity:** Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems. *Students will be faced with problems to solve throughout the semester, specifically in the form of exams that require integration of ideas across readings and a comprehensive final project.*
- 3) Synthesis:** Students will demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks. *Students will be expected to integrate ideas from multiple sources to solve problems, explain positions, etc. They will keep a record of key insights in a personal learning journal.*
- 4) Communications Skills:** Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. *Students will have opportunities in class discussion, formal reports and presentations, and team discussion to hone written and oral communication skills.*

COURSE SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
January				
5		7 1st Class Day Welcome Session		9 Course Requirements Discussion
12 Ch. 1: Marketing Introduction		14 Ch. 2: Marketing Strategies		16 ► Group Project Team List Due Group Project Workshop
19 <i>No class—MLK Day</i>		21 Ch. 3: Marketing Environment and Marketing Ethics		23 Basics Wrap-up ► Marketing Planning Mini-Sim Due Group Project Workshop
26 Ch. 4 B2C Buying Behavior		28 Ch. 4 B2C Buying Behavior		30 LinkedIn Tips Workshop (for Marketing Yourself Assignment)
February				
2 Ch. 5 B2B Buying Behavior		4 Ch. 6 Global Markets		6 ► Buying Behavior Mini-Sim Due
9 Ch. 7 Marketing Research		11 Ch. 8 Segmentation		13 Consumers Wrap-up ► Segmentation Mini-Sim Due ► Marketing Yourself Due Group Project Workshop
16 Ch. 9 Product Basics		18 Ch. 9 New Products		20 ► ELA #1 Post Due: <u>A-F last names</u> Group Project Workshop
23 Ch. 10 Brands & Services		25 Ch. 10 Brands & Services		27 Product Wrap-up ► Product Mini-Sim Due ► Discussion Board #1 Post Due Group Project Workshop
March				
2		4 <i>No class--Spring Break</i>		6
9 Ch. 11: Pricing Basics		10 Ch. 11 Price Objectives/Strategies		13 ► ELA #2 Post Due: <u>G-L last names</u> Group Project Workshop
16 Ch. 11: Marketplaces		18 Ch. 11: Breakeven Analysis		20 Price Wrap-up ► Price Mini-Sim Due ► Discussion Board #2 Post Due Group Project Workshop
23 Ch.12: Distribution Basics		25 Ch.12: Channel Relationships		27 ► ELA #3 Post Due: <u>M-R last names</u> Group Project Workshop
30 Ch. 13: Retailing, Wholesaling		1 Ch. 14: Multichannel Mktg		31 Place Wrap-up ► Place Mini-Sim Due ► Discussion Board #3 Post Due ► Research Experience Due Group Project Workshop
April				
6 Ch. 15: Promo Basics/IMC		8 Ch. 15 Positioning		10 ► ELA #4 Post Due: <u>S-Z last names</u> Group Project Workshop
13 Ch. 16: Public Relations and Sales Promotion Ch. 17: Social & Mobile		15 Ch. 16: Advertising Ch. 18: Personal Selling		17 Promotion Wrap-up ► Promotion Mini-Sim Due ► Discussion Board #4 Post Due Final report writing workshop
20 ► Final Project Report Due Final presentation workshop		22 Final presentation prep day		

Final Presentation Schedule: **MWF 11: Monday, April 27 from 10:30 - 12:30**
MWF 12: Friday, April 24 from 1:00 - 3:00
MWF 2: Tuesday, April 28 from 1:00 - 3:00

Marketing Concepts

Course Grading Rubrics

Experiential Learning Assignment Rubric

10 Points 10 points	9 Points 9 points	8 Points 8 points	7 Points 7 points	6 Points 6 points	5 Points 5 points	4 Points 4 points	3 Points 3 points	2 Points 2 points	1 Point 1 point	0 Points 0 points
Exceptional effort that meets all the requirements for a score of an 18, but whose execution is above and beyond that level. Like in the Olympics, this score is reserved for only a very small number of submissions--if any	On time, excellent effort that meets all requirements, features a very unique brand, and employs excellent creativity. Satisfies all guidelines in an excellent manner: a) relates to personal experience in an excellent way; b) answers question challenge in an excellent way; c) provides excellent supporting explanation; d) meets citation requirements; e) is visible on OAKS or iPhone on 1 screen horizontally without scrolling	On time, meets basic requirements but features a relatively popular national brand, and/or is somewhat creative, and/or does not satisfy 1 of the following guidelines: a) relates to personal experience; b) answers question challenge correctly; c) provides good supporting explanations; d) meets citation requirements; e) is visible on OAKS or iPhone on 1 screen horizontally without scrolling	On time, meets most requirements. Does not satisfy 2 of the following guidelines: a) relates to personal experience; b) answers question challenge correctly; c) provides good supporting explanations; d) meets citation requirements; e) is visible on OAKS or iPhone on 1 screen horizontally without scrolling	On time, meets some requirements. Does not satisfy 3 or 4 of the following guidelines: a) relates to personal experience; b) answers question challenge correctly; c) provides good supporting explanations; d) meets citation requirements; e) is visible on OAKS or iPhone on 1 screen horizontally without scrolling	Late, meets all other requirements. Satisfies all guidelines: a) relates to personal experience; b) answers question challenge correctly; c) provides good supporting explanations; d) meets citation requirements; e) is visible on OAKS or iPhone on 1 screen horizontally without scrolling	Late, meets most other requirements. Does not satisfy 1 or 2 of the following guidelines: a) relates to personal experience; b) answers question challenge correctly; c) provides good supporting explanations; d) meets citation requirements; e) is visible on OAKS or iPhone on 1 screen horizontally without scrolling	Late, meets some other requirements. Does not satisfy 3 or 4 of the following guidelines: a) relates to personal experience; b) answers question challenge correctly; c) provides good supporting explanations; d) meets citation requirements; e) is visible on OAKS or iPhone on 1 screen horizontally without scrolling	Late, seriously incomplete. Satisfies 1 of the following guidelines: a) relates to personal experience; b) answers question challenge correctly; c) provides good supporting explanations; d) meets citation requirements; e) is visible on OAKS or iPhone on 1 screen horizontally without scrolling	Submission closely mirrors other student work. This rating may trigger an Academic Integrity review	Assignment not submitted before OAKS final grading deadline expires at the end of the course final presentation

Discussion Board Rubric

Criteria	Strong Participation 5 points	Average Participation 4 points	Weak Participation 3 points	Late Participation 2 points	No Participation 0 points
Participation Quality	1) Responds to at least 5 other student posts 2) Responses are almost always grammatically correct with few misspelled words 3) Responses are almost always relevant 4) Responses almost always add value and contribute new ideas to the discussion (not just comments like "good work" or "nice post")	1) Responds to at least 5 other student posts 2) Responses are mostly grammatically correct with few misspelled words 3) Responses are mostly relevant 4) Responses sometimes add value and contribute new ideas to the discussion (not just comments like "good work" or "nice post")	1) Responds to fewer than 5 other student posts or... 2) Responses are not always grammatically correct and contain some misspelled words 3) Responses are not very relevant 4) Responses do not add much value nor contribute new ideas to the discussion (are mostly comments like "good work" or "nice post")	Student does not submit work by deadline when OAKS portal closes	Assignment not submitted before OAKS final grading deadline expires at the end of the course final presentation,

Marketing Yourself Rubric

5 Points 5 points	4 Points 4 points	3 Points 3 points	2 Points 2 points	1 Points 1 point	0 Points 0 points
Excellent profile that meets all 10 of the following requirements: 1) Unique background image; 2) Professional/appropriate photo; 3) CoFC major and/or minor in headline; 4) Compete About section; 5) Detailed Experience section with at least 2 factoids for each experience; 6) Education section with detailed Manor/Minor info; 7) Complete Skills section; 8) Complete Courses section featuring those related to your major/minor 9) Submitted on time; 10) submitted	Profile that meets 9 of the following 10 requirements: 1) Unique background image; 2) Professional/appropriate photo; 3) CoFC major and/or minor in headline; 4) Compete About section; 5) Detailed Experience section with at least 2 factoids for each experience; 6) Education section with detailed Manor/Minor info; 7) Complete Skills section; 8) Complete Courses section featuring those related to your major/minor; 9) Submitted on time; 10) submitted	Profile that meets 8 of the following 10 requirements: 1) Unique background image; 2) Professional/appropriate photo; 3) CoFC major and/or minor in headline; 4) Compete About section; 5) Detailed Experience section with at least 2 factoids for each experience; 6) Education section with detailed Manor/Minor info; 7) Complete Skills section; 8) Complete Courses section featuring those related to your major/minor; 9) Submitted on time; 10) submitted	Profile that meets 7 of the following 10 requirements: 1) Unique background image; 2) Professional/appropriate photo; 3) CoFC major and/or minor in headline; 4) Compete About section; 5) Detailed Experience section with at least 2 factoids for each experience; 6) Education section with detailed Manor/Minor info; 7) Complete Skills section; 8) Complete Courses section featuring those related to your major/minor; 9) Submitted on time; 10) submitted	Assignment submitted after the OAKS portal deadline.	Assignment not submitted by final grading deadline at end of course final presentation window,

Grading

Student Success Center Class Session and LinkedIn Professional = 5 points

Student Success Center Class Visit

☐ **Student Success Center Class Visit**

- *An SSC professional will visit class to provide advice on how to create a unique and professional LinkedIn page and discuss resources they offer for your career planning*
- *You should pay close attention during this visit because you will be graded on the creation of your own personal LinkedIn page*

Required Personal LinkedIn Profile

☐ **Professional LinkedIn Profile Page** (5 points)

- **Create a LinkedIn account that promotes yourself to prospective employers.**
 - Please provide **a link** and **screen shot** of your entire profile including the following required pieces,
 - 1) **Unique background image**
 - 2) **Professional/appropriate photo** (not your high school graduation photo), and...
 - 3) **Your current status in your headline** (student at College of Charleston and your major)
 - 4) **Complete About section**
 - 5) **Detailed Experience section** including the following in separate sections with detailed explanations:
 - Your work experiences (even summer jobs) with descriptions of specific responsibilities and skills you learned
 - Internships you have experienced with descriptions of specific responsibilities and skills you learned
 - Summary of all career-related skills you have earned so far, including certifications and proficiencies in software and mobile applications
 - 6) **Complete Education section** with detail Major/Minor information
 - 7) **Complete Skills section**
 - 8) **Complete Courses section** featuring those related to your major/minor

Points may be deducted for poor grammar, punctuation, spelling or lack of detailed explanation

1 point will be automatically deducted for late submission

0 points will be earned if assignment is not submitted by last day of class

Grading

Report = 15 points

- 5-10 typed pages (anything beyond 10 pages will not be graded)
- All data and content sources must be attributed at the spot in the text where the information appears, using the following simple format: (Wall Street Journal, August 3, 2024); no bibliography page is necessary
- Provide detailed rationale for all your answers
- Penalties will be assigned for typos and grammatical errors
- Please list all your group members on the cover page in alphabetical order

Presentation = 10 points

- Limited to 20 minutes

Participation = Pass/Fail

- All possible points or zero
- Based upon your team's confidential ballot evaluation of your contribution

Required Outline

Marketing Situation Analysis Report

☐ **Background** (5 points)

- Brief introduction and history of your brand and its parent company
- 5-year trend of sales revenue and profits (IVA) for the overall industry, and for your brand, by year (tip: use data from IBISWorld or Statista and present in tables or charts created in Excel, Google Sheets or Tableau)
- Develop a SWOT assessment by considering how the brand and its industry are impacted by each of the macroenvironmental factors discussed in class (tip: all the factors we learned in class apply)
- Market share for your brand and 2-3 key competitors for most recent year (tip: use data from Statista)
- Describe in detail the buying process used to purchase products like your brand (5 steps for B2C and B2B)

☐ **Product** (2 points)

- Product life cycle stage for the brand (based on the historical industry data above)
- Type of product
- Product strategy used

☐ **Price** (2 points)

- Price range of your brand
- Competitive pricing for 2-3 key competitors (tips: use common units, i.e., price per ounce; also, present in a table)
- Marketplace environment
- Pricing objective
- Pricing strategy

☐ **Place** (2 points)

- Number of locations (must include headquarters, manufacturing sites, and estimated # locations where your brand is sold) (tip: use data from U.S. Economic Census at census.gov)
- Channel structure diagram
- Channel captain
- Type of power used
- Distribution strategy

☐ **Promotion** (2 points)

- Positioning statement that summarizes your brand's customer value proposition (tip: must be in the 3-part format discussed in class and your target audience must include geographic, demographic and psychographic data (also remember that your target should only focus on the 20% of consumers from the 80/20 rule we discussed in class))
- Positioning map that visualizes your brand's customer value proposition (tip: include category motivators and plot positions for all the brands listed in your market share data above (tips: include supporting data for each plot point on the map for your brand and 2-3 competitors; use data from Consumer Reports or American Consumer Satisfaction Index))
- Promotion objective
- Promotion strategy
- Promotion tools used (tip: major brands like yours employ all the tools we learned in class)

☐ **What would you do differently?** (2 points)

- Recommend ways you would alter the situation described above to improve your brand's Marketing effectiveness
- Organize your recommendations according to the four elements of the Marketing Mix.

.5 points will be deducted for grammar, punctuation, spelling, issues, lack of citation of all sources, and for lack of detailed explanation of answers to assignment questions