

# Standard Course Outline

## MKTG 350 – Introduction to Entrepreneurial Marketing

---

### I. General Information

- Course number: 350
- Title: Introduction to Entrepreneurial Marketing
- Units: 3 credits
- Prerequisites: None
- Course Coordinator: Dr. Sam Min
- Date prepared/revised: 04/2020

### II. Catalog Description

Marketing in an entrepreneurial context. Topics include venture opportunities, marketing strategies and marketing mix for a venture, new product/service development, marketing research for new business opportunities, business model creation and innovation, sales forecast and performance evaluation of a venture. Letter grade only (A-F).

### III. Curriculum Justification(s)

This course is an introductory marketing course, which provides key marketing skills for those who prepare for an entrepreneurial business. This course is open to all majors across university. The emphasis is not only marketing strategy (S-T-P) and marketing mix for a start-up business but also business model creation.

### IV. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

- **Learning goals – Critical Thinking:** Students will demonstrate their understanding of marketing strategy in an entrepreneurial context. Students will also demonstrate that they can design marketing plan for a new business idea.
- **Learning goals – Quantitative Method:** Students will demonstrate that they are able to forecast sales and find out break-even period.
- **Learning goals – Business Communication:** Students will demonstrate that they are able to communicate their business ideas in a team/individual written project and that they can present those ideas orally.

### V. Outline of Subject Matter

This is a listing of the subject matter that must be covered in this course. It does not preclude other topics that are part of the entrepreneurial marketing and business model creation or the depth of some topics. The idea is that the list is flexible enough to allow individual instructors to emphasize not just our core subjects but also to put some focus on particular areas of

interest to the instructor. The order of the topics listed below may be adjusted and some topics listed may be discussed together. Additional topics can be added into the course based on the instructor's personal preferences in teaching this course.

1. Introduction to marketing in an entrepreneurial Context
2. Marketing environment of a venture
3. Marketing strategies for a venture – segmentation, targeting, and positioning
4. Overview of new product/service development process
5. Customer value creation
6. Using marketing research to ensure entrepreneurial success
7. Building the entrepreneurial brand
8. Entrepreneurial pricing
9. Promoting entrepreneurial brand
10. Defining the business model for a venture
11. Sales forecast
12. Performance evaluation of a venture

## **VI. Methods of Instruction**

### **A. INSTRUCTION MODE**

- Traditional (Face-to-Face)
- Hybrid
- Local Online
- Distance Education

### **B. CLASSROOM ACTIVITIES**

- Lectures
- Assignments and in-class activities
- Guest speakers (entrepreneurs and venture capital investors)
- Project(s) with relevant topics of the course are highly recommended
- Examinations that use multiple-choice questions, short answers, and/or essays.

### **C. EXTENT AND NATURE OF TECHNOLOGY USE**

Careful and ethical use of computing resources is the responsibility of every user. As a user of these resources, you agree to be subject to the guidelines of the “Policy Governing Access to and Use of CSULB Computing Resources”. These guidelines apply to all computing resources provided by the University; some guidelines are more directly related to time sharing systems, some to microcomputers and local area networks, and some to all systems.

## VII. Information about Textbooks/Readings

There is no standardized text for MKTG 310. An example of an appropriate text is:

- *Marketing for Entrepreneurs: Concepts and Applications for New Ventures*, Frederick G. Crane, Sage, Latest edition.

## VIII. Instructional Policies Requirements

### A. Policy on Classroom Behavior:

- All cell phones & other electronic devices (e.g. pagers, iPads, iPods, PDAs) must be put on vibrate or turned off and not on your desk during class.
- Students are responsible for what transpired if they miss a class. It is the student's responsibility to contact the instructor or a classmate to determine what was missed. See "Policy on Make-up Exam and Assignments" below.
- Talking and other disruptive behavior are not permitted while classes are in session.
- Students are expected and must do ORIGINAL work for all assignments, including exams. See "Academic Integrity" policy below.
- It is the student's responsibility to notify the professor in advance of a need for accommodation of a disability that has been verified by the University.
- See also [Department of Marketing Classroom and Online Conduct Policies](#).

### B. Policy on Make-up Exams and Assignments:

The instructor develops his or her own policy.

### C. Policies on Withdrawal, Late Withdrawals, and Incompletes:

The University policy on dropping and withdrawal from classes is set forth in the schedule of classes. Students are obligated to officially withdraw from their courses even though they may not have attended. Withdrawals require the signature of the instructor, the chairperson, and the Dean of the COB.

### D. Academic Integrity:

- Students are expected to do original work for all assignments, including exams.
- Students are responsible for their own conduct and all cases of dishonesty (e.g., plagiarism, cheating) will be reported to the proper university officials.
- Students are expected to adhere to the [College of Business policy on academic integrity](#) and the University's [Academic Senate Policy Statement 08-02: Cheating and Plagiarism](#). Please avoid an embarrassing or unfortunate situation.

## **E. Grading Policies and Procedures**

Final course grades shall be based on at least three (3), and preferably four (4) or more, demonstrations of competence by the student. In no case shall the grade on any single demonstration of competence count for more than one-third (33%) of the final course grade. See [Academic Senate Policy Statement 12-03: Final Course Grades, Grading Procedures, and Final Assessments](#).

## **IX. Disabilities**

The [Bob Murphy Access Center](#) (BMAC) provides certification for students with disabilities and helps arrange relevant accommodations. Any student requesting academic accommodations based on a disability is strongly encouraged to register with Disabled Student Services (BMAC) each semester. A letter of verification for approved accommodations can be obtained from BMAC. Please be sure to provide your instructor with BMAC verification of accommodations as early in the semester as possible. The phone number for BMAC is (562) 985 5401. The email address is: [amac@csulb.edu](mailto:amac@csulb.edu).

## **X. Assistive Technology**

In compliance with [Accessibility and Faculty Responsibility for the Selection of Instructional Materials \(PS 08-11\)](#), instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

## **XI. Consistency of SCO Standards across Sections**

All future syllabi will conform to the SCO. The course coordinator should review the SCO and offer advice and/or materials to faculty member new to teaching the course. The course coordinator may offer or require regular review of instructors' course materials as well as anonymous samples of student work.

## **XII. Additional Resources for Development of Syllabi**

- [Academic Senate Policy 11-07: Course Syllabi and Standard Course Outlines](#)
- College of Business [Accessible Syllabus Template](#)
- Faculty Center [Course and Syllabus Design](#)