

**MARK 201 Fundamentals of Marketing**  
**John Felice Rome Center**

Spring 2025

Tuesday & Thursday | 3:45-5:00 pm

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Office Hours: By appointment (Tuesday & Thursday 5:00 – 6:00pm)

*Please note: this is an Engaged Learning course, approved for the Service-Learning category, satisfying the Loyola University Chicago Engaged Learning requirement. All students must complete the service-learning experience and related assignments in order to successfully pass this course.*

**Course Description**

Markets move faster than marketing. Based on rigorous research, our *Fundamentals of Marketing* course provides the latest tools, techniques and leading-edge thinking to teach you how to create the marketing mix and retain a company's competitive edge. *Fundamentals of marketing* teaches students the basics of marketing they would need to know for introductory business courses, or if they're curious to see how marketing works behind the scenes. Students will learn about branding, marketing strategies, marketing plans, the consumer decision process, the product life cycle, recent consumer trends, how to target specific markets, global marketing, and much more. I provide many real-world examples to help students apply the content to everyday life and business news.

This course, through an experiential approach and Service Learning engagement, will help students to appreciate the difference between a tactical and strategic approach to marketing. Students will leave equipped with a strategic framework and an understanding of the key online/offline marketing activities that drive value.

The course uses undergraduate level business case studies from Harvard Business School, Insead Business School, IMD Business School, Stanford University, to present the fundamentals in Marketing strategy.

**Learning Outcomes**

On completion of the course, students should be able to:

1. Identify the distinctive characteristics, role and online/offline activities of strategic marketing.
3. Critically assess an example strategic marketing plan.
5. Facilitate the strategic marketing planning process in an organization.
6. Identify the needs of a local non-profit organization and develop a strategic digital program to support them.
7. Develop persuasive verbal and written communication skills and build up the abilities to work in teams.
8. Gain an understanding of ethics practices of Business—its proper role for the marketer and the consumer.

The course will emphasize two kinds of skill: Analytical skills, which are required for marketing strategy formulation; and Administrative skills, which are required for implementation. The course will begin with the analytical skills and then move on to implementation issues. More than one case will integrate both marketing strategy formulation and implementation issues.

### Course Method

In this course, you'll discuss case studies of Marketing Management leaders such as Amazon, Unilever, Nike, Sephora. You will be engaged in real life case analysis also using Generative AI to learn and/or improve strategic questioning and problem solving skills. To connect classroom discussions with your current challenges, each day will include an interactive wrap-up session designed for collaborative learning. Classes will be as interactive and challenging as possible. Consider each class as a simulation of a Board of Directors' meeting. Consequently, you are required to be punctual, well prepared, energetic and eager to convey your business views. Discussion in this class is a main learning tool. Note that this applies to all class activities: lectures, case studies, team and individual exercises. For a successful learning experience, timely reading, study, and active class participation are essential. All chapters, cases and other readings should be completed BEFORE class on the dates assigned. This allows for meaningful discussions during classes. As a result, you will have the opportunity to involve yourself in the class discussion and to ask questions. To facilitate the discussions, I provide in the syllabus the questions that cover the most important topics for each case study. During the quarter, you will work in teams on a number of cases covering key issues in marketing management.

### Criteria for Evaluation of Written Assignments

All the written assignments must be typed, 12 points, "Times New Roman" font, single spaced.

An "excellent" paper should prove:

- a thorough analysis of the key issues with the ability to apply and integrate the course's concepts
- appropriate structure with a logic flow of ideas
- relevant presentation and style with an excellent usage of the English language.

### Technology

The use of technology (i.e. laptops) in the classroom will be permitted as long as these devices are used for classroom related activities and do not distract from the lecture or class discussion. If at any point the use of these devices becomes problematic to the class, all such devices will be banned for the remainder of the semester. *Cell phones should always be turned off or on silent and NEVER used during class.*

### REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected recommended reading(s) listed below. All required readings must be completed according to the due date assigned by the course instructor.

### Textbook (Required)

Philip T. Kotler and Gary Armstrong, *Principles of Marketing*, 19/E, [eTextbook](#)

Published by Pearson (July 20th 2023) - Copyright © 2024

ISBN-13: 9780137991839

Copy on reserve in the Rome library. Ask at the Circulation Desk.

### Cases (Required)

A number of business cases have been selected for each topic, and students are expected to analyze them as per class schedule. The selection of cases will be available in the course-pack.

**Power Point Slide Collection**, in Sakai (Required)

### **Readings (Required)**

There are selected readings for each topic, and students are required to read them as per class schedule. Some of the readings will be available on different websites (links will be provided for the readings listed in the class schedule), while others as PDF files in Sakai.

### **Readings in the course-pack (Recommended)**

There are selected readings for each topic available in the course-pack, and students are advised to read them as per class schedule.

**Course-pack: N.B. Students NEED the following unique link to access and purchase cases and/or articles included in the dedicated course-pack which includes both the REQUESTED CASES and the RECOMMENDED READINGS:**

**<https://hbsp.harvard.edu/import/1226344>**

Please find [here](#), the instructions to access the course-pack material.

**N.B. As this syllabus could be subject to change, readings/cases are set as “optional” to allow students to purchase items individually.**

### **Sakai**

Sakai is the Learning Management System (LMS) at LUC, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a LUC student, you should familiarize yourself with this important tool. For more information and training resources for using LUC, click [here](#).

### **Attendance Policy**

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student. For all classes meeting twice a week, students cannot incur more than two absences.

This course meets twice a week, thus a total of two (2) absences will be permitted. **Absences beyond these will result in 1% lowering of the final course grade, for every absence after the “approved limit”.** The collective health of the JFRC is everyone’s responsibility. **DO NOT ATTEND CLASS IF YOU ARE ILL.**

### **Artificial Intelligence use**

Use of AI tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty.

### **DEI**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength

and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated.

### **Pronouns**

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed...I will do my best to address and refer to all students accordingly.

### **Case Study Reports for missed classes**

The case study is an excellent learning method. A case will help understand the specific strategic marketing challenges and build essential decision making skills. For each case study, students who miss a class will turn in a report of maximum two pages (Times New Roman, 12- font size, single spaced). One extra page is allowed for tables and figures (if needed).

You should address each question individually and not just provide a general answer for all requested questions. The report is due at the beginning of each class with case discussion.

### **Assessment Components**

|                                |      |
|--------------------------------|------|
| • Class participation          | 20 % |
| • Midterm                      | 25%  |
| • Marketing Plan Group Project | 10 % |
| • Final Exam                   | 25 % |
| • Service Learning             | 20%  |

### **Grading**

94-100: A  
90-93: A-  
87-89: B+  
84-86: B  
80-83: B-  
77-79: C+  
74-76: C  
70-73: C-  
67-69: D+  
60-66: D  
59 or lower: F

### **Service Learning**

The project-based Service Learning component of the course, which should total at least 20 hours, requires students to engage with *Ombre e Luci* to assess their needs and develop a digital strategy, aiming at the creation of a digital marketing plan. Connected to the nonprofit organization *Associazione Fede e Luce onlus*, *Ombre e Luci* is a faith-based magazine for families and friends of people with disabilities committed to promoting inclusion and accessibility through its publishing and multimedia content. It is currently seeking to target an English-speaking audience with its inclusivity message and achieve its fundraising objectives.

Brand awareness is at the top of the priority list of a nonprofit marketer challenged to grow his/her prospect list with limited funding. Luckily, digital marketing for nonprofits has changed the name of the game. Nonprofit digital marketing has opened up a world of opportunities for causes trying to get the most out of their budgets. Nonprofit organizations can cut down substantially on overhead costs by eliminating costly print collateral. Plus, their potential reach has never been so large. You can reach supporters across the globe in a matter of mere seconds, whether they're promoting matching gifts or sharing volunteering opportunities. From social media to email marketing, there are so many incredible, low-cost options to make a cause known.

Upon understanding *Ombre e Luci's* inclusion message and its social justice relevance, students will engage in the creation of a digital marketing plan aimed at helping *Ombre e Luci* pursue their fundraising objectives.

The Service Learning portion of the course will be assessed on the following **digital marketing plan** creation skills:

1. *Analytical skills in understanding the social and organization's needs as demonstrated in the plan's **situation analysis**.*
2. *Problem-solving and creativity skills through the proposal of relevant recommendations in the **action plan**.*
3. *Team-work through students' participation and cooperation.*
4. *Presentation skills at different stages of plan development.*
5. *Four written reflections integrating project experience and class content.*

### **Academic Honesty**

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarize yourself with Loyola's standards here: [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml). You are responsible to comply with the LUC Student Handbook.

### **Late or Missed Assignments**

Late or missed assignments will not be accepted for grading without the authorization of the instructor.

### **Accessibility Accommodations**

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.

### **Course Schedule**

Table listing classes and their topics by date, with work to be completed in a column on the right.

| <b>Date</b>              | <b>Topics</b>  | <b>Readings/Assignments</b>   |
|--------------------------|--|---|
| Week 1<br>Day 1<br>01/21 | Intro/Policies/Teacher-Student contract/Syllabus comprehension<br><br>Team Formation   | <b>READINGS</b><br><br>Reimagining marketing in the next normal (click <a href="#">here</a> to read), Arun Arora, Peter Dahlström, Eric Hazan, Hamza Khan, and Rock Khanna<br><br>Publication date: July 19, 2020<br><br>The Skills You Need to Read and Analyze a Case, William Ellet (available in Sakai)<br><br>Publication date: Aug 16, 2018<br><br>How to Prepare and Discuss Cases, William Ellet (available in Sakai)<br><br>Publication date: Aug 16, 2018 |
| Week 1<br>Day 2<br>01/23 | <i>Defining Marketing and the Marketing Process</i><br><br><ul style="list-style-type: none"> <li>• Marketing: Creating Customer Value and Engagement</li> </ul> | <b>READINGS</b><br><br>Kotler & Armstrong: Chapter 1 & 2<br><br>The Elements of Value, Eric Almquist, Jamie Cleghorn, Karen   |



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|                                   | <ul style="list-style-type: none"> <li>Company and Marketing Strategy: Partnering to Build Customer Engagement, Value, and Relationships</li> </ul> <p><i>Service Learning Project Presentation by the Ombre e Luci Team</i></p>  | <p>Christensen</p> <p>Publication date: May, 2018</p> <p>A Service Lens on Value Creation: Marketing's Role in Achieving Strategic Advantage</p> <p>Lance A. Bettencourt, Robert Lusch, Stephen L. Vargo</p> <p>Publication date: Dec 14, 2014</p> <p><b>IN CLASS CASE ANALYSIS: The Rise and Fall of Nokia (3:45-4:15 pm)</b></p> <p><b>SERVICE LEARNING PROJECT PRESENTATION (4:15-5 pm)</b></p>   |
| <p>Week 2<br/>Day 1<br/>01/28</p> | <p><i>Understanding the Marketplace and Customer Value</i></p> <ul style="list-style-type: none"> <li>Analyzing the Marketing Environment</li> <li>Managing Marketing Information to Gain Customer Insights</li> <li>Consumer Markets and Buyer Behavior</li> <li>Business Markets and Business Buyer Behavior</li> </ul>               | <p><b>READINGS</b></p> <p>Kotler &amp; Armstrong: Chapter 3</p> <p>Executives Need to Invest in Understanding the Customer Experience (click <a href="#">here</a> to read), Joe McKendrick and Andy Thurai</p> <p>Publication date: March 08, 2023</p> <p><b>IN CLASS INTERACTIVE EXERCISES.</b></p>   |
| <p>Day 2<br/>01/30</p>            | <p><i>Understanding the Marketplace and Customer Value</i></p>  | <p><b>CASE DISCUSSION: The Rise and Fall of Nokia</b></p> <p>Small group discussion (30")</p> <p>Plenary discussion (45")</p>  |
| <p>Week 3<br/>Day 1<br/>02/04</p> | <p><i>Designing a Customer Value-Driven Marketing Strategy and Mix</i></p> <ul style="list-style-type: none"> <li>Customer-Driven Marketing Strategy: Creating Value for Target Customers</li> <li>Product, Services, and Brands: Building Customer Value</li> </ul> <p>Developing New Products and Managing the Product Life Cycle</p> | <p><b>READINGS</b></p> <p>Kotler &amp; Armstrong: Chapter 7</p> <p>Building Customer Communities Is the Key to Creating Value (click <a href="#">here</a> to read), Bill Lee</p> <p>Publication date: February 01, 2013</p> <p><b>OPTIONAL READING</b></p> <p>The New Science of Customer Emotions (click <a href="#">here</a> to read), Scott Magids, Alan Zorfias, and Daniel Leemon</p> <p>Publication date: November 2015</p> <p>Rediscovering Market Segmentation (Click <a href="#">here</a> to read), Harvard Business Publishing Education</p> <p><b>IN CLASS INTERACTIVE EXERCISES.</b></p> |
| <p>Week 3<br/>Day 2<br/>02/06</p> | <p><i>Service Learning Project</i></p>  | <ul style="list-style-type: none"> <li>Situation analysis review + presentation</li> <li>Written reflection</li> </ul>   |
| <p>Week 4<br/>Day 1<br/>02/11</p> | <p><i>Designing a Customer Value-Driven Marketing Strategy and Mix</i></p> <ul style="list-style-type: none"> <li>Pricing: Understanding and Capturing Customer Value</li> </ul>  | <p><b>READINGS</b></p> <p>Kotler &amp; Armstrong: Chapter 10</p> <p>Marketing Plan Development, Robert E. Spekman</p>  |



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|                          | <ul style="list-style-type: none"> <li>Pricing Strategies: Additional Considerations</li> </ul>   | <p>Publication date: Aug 11, 2013</p> <p>3 Lessons from Hyperinflationary Periods (click <a href="#">here</a> to read), Mark E. Bergen, Thomas Bergen, Daniel Levy, and Rose Semenov</p> <p>Publication date: November 30, 2022</p> <p>What Amazon Risks by Eliminating List Prices (click <a href="#">here</a> to read), Rafi Mohammed</p> <p>Publication date: July 13, 2016</p> <p><b>IN CLASS INTERACTIVE EXERCISES.</b></p> |
| Week 4<br>Day 2<br>02/13 | <i>Positioning</i>  | <p><b>CASE: CRESCENT PURE</b></p> <p>Small group discussion (30")</p> <p>Plenary discussion (45")</p>  |
| Week 5<br>Day 1<br>02/18 | <p><i>Designing a Customer Value-Driven Marketing Strategy and Mix</i></p> <ul style="list-style-type: none"> <li>Marketing Channels: Delivering Customer Value</li> <li>Retailing and Wholesaling</li> </ul>   | <p><b>READINGS</b></p> <p>Kotler &amp; Armstrong: Chapter 12, 13</p> <p>People are the new channel (click <a href="#">here</a> to read), Cara France and Mark Bonchek</p> <p>Publication date: April 15, 2013</p> <p><b>IN CLASS INTERACTIVE EXERCISES.</b></p>  |
| Week 5<br>Day 2<br>02/20 | <ul style="list-style-type: none"> <li>Service Learning Project</li> </ul>  | Meet the Ombre e Luci Community (TBC)  |
| Week 6<br>Day 1<br>02/25 | <p><i>Marketing of innovations: adoption and diffusion theory (Rogers)</i></p> <ul style="list-style-type: none"> <li>Understanding customer adoption</li> <li>Diffusion of innovations</li> <li>Behavioral framework for understanding the market appeal of an innovation</li> </ul> | <p><b>READINGS</b></p> <p>Kotler &amp; Armstrong: Chapter 9</p> <p>Innovation Is Marketing's Job, Too (click <a href="#">here</a> to read), Beth Comstock</p> <p>Publication date: July 03, 2014</p> <p><b>IN CLASS INTERACTIVE EXERCISES.</b></p>   |
| Week 6<br>Day 2<br>02/27 | <i>Marketing Channels</i>   | <p><b>CASE DISCUSSION: ACCOR</b></p> <p>Small group discussion (30")</p> <p>Plenary discussion (45")</p>   |
| Week 7<br>Day 1<br>03/04 | <p><i>Designing a Customer Value-Driven Marketing Strategy and Mix</i></p> <ul style="list-style-type: none"> <li>Communicating Customer Value: Integrated Marketing Communications</li> <li>Advertising and Public Relations</li> </ul>  | <p><b>READINGS</b></p> <p>Kotler &amp; Armstrong: Chapter 14, 15</p> <p>7 Ways to Create a Successful Integrated Marketing Campaign (Click <a href="#">here</a> to read), Jennifer Lonoff Schiff</p> <p>Publication date: February 26, 2014</p>  |



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| <p>Week 7<br/>Day 2<br/>03/06</p>                      | <ul style="list-style-type: none"> <li>• <i>Service Learning Project</i></li> </ul> <p><b>MIDTERM EXAM</b></p>   | <ul style="list-style-type: none"> <li>• In-class supervised work on action plan: <ul style="list-style-type: none"> <li>○ Recommendations</li> <li>○ Strategy</li> <li>○ Activities</li> </ul> </li> <li>• <b>MIDTERM EXAM:</b> Principles of Marketing Challenges (PMC): Media Individual presentations</li> </ul> |
| <p><b>SPRING SEMESTER<br/>BREAK</b><br/>MARCH 7-16</p> | <p><b>NO CLASSES</b></p>   | <p><b>NO CLASSES</b></p>   |
| <p>Week 8<br/>Day 1<br/>03/18</p>                      | <ul style="list-style-type: none"> <li>• <i>Designing a Customer Value-Driven Marketing Strategy and Mix</i></li> <li>• Personal Selling and Sales Promotion</li> <li>• Competitive strategies of platform businesses</li> </ul>   | <p><b>READINGS</b></p> <p>Kotler &amp; Armstrong: Chapter 16</p> <p>The New Sales Imperative, Nicholas Toman, Brent Adamson, Cristina Gomez</p> <p>Publication Date: Mar 1, 2017</p> <p><b>IN CLASS INTERACTIVE EXERCISES.</b></p>   |
| <p>Week 8<br/>Day 2<br/>03/20</p>                      | <p><i>Digital vs Social Strategy</i></p>   | <p><b>CASE DISCUSSION: SOCIAL STRATEGY AT NIKE</b></p> <p>Small group discussion (30")</p> <p>Plenary discussion (45")</p>   |
| <p>Week 9<br/>Day 1<br/>03/25</p>                      | <p><i>Designing a Customer Value-Driven Marketing Strategy and Mix</i></p> <ul style="list-style-type: none"> <li>• Direct, Digital, Mobile, and Social Media Marketing</li> <li>• Creating web Sites</li> <li>• Placing Ads and Promotions online</li> <li>• Creating or Participating in Online Social Networks</li> <li>• Sending E-Mail</li> <li>• Using Mobile Marketing</li> </ul> | <p><b>READINGS</b></p> <p>Kotler &amp; Armstrong: Chapter 17</p> <p>Creating Customer Value on the Digital Frontier (click <a href="#">here</a> to read), Kim C. Korn and B. Joseph Pine II</p> <p>Publication date: September 12, 2011</p> <p><b>IN-CLASS INTERACTIVE EXERCISES</b></p>                             |
| <p>Week 9<br/>Day 2<br/>03/27</p>                      | <p><i>Service Learning Project</i></p>   | <ul style="list-style-type: none"> <li>• Action plan presentation &amp; review: <ul style="list-style-type: none"> <li>○ Recommendations</li> <li>○ Strategy</li> <li>○ Activities</li> </ul> </li> <li>• Written reflection</li> </ul>  |
| <p>Week 10<br/>Day 1<br/>04/01</p>                     | <p><i>Online Marketing Research</i></p> <ul style="list-style-type: none"> <li>• E-Marketing Research</li> <li>• Passive and Active Listening</li> <li>• Main online marketing research tools</li> </ul>   | <p><b>READINGS</b></p> <p>What Robots Can Do for Retail (click <a href="#">here</a> to read), Ben Forgan</p> <p>Publication date: October 01, 2020</p> <p><b>IN CLASS INTERACTIVE EXERCISES.</b></p>   |
| <p>Week 10<br/>Day 2<br/>04/03</p>                     | <p><i>Online media, Social networks, Product positioning, Brand management.</i></p>  | <p><b>CASE: PORSCHE: THE CAYENNE LAUNCH</b></p> <p>Small group discussion (30")</p> <p>Plenary discussion (45")</p>  |





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| <p>Week 11<br/>Day 1<br/>04/08</p>                | <p><i>How AI is Changing Marketing and Marketers</i></p> <ul style="list-style-type: none"> <li>• Main challenges in AI Marketing</li> <li>• Designing an AI Marketing Strategy</li> </ul>   | <p><b>READINGS</b></p> <p>Why You Aren't Getting More from Your Marketing AI. Chances are, you haven't asked the right questions. (click <a href="#">here</a> to read), Eva Ascarza, Michael Ross, and Bruce G.S. Hardie</p> <p>Publication date: July-August, 2021</p> <p>How to Design an AI Marketing Strategy. What the technology can do today—and what's next (click <a href="#">here</a> to read), Thomas H. Davenport, Abhijit Guha, and Dhruv Grewal</p> <p>Publication date: July-August, 2021</p> <p><b>IN-CLASS GROUP WORK</b></p> <p>Identify a company that is using AI in marketing. Using information available in the Internet, and the key learnings from today's readings, analyze its AI use and answer the following questions in a PPT presentation to be shared in class:</p> <ol style="list-style-type: none"> <li>1. How is it using it?</li> <li>2. What is its strategy?</li> <li>3. What could it be better?</li> </ol> <p><b>TIME:</b> 40 minutes</p> |
| <p>Week 11<br/>Day 2<br/>04/10</p>                | <p><i>Service Learning Project</i></p>   | <ul style="list-style-type: none"> <li>• In-class final Service Learning project presentation and review.</li> <li>• Written reflection</li> </ul>  |
| <p>Week 12<br/>Day 1<br/>04/15</p>                | <p><i>Measuring marketing performance:</i></p> <ul style="list-style-type: none"> <li>• The Power of Customer Metrics</li> <li>• Importance of Goal Setting</li> <li>• Developing the Set of Metrics</li> <li>• Overview and analysis of the main metrics</li> </ul> | <p><b>READINGS</b></p> <p>Competing on Customer Journeys (click <a href="#">here</a> to read), David C. Edelman and Marc Singer</p> <p>Publication date: November 2015</p> <p>Identify the Marketing Metrics That Actually Matter (click <a href="#">here</a> to read), Linda J. Popky (2014), Harvard Business Review</p>  |
| <p>Week 12<br/>Day 2<br/>04/17</p>                | <p><i>Measuring Marketing Performance and Budget management</i></p>  | <p><b>CASE DISCUSSION: SEPHORA DIRECT: INVESTING IN SOCIAL MEDIA, VIDEO, AND MOBILE</b></p> <p>Small group discussion (30")</p> <p>Plenary discussion (45")</p>   |
| <p><b>EASTER BREAK</b><br/><b>April 18-21</b></p> | <p><b>NO CLASSES</b></p>   | <p><b>NO CLASSES</b></p>  |
| <p>Week 13<br/>Day 1<br/>04/ 22</p>               | <p><i>Extending Marketing</i></p> <ul style="list-style-type: none"> <li>• Creating Competitive Advantage</li> <li>• Sustainable Marketing: Social Responsibility and Ethics</li> </ul>  | <p><b>READINGS</b></p> <p>Kotler &amp; Armstrong: Chapter 18, 20</p> <p>Research: Actually, Consumers Do Buy Sustainable Products (click <a href="#">here</a> to read), <a href="#">Tensie Whelan, Randi Kronthal Sacco</a></p> <p>Publication Date: Jun 19, 2019</p>   |



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|                                    |  | <p>What Can Marketers Do About Climate Change? (click <a href="#">here</a> to read), Morra Aarons-Mele</p> <p>Publication Date: Dec 17, 2012</p> <p><b>IN CLASS INTERACTIVE EXERCISES.</b></p>   |
| <p>Week 13<br/>Day 2<br/>04/23</p> | <p><i>Service Learning Project</i></p>   | <ul style="list-style-type: none"> <li>In-class final Service Learning project presentation to the partnering organization.</li> <li><b>WRITTEN REFLECTION</b></li> </ul>  |
| <p>Week 14<br/>Day 1<br/>04/29</p> | <p><i>Extending Marketing</i></p> <ul style="list-style-type: none"> <li>The Global Marketplace</li> </ul> <p><i>Marketing consulting plans group presentations (second round depending on the number of students)</i></p> | <p>Kotler &amp; Armstrong: Chapter 19</p> <p>Overview: A New Approach to Global Marketing (click <a href="#">here</a> to read), Larry Light and Joan Kiddon</p> <p>Publication Date: Jun 24, 2015</p> <p>The Most Common Mistakes Companies Make with Global Marketing (click <a href="#">here</a> to read), Nataly Kelly</p> <p>Publication Date: Sep 7, 2015</p> <p><b>IN-CLASS INTERACTIVE EXERCISES.</b></p> <p><b>Marketing Consulting Plans Group Presentations</b> for the case analyzed and presented for MIDTERM : as a group, come up with your best analysis and recommendations for the case analyzed and presented for MIDTERM.</p> <p>In our meeting we will debrief the course and have a Q&amp;A session about final exam.</p> |
| <p>Week 14<br/>Day 2<br/>05/01</p> | <p><b>FINAL EXAM</b></p>   | <p>The examination will be a combination of questions and a case study.</p> <p><b>Details to be announced.</b></p>   |

Please note that the above mentioned business case studies can be subject to change during the course. Each student is responsible for keeping himself/herself informed with those changes even when the student is absent for class. Failure to come to class without having read your assigned case-studies and/or completing your “Case Study Paper” is inexcusable and grounds for failing the course.