

Business and Marketing Foundations for Work-Based Education
EMKT 4110/6110
CTL Report

Business and Marketing Foundations for Work-Based Education is a split-level course offering students technical content and teaching strategies designed to enhance their capabilities in classroom and work-based settings. The course serves students majoring in marketing and business education, and health promotion and human performance.

This course integrates several of the major components of contextualized learning (CTL) including authentic assessment, cooperative learning, inquiry-based learning, problem-based learning, project-based learning, service learning and work-based learning.

Authentic Assessment:

Students taking EMKT 4110/6110 are required to develop a portfolio that assimilates all of the active learning components of the course: technical content, cooperative learning, inquiry learning, problem-based learning, project-based learning, service learning, and work-based learning. The Academic Community Learning Portfolio guidelines sheet serves as a tool for structuring student-developed portfolios. The grading rubric, service agency project log, academic community learning contract, and instructions for the development of a marketing plan are applied supplements to the guidelines sheet that assist students as they develop their portfolios.

Cooperative Learning:

Students are encouraged to complete their academic community learning projects in groups of two or three. However, due to a variety of possible limiting situations (e.g.: students living away from the campus and students currently involved in service oriented activities) it is not required. A majority of the students who have participated in a group effort to complete their academic community learning projects have found the synergistic effects to be extremely rewarding and positive.

Inquiry-Based Learning:

Students must immerse themselves into all aspects of and activities performed by their selected service agency to successfully complete the requirements of the portfolio, especially development of the service agency marketing plan. Students learn by asking structured questions and obtaining detailed information from their service agency members, participants, and consumers. Students are required to maintain a journal about their experiences, document materials collected, and create and submit a marketing plan that can be implemented by the service agency.

Problem-Based Learning:

Students are required to create, develop, and submit two classroom activities that can be used by instructors teaching marketing functions. All activities are ultimately compiled and prepared for distribution to high school marketing education teachers. To accomplish this, students must delve into the technical content presented in at least two text chapters and explore and apply instructional possibilities.

Project-Based Learning:

This course's capstone project -- Academic Community Learning Portfolio -- requires students to develop a project that can be presented to and ultimately used by the service agencies involved. Students must submit an organized notebook containing all described materials for evaluation. The two classroom activities are individualized mini projects that are combined to provide an activities manual for practicing teachers.

Service Learning:

The Academic Community Learning project submitted in this course requires students to give a minimum of 15 hours of volunteer time to their selected service agency. Aside from this time factor, students provide service agencies with a copy of their portfolio and marketing plan. A great amount of student preparation and involvement with the service agency is vital. Students are expected to become engrossed in the service agency, its goals, objectives, activities, members, participants, and consumers. Many students maintain their commitment to and involvement with the agencies after the class is over.

Work-Based Learning:

Both of the projects submitted for evaluation in this course (Academic Community Learning Project and Classroom Activities) require students to have an in-depth understanding of work-based environments -- those of the service agency as well as the classroom marketing education teacher. While students are not paid for their work, they are conducting activities that will eventually be applied in actual work-based settings.

MARKETING AND BUSINESS FOUNDATIONS OF WORK-BASED EDUCATION
EMKT 4110/6110

The University of Georgia
Marketing Education

COURSE DESCRIPTION: Business and marketing concepts, business environments, and managerial systems in work-based education programs, with emphasis on instructional strategies.

INSTRUCTOR: Dr. Elaine Adams
206 Rivers Crossing
E-mail: jadams@coe.uga.edu

Work Phone (706) 542-4204
Home Phone (706) 227-0131
FAX (706) 542-4054

MATERIALS:

1. Text – Farese, L. S., Kimbrell, G., & Woloszyk, C. A. (2002). Marketing Essentials. Glencoe/McGraw-Hill.
2. Notebook – Three-ring loose leaf notebook is suggested.

COURSE APPROACH:

Classes will be a combination of discussion, various exercises (conducted both inside and outside of the classroom), and lectures. Your class participation is APPRECIATED and EXPECTED.

GENERAL COURSE OBJECTIVES:

1. Develop personal traits that are desirable in business and society.
2. Demonstrate effective communication skills.
3. Recognize the importance of teamwork to goal achievement.
4. Develop good work and study habits.
5. Demonstrate regular commitment to quality work.
6. Develop pride in a job well done.
7. Develop a critical attitude in judging one's own work.
8. Make regular and meaningful contributions to the class.
9. Develop an understanding and appreciation of his/her chose career.
10. Develop ideals of cooperation, courtesy, dependability, loyalty, self-reliance, and responsibility.

SPECIFIC COURSE OBJECTIVES:

1. Identify and define marketing concepts, functions, and benefits.
2. Probe the scope of marketing in our economic society.
3. Describe and apply the marketing concept.
4. Allegorize strategies for reaching potential markets.
5. Explore market behavior and develop customer/client profiles.
6. Explain consumer behavior and consumer consumption patterns.
7. List basic business marketing functions.
8. Discuss business ethics and social responsibility.
9. Investigate characteristics of consumer, industrial, and international markets.
10. Explain the importance and functions of marketing research.
11. Describe steps used when conducting marketing research.
12. Evaluate procedures associated with the product planning structure.
13. Identify key product mix strategies.
14. Diagram channels of distribution for consumer and industrial markets.
15. Characterize the role of promotion in marketing.
16. Classify and describe promotional options.
17. Demonstrate the eight steps of the sales process.
18. Interpret selling techniques applicable to industrial and retail sales.
19. Participate in an active academic community learning experience.
20. Create activities appropriate for use in marketing education classrooms.

COURSE ASSIGNMENTS & EVALUATION

All assignments MUST be turned in by the stated due date. Ten points will be deducted from the student's total points for EACH DAY it is late--including weekends. A grade of ZERO will be issued for failure to turn in assigned work.

1. Attendance/Participation – Regular attendance is required. However should something cause a student to be absent from class, 10 points will be deducted from the attendance grade. Attendance and participation is worth a total of 100 points. Students are responsible for notes, activities, and any assignments completed during an absence. Any student missing MORE than three classes will earn a grade of F.
2. Marketing Education Classroom Activities – Each student will be required to prepare two marketing education classroom activities that correspond to selected text chapters. Classroom activities will be worth 50 points each for a total of 100 points. Activities will be compiled into a workbook and distributed to classroom teachers. Detailed instructions will be provided. The first activity will be due on Wednesday, September 19, 2001. The second activity will be due on Wednesday, October 17, 2001.
3. Major Project – Students will be required to participate in an active academic community learning experience. This will consist of students contributing a minimum of 15 hours to a service agency where they will become actively involved in its mission, examination of its marketing functions and strategies, and ultimately create a marketing plan that will be presented for evaluation. An academic community learning portfolio will be developed. Detailed instructions will be provided. This major project will be worth 200 points (Proposal = 10 points; Hours of service = 30 points; Marketing plan/Portfolio = 100 points; Presentation = 60 points). The major project will be due no later than the end of class, Wednesday, November 7, 2001.
4. Graduate Students – Students taking this course for graduate credit will be expected to submit a proposal for an extra assignment. Examples of extra assignments include a teaching project, research paper, and book review (other ideas also may be appropriate). The graduate project will be worth a total of 100 points. This project will be due no later than Wednesday, November 28
5. Extra Credit – Students are encouraged to read and review articles related to topics discussed in the course for extra credit. Students may complete up to 5 article reviews for extra credit (for a total of 25 points extra credit). Each article review submitted MAY earn up to 5 points extra credit. Extra credit article reviews cannot be from newspapers, more than three years old, and must be typed! The last date to turn in these article reviews is Wednesday, November 28, 2001.

COURSE EVALUATION:

Several components will be used to assess your individual progress in this course. Your final course grade will be determined by dividing your total points earned by the total points possible.

	Undergraduate	Graduate
Attendance	100 points	100 points
Activities	100 points	100 points
Major Project	200 points	200 points
Graduate Paper	not required	100 points
TOTAL	400 POINTS	500 POINTS
Grade Distribution:	A = 360 - 400	A = 450 - 500
	B = 320 - 359	B = 400 - 449
	C = 280 - 319	C = 350 - 399
	D = 240 - 279	D = 300 - 349
	F = Below 240	F = Below 300

MARKETING AND BUSINESS FOUNDATIONS OF WORK-BASED EDUCATION
EMKT 4110/6110
Course Timetable

Session 1	August 22	Course Introduction
Session 2	August 29	Unit 1: The World of Marketing Chapters 1 & 2
Session 3	September 5	Unit 2: Economics Chapters 3 & 4
Session 4	September 12	Unit 3: Business and International Marketing Education Chapters 5 & 6
Session 5	September 19	Unit 5: Selling Chapters 12, 13, 14, & 15 DUE: First Classroom Activity
Session 6	September 26	Unit 5: Selling Chapters 12, 13, 14, & 15
Session 7	October 3	Unit 6: Promotion Chapters 17, 18, 19, & 20
Session 8	October 10	Unit 6: Promotion Chapters 17, 18, 19, & 20
Session 9	October 17	Unit 9: Marketing Information Management Chapters 28 & 29 DUE: Second Classroom Activity
Session 10	October 24	Unit 10: Product and Service Management Chapters 30 & 31
Session 11	October 31 HAPPY HALLOWEEN	ACL Project Development
Session 12	November 7	DUE: ALL Academic Community Learning Project Portfolios ACL Project Presentations
Session 13	November 14	ACL Project Presentations
☺☺☺☺☺☺☺	November 21	THANKSGIVING BREAK
Session 14	November 28	DUE: ALL Extra Credit Graduate Projects ACL Project Presentations
Session 15	December 5	ACL Project Presentations

** This schedule is tentative and subject to change at the discretion of the instructor

** GOOD LUCK FOR A SUCCESSFUL SEMESTER!!!!

BUSINESS AND MARKETING FOUNDATIONS OF WORK-BASED EDUCATION
EMKT 4110/6110
GRADING SHEET

Student Name: _____ SS#: _____
Phone #: _____ E-Mail: _____

	Points Possible	Points Earned
MARKETING EDUCATION CLASSROOM ACTIVITIES		
Activity #1	50	_____
Activity #2	50	_____
ACADEMIC COMMUNITY LEARNING PROJECT		
Proposal	10	_____
Hours	30	_____
Portfolio/Marketing Plan	100	_____
Presentation	60	_____
ATTENDANCE/PARTICIPATION	100	_____
GRADUATE PROJECT	100	_____
ARTICLE REVIEWS (extra credit/optional)		
#1	5	_____
#2	5	_____
#3	5	_____
#4	5	_____
#5	5	_____
 Total Points Earned	 _____	
Total Points Possible	_____	
 GRADE	 _____	

Business and Marketing Foundations of Work-Based Education

Academic Community Learning Portfolio

General Requirements:

- Three ring loose leaf notebook
- Sectional dividers
- Title page
 - Name
 - Service Agency
 - Submission Date
 - Project/Portfolio Title
- Must be typed
- Creativity is strongly encouraged!

Sections:

- Section I – *Introductory Material*

This section should include your original proposal, consent form, and service agency description including its history, mission, and purposes. It should include information about the agency that is provided to the public. For example, you should include handouts, brochures, and any other material useful in describing the service agency and its community efforts.
- Section II – *Journal/Reflections*

This section should include descriptions of the time you spend participating in the project. You should account for every time you work on the project and/or volunteer with the service agency. You must provide the date and a full description of your activities. Below are some guidelines you should use when preparing your journal/reflective entries.

Day, date, and time of activity (beginning and ending time)
Nature of activity
What did you do and/or accomplish
How do you feel about the time spent completing the particular activity
All reactions
Also, where appropriate provide pictures to make your journal/reflections come alive
Create a scrapbook
- Section III – *Marketing Plan*

See attached sheet for specific guidelines
- Section IV – *Presentation Materials*

This section should include your class presentation in written format. A copy of all materials used during the presentation should be provided (slides, handouts, activities, etc.)
- Section V – *Miscellaneous*

A “catch all” area where you are encouraged to include anything you believe valuable to your project. This section provides an opportunity for you to fit in the stuff that didn’t seem to fit anywhere else and to add some individual ideas and creativity to your marketing project!

Business and Marketing Foundations of Work-Based Education

Development of a Marketing Plan

Objective: Develop a marketing plan that may be used by a service agency in its efforts to better assist its clients and community.

Project Description

Marketing Plan – a written statement of the marketing goals and strategies for a particular firm, agency, or department. It generally states the marketing goals that are to be achieved within a certain time period and the strategies that will be used. The marketing plan usually identifies the amount of time each goal and strategy should take and the amount of money each will cost. Marketing plans also include strategies for measuring the plan's effectiveness. A marketing plan is the best way for a company to coordinate its activities and judge its progress. In short, a marketing plan typically tries to answer four questions:

- Where are we?
- Where are we going?
- How are we going to get there?
- How will we know we've arrived?

NOTE: It will be very valuable for you to solicit assistance from people currently working or volunteering for the service agency you have selected. Contributions from others with experience will be of immense assistance when developing the marketing plan. Also, ask questions, ask question, ask questions!!!! Get involved!!!!

Major components of a marketing plan:

1. *Identification and description of target market (clients)*

A detailed description of the clients and community that are served, and volunteers who are solicited through the service agency must be provided.

2. *Situational analysis*

A marketing plan consists of an organization's current situation, goals, strategies, and control or evaluation processes. When developing a marketing plan it is essential that you assess the current situation. What is the service agency currently undertaking? How well is the service agency meeting the needs of its target markets? What current goals exist? Are these goals being accomplished? What strategies does the agency employ? Are these strategies successful? Is there a current plan being followed? What strides have been made and what have been the agency's successes and failures? What are the strengths and weaknesses of the agency?

3. *Statement of goals*

Establish a minimum of five (5) goals the service agency can seek to accomplish. Goals are usually based on recommendations made by individuals involved with the agency (employees, volunteers, and clients). Goals typically include specific information. For example: 1) to conduct 8 fundraisers during the next 2 years; 2) to generate a yearly working budget in excess of \$500,000 by December 2000; and, 3) to develop and deliver a promotional campaign in the local community by January 2001.

4. *Strategies*

The next part of the marketing plan describes strategies for achieving the goals. It details involved individuals' tasks and duties and explains how each will contribute to the agency's goals. Each goal developed should have at least (5) strategies. Strategies must include a completion schedule identifying specifically when things should be accomplished. For example: 1) organize a fund raising committee and elect a chairperson by January 30, 2000; 2) establish dates for fundraisers by February 2000; 3) obtain fundraising ideas and select at least 10 possibilities by February 2000; 4) secure required facilities for conducting fundraisers by March 2000; 5) create promotional tools to be used when promoting and conducting fundraising activities by March 2000; 6) locate and confirm employees and volunteers to participate in fundraisers by April 2000; and, 7) distribute promotional materials at least 1 month prior to each scheduled fund raiser.

5. *Promotional tools*

Marketing plans typically include the use of a variety of promotional tools. It will be more beneficial to your project if the promotional tools created are in some way linked to the marketing goals and strategies developed in the previous sections. Promotion includes all activities designed to bring an agency's services to the favorable attention of clients, volunteers, and/ or the community at large. The ones you develop for this project may be geared towards any of these target markets. The elements of promotion are advertising, sales promotion, visual merchandising, public relations, and personal selling. The promotional tools that should be created for this marketing plan include a magazine advertisement, newspaper advertisement, billboard advertisement, transit advertisement, flyer, brochure, promotional letter, publicity activity, and a news release. These items should all be able to fit into your portfolio

6. *Evaluation*

In this section you will need to describe how the plan – its goals, strategies, and promotional pieces – will be evaluated for effectiveness. You should attempt to be as specific and comprehensible as possible, describing each evaluation procedure in detail.

Student Name: _____ Total Grade: _____

Business and Marketing Foundations for Work-Based Education
Academic Community Learning Project

Grading Rubric

Description	Points Possible		Points Earned
Proposal	10		
Hours	30		
Portfolio/Marketing Plan			
Section 1 – Introductory Material	5		
Section 2 – Journal/Reflections	10		
Section 3 – Marketing Plan			
A. Identification and description of target market	5		
B. Situational Analysis	5		
C. Statement of Goals	5		
D. Strategies	5		
E. Promotional Tools	25		
F. Evaluation	5		
Section 4 – Presentation Materials	25		
Section 5 – Miscellaneous Items	5		
Overall Development of Portfolio	5		
Presentation – See attached sheet	60		
Total Points	200		

I believe you'll find this experience to be valuable to you personally and professionally. Please do not hesitate to ask for my assistance!

GOOD LUCK

Dr. Adams ☺

Business and Marketing Foundations for Work-Based Education
Academic Community Learning Contract

AGENCY: _____

ADDRESS: _____

CONTACT PERSON: _____

PHONE NUMBER: _____

As partial fulfillment of the requirements for EMKT 4110/6110 (Business and Marketing Foundations for Work-Based Education), _____ will be conducting an Academic Community Learning project with _____.

The student will be responsible for contributing a minimum of 15 hours of volunteer services to the aforementioned service agency. The student also will be responsible for developing a marketing plan for the agency and a corresponding experience portfolio about the agency.

Student Signature _____

Agency Representative _____

Professor _____

