

Standard Course Outline

MKTG 410 Services Marketing

I. General Information

- ♦ Course number: MKTG 410
- ♦ Title: Services Marketing
- ♦ Units: 3 credits
- ♦ Prerequisites: MKTG 300, IS 301 (IS 301 waived for MKTG minors)
- ♦ Course Coordinator: Department Faculty
- ♦ Date prepared/revised: 04/2020

II. Catalog Description

Focus on strategic and managerial issues specific to marketing service products in industries with high service components. Services development and positioning, distribution, pricing, promotion, demand and process management, service quality and recovery. Letter grade only (A-F).

III. Curriculum Justification(s)

The curriculum is designed for students with careers in services and goods industries with high service components. The course improves students' understanding of distinctive aspects of services marketing and enhances their ability to apply marketing strategies to create, communicate, and deliver customer value in the service economy.

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

- **Learning goals – Critical Thinking:** students will analyze marketing strategies (service development, pricing, distribution channel, and promotion) in services and goods industries with high service components.
- **Learning Goal – Business Function:** students will apply marketing strategies to manage service creation, communication, and delivery in the service economy.
- **Learning Goal – Teamwork and Interpersonal Skills:** students will demonstrate the importance of teamwork to the success of services marketing.

V. Outline of Subject Matter

Following is a listing of the topics that **MUST** be covered in the course. It does not preclude other topics that are part of services marketing area. The list is flexible enough to allow individual instructors to emphasize not just the core subjects but to also place emphasis on particular areas of interest, knowledge and expertise.

Topics and examinations:

1. Characteristics of service market and service products
2. Service positioning in competitive markets
3. New service development
4. Service distribution through physical and electronic channels
5. Service pricing and revenue management
6. Service promotion
7. Service processes management
8. Service demand and productive capacity management
9. Service quality and productivity management
10. Service recovery

VI. Methods of Instruction

- Traditional
- Hybrid
- Local Online
- Distance Education

There must be at least one major project in the course, typically done by project teams. The group project should revolve around a service product where students work in teams to apply what they have learned in class to develop a marketing plan for the service product.

Additional active learning tasks that can also be used in the course include:

- In-class exercises that involve group work.
- Written group assignments
- Case analyses
- Simulations

VII. Information about Textbooks/Readings

There is no standardized textbook for this course. Any text that covers the required topics listed above may be utilized. Some examples of the appropriate texts include:

- Lovelock, Christopher and Jochen Wirtz, Services Marketing, People, Technology, Strategy, Prentice Hall.
- Gremler, Dwayne, Mary Jo Bitner and Valarie A. Zeithaml, Services Marketing, McGraw-Hill/Irwin.

VIII. Instructional Policies Requirements

A. Grading Policy:

- 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 of the final course grade.
- Examinations preferably use short answer questions, essays, and must require some form of application, critical thinking, and / or integrations of concepts. Multiple-choice questions should be less than 50% of the total exam points. If multiple-choice questions are used, they should predominantly focus on concept and technique application, not simple recall or recognition.
- See [Academic Senate Policy Statement 12-03: Final Course Grades, Grading Procedures, and Final Assessments](#).

B. 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](#).

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. Campus Computer/Network Usage:

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.

IX. Course Assessment and Grading

The course should have three main components that allow each individual’s analytic talents to emerge: (1) problem-solving exercises/experiential activities, (2) case analyses and discussions of basic business cases at the undergraduate level, and (3) a team project based on fieldwork and critical analysis of a local firm. An additional component could be other types of analytical group exercises such as in-class simulation games and other active learning games.

Examinations preferably use short answer questions, essays, and must require some form of application, critical thinking, and / or integrations of concepts. Multiple-choice questions should be less than 50% of the total exam points. If multiple-choice questions are used, they should predominantly focus on concept and technique application, not simple recall or recognition.

X. 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: bmac@csulb.edu.

XI. 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.

XII. 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.

XIII. 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](#)