



MKTG 201—Marketing Management

Fall 2026

Professor Glenn Christensen, Sections 2 & 3

TA Email: mktg201.ta@byu.edu

Email: g@byu.edu

Office: 628 TNRB

Office Hours in 628 TNRB: Tuesdays, 10:00-11:00 am and by appointment

TA Office Hours in 683 TNRB: Posted on Canvas

Course Description

Marketing plays a critical role in creating, communicating, delivering, and sustaining value for the firm's chosen customers. If there is no value, customers leave. Without customers, companies fail. Meeting customers' functional and emotional needs creates value for customers. The firm may capture a portion of that value through pricing. So, marketing creates value for customers and generates revenue for the firm. The purpose of this course is to prepare you to make marketing decisions to drive profitability and profitable growth for the firm. You will learn how to identify customer needs, choose an attractive target market, design a compelling offer, and build a marketing mix to drive demand.

Texts and Required Course Materials

Marketing Fundamentals (MyEducator):

An e-book and course platform used for reading and completing assigned activities.

Stukent SIM: Buhi Bags Marketing Simternship (Stukent):

A hands-on marketing simulation in which you take on the role of a product marketing manager for a growing business by making key marketing decisions each round.

You are responsible for purchasing both MyEducator access and the Stukent SIM. These digital materials will be available to you through [Inclusive Access \(Day 1 Access\)](#). With Inclusive Access, the cost of required digital course materials is added to your student account/tuition and fees, and access is delivered automatically on the first day of class through the [MKTG 201 Canvas site](#). Students may opt out during the opt-out window, but they will be required to pay for access to both resources directly from MyEducator and Stukent. If you do not opt out by the

deadline, you will be billed automatically as part of your tuition and fees. This is the worry-free option which allows you to apply financial aid directly to your textbook.

Learning Objectives

By the end of this course, you should be able to:

1. Demonstrate knowledge of the fundamental components and tools of marketing (including consumer research, consumer behavior, STP—segmentation > targeting > positioning) and how these relate to identifying, creating, communicating, delivering, and sustaining value for the firm's chosen customers.
2. Apply core marketing strategy decisions in both established organizations and entrepreneurship contexts, including selecting a target market, designing a compelling offer, and choosing a coherent marketing mix (product, price, promotion, place) that drives profitability for the firm.

These objectives are assessed primarily through quizzes and exams (concept mastery), applied homework (framework application), and the marketing simulation (application and decision performance).

Assessment and Grades

		Percentage
Professionalism		10%
Professionalism Self-Assessment (submitted during finals week)	1%	
Professional Presence and Engagement	9%	
Weekly Quizzes Your lowest two quiz scores are dropped.		10%
Assignments		25%
Stukent SIM: Buhi Bags Marketing Simternship	15%	
Do Marketing Homework Assignments	10%	
Three Midterms Of the three midterms, your lowest score is dropped; the other two count (2 x 12.5% each = 25%).		25%
Midterm (highest score)	12.5%	
Midterm (next highest score)	12.5%	
Final Exam		30%
Total		100%

Professionalism: Presence, Engagement, and Accountability

The Marriott School of Business is a professional school at BYU. Accordingly, we will act in a professional manner in our interactions with each other, our interactions with TAs, and our behaviors in class. I expect everyone to act professionally.

Think of this course as your first marketing job/internship. You're not just learning marketing—you're practicing the habits that make you effective on a marketing team. **You have to practice like you're going to play.** That means showing up prepared, taking ownership and delivering on expectations, being fully present, and engaging with the work and with others in a reliable, respectful way.

Presence is primary and essential

Professional learning and engagement cannot happen without presence. Marketing is a team sport: discussion, activities, and in-class practice are part of the learning. If you're not here, you miss the reps—and your classmates miss your contribution.

Engagement is part of Professionalism

Being physically in the room isn't the same as being engaged—it is necessary but insufficient alone. Professional engagement looks like:

- arriving on time and staying for the full class period
- coming prepared (having completed the assigned readings and work)
- participating appropriately (asking/answering, contributing to group work)
- limiting distractions (phones away; laptops used for class-related work only)
- treating classmates, TAs, guest speakers, and the instructor with respect
- behaviors that demonstrate a lack of engagement include arriving late, leaving early, participating in side conversations, and using electronic devices (phones, laptops, tablets, etc.) during lectures or class discussions for purposes other than taking notes or participating in a class question.

Video or audio recordings or photographs of lectures, without my consent, are prohibited.

Awareness and communication

Professionalism includes being resourceful and prepared. Before emailing the TAs or the instructor, check the syllabus, the class schedule, the assignment instructions, posted slides, and Canvas announcements—your question may already have been answered. If you still have questions about the course, please contact the TAs first at mktg201.ta@byu.edu. If you have personal concerns, please reach out to the instructor directly.

Accountability

In professional settings, trust and success are built through accountability—doing what you said you would do, delivering work to your team on time, dependably showing up, and communicating early and often. In this course, accountability looks like being prepared for class, participating thoughtfully, meeting deadlines, and delivering your best work. The goal isn't perfection, it's ownership. When life happens, take ownership—use your PTO when needed, make a plan, catch up, and communicate if needed.

Personal Interactions—Kindness

Please be courteous, respectful, kind, and helpful to your peers in class and to the TAs. Ask questions if you need help and be willing to offer help to others when needed. You may review your graded assignments and exams with my remarkable TAs during their office hours—within two weeks of the exam or graded assignment.

Professionalism Self-Assessment (1% of Course Grade)

At the end of the semester during finals week, you will complete a self-assessment for 1% of your course grade. This is your own honest read on how well you practiced like you're going to play, e.g., your presence, preparation, engagement, and accountability across the semester. It is worth 1% of your course grade.

Be honest with yourself. As Socrates said, “The unexamined life is not worth living.” This is a chance to look squarely at the habits you actually practiced this semester and name the ones you will want to carry into your professional career. The self-assessment will be posted on Canvas at the beginning of finals week. As with other assignments, late submissions are not accepted—**don't forget to submit it.**

PTO Days (3 days)

Life happens. Just as you would in a job or internship, you have three (3) PTO days for the semester. In the professional business world, PTO means Paid Time Off.

- Use a PTO day for an absence when you need to—no explanation or email is needed or required: not a doctor's note, not an email to the TAs or the instructor, not anything. Just use the day.
- Presence is measured by participating in in-class engagement activities and polls.
- PTO is a scarce resource, just like PTO days at your job will be. Bank them and use them wisely, plan carefully, and save them for when you truly need them.
- PTO days protect your Professionalism grade for that day. Your first three absences draw on your PTO days and will not count against your grade.
- You are still responsible for what you miss (announcements, content, and any deadlines).
- After your three (3) PTO days are used, each additional absence will reduce your Professionalism score by 1 point (out of the 10 points in the Professionalism category), effectively reducing your overall class percentage by 1%—i.e., moving you from a 90% to an 89%.

Assignments

This semester we will be doing an amazing marketing simulation—the **Stukent SIM: Buhi Bags Marketing Simternship**. It is a hands-on learning experience where you apply the concepts and strategies from class while taking on the role of a product marketing manager in a growing business.

We will also complete three (3) additional Do Marketing Assignments. These assignments give you practice applying marketing principles to real business situations.

Assignment details will be introduced and explained in class. Detailed submission instructions will be provided for each assignment. The SIM will be done on the Stukent site (details in class) and the three Do Marketing Assignments will be submitted through the required textbook *Marketing Fundamentals* on MyEducator.com. Please always submit assignments on time. **Late assignments are not accepted.**

Weekly Readings Review Quizzes

We will be using ten (10) low-stakes weekly readings review quizzes, taken outside of class on Canvas, that will help you keep pace with the course material. These quizzes cover only the readings we will explore in class that week, so they are anticipatory—they prompt you to read the material before we discuss it. That is why weekly readings review quizzes (on weeks we have quizzes) always open at 12:00 a.m. Monday and close at 12:00 noon Tuesday before classes. Each quiz includes eight questions based on the assigned readings for the coming week.

Quizzes are open book and closed to all other resources—including internet searches, collaboration with others, and AI tools (e.g., ChatGPT)—on your honor. Each quiz has a 15-minute time limit. Quiz 1 will be a practice quiz that is graded but worth 0 points to allow you to get accustomed to the quiz questions and format. Of the nine (9) scored quizzes, your lowest two scores are dropped, so seven (7) quizzes count toward your grade. **There are no make-up quizzes.**

Midterm Exams

We will have three midterm exams during the semester. Each midterm will be available in the Testing Center during a three-day testing window. Each will include 33 multiple-choice questions that assess your understanding of the concepts, frameworks, and applications covered since the previous exam. Your lowest midterm score is dropped; your other two midterm scores count (12.5% each).

Exam integrity during the testing window: Because students test at different times, do not discuss exam content (questions, answers, or topics) with anyone until the testing window closes—including in person, texting, or in any other way.

Final Exam

The final exam will be offered in the Testing Center every day during finals week. The final exam is comprehensive with 100 multiple-choice questions.

Exam integrity during the testing window: Because students test at different times, do not discuss exam content (questions, answers, or topics) with anyone until the testing window closes—including in person, texting, or in any other way.

Extra Credit

There are two ways to earn extra credit. Students may earn one point for each behavioral lab session and one point for each article review for a combined maximum of four points across both options. Each point is worth 0.25% of your final grade, so four lab sessions, four article reviews,

or any mix of the two that totals four points will earn you the full 1%. Two points would add 0.5%, and so on.

Students will receive email invitations to participate in the Behavioral Lab via SONA. Please direct questions to byulabmanager@gmail.com. Research session participation is registered through SONA, and the lab manager submits participation counts directly to the professor at the end of the semester. There are no research opportunities once finals begin, so plan to earn these points before then.

Students may write an article review for journal articles published in the *Journal of Marketing*, *Journal of Marketing Research*, *Journal of Consumer Research*, or *Journal of the Academy of Marketing Science*. Select an article. Write a five-page (double-spaced) review of the article. Describe the research question, the methodology, the findings, and the implications for managers. AI may NOT be used for article reviews. Submit each completed review to the TA email at mktg201.ta@byu.edu. Due to university requirements, no extra-credit article reviews are accepted once finals begin.

Schedule

Section 2: T TH, 12:30-1:45 pm, 140 JSB, Christensen

Section 3: T TH, 3:30-4:45 pm, 151 TNRB, Christensen

Please see the detailed schedule on Canvas.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: **Direct Plagiarism**-The verbatim copying of an original source without acknowledging the source. **Paraphrased Plagiarism**-The paraphrasing, without acknowledgement, of ideas from another that the reader

might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010.

Inclusion

At Brigham Young University's Marriott School of Business, we embrace the university's mission to "assist individuals in their quest for perfection and eternal life." We strive to foster an

environment that is respectful of all backgrounds, perspectives, and voices, that “all may be edified of all” (D&C 88:122). By extending a spirit of consideration, fellowship, and charity to everyone, we enable the discovery of common values and unique insights as we each pursue our worthy secular and spiritual goals.