

# MGT 6505 EMO Syllabus

Marketing Management (3)

Fall 2026

## Instructor Information

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**Instructor:** Dr. Timothy J. Halloran

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## General Course Information

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### Description

This course exposes students to major types of marketing problems faced by organizations and to develop the relevant skills for critically analyzing marketing problems. The focus of this course will be on *marketing strategy* and how to address and select among the myriad of choices confronted by marketing managers to achieve business objectives. Each session of the course will tackle and resolve a problem in marketing. We will use the classroom sessions to discover marketing generalizations that can be applied to business situations.

### Course Learning Outcomes

The objectives of this course are to:

- ✓ Gain comprehensive knowledge of strategic marketing, including, how companies plan, implement, and control marketing programs.
- ✓ Correctly apply an analytical approach to making marketing decisions.
- ✓ Gain knowledge of marketing strategy for various markets situations and or types of products, e.g., new products, services, mature products.
- ✓ Think creatively to develop compelling marketing programs.

## **Required Course Materials**

- Select cases and readings from Harvard – Purchase course pack directly from Harvard
- Strategic Marketing Management by Alexander Chernev, 11<sup>th</sup> edition (Paperback): ISBN: 978-1936572892

## **Grading Policy:**

Grades will be determined based on your performance across the course assignments.

## **Course Assignments and Grading**

Quizzes (Module 1-4, 5% per quiz)	30%
Class Participation (Discussion Boards)	20% (Module 1, 4, 5)
Simulation: Marker Motion (Performance Score)	20% (Module 3)
Final Exam	30%

## **Description of Graded Components**

### **Quizzes (75 per module x 4 modules, 300 points)**

After each module, you will be required to complete a short 10 question multiple choice/true-false quiz on that module (HONORLOCK system). The quiz will be closed book/notes. You must complete the quiz within 30 minutes and no later than the Sunday at the end of each module at 11:59PM (NO EXTENSIONS!) You may repeat the quiz a second time and I will take the best of your two scores. While you will know your score for the quiz, you will not know which specific questions you got right and wrong. Note that there will NOT be a quiz after Module 5 (it will be included on the Final Exam and weighted more heavily).

### **Managing Segments and Customers Simulation (200 points)**

Simulations are a wonderful way to reinforce and extend course knowledge. Students will have the opportunity to apply concepts to real world situations and do so in a "safe" environment. They will enable participants to experiment and learn from their successes and failures.

You will serve as the CEO of Market Motion, a manufacturer of camera sensors. You will develop and implement a business marketing strategy for Marker Motion by doing a segment needs analysis and making product marketing and design decisions. You will run the simulation submission during Module 3. You may run the simulation up to 3 times and I will take your best score. You will see how you do vs. other students via the scoreboard in

the HBS case pack. Scoring is on a 100-point scale that will be translated into your course grade as follows:

90+	=	200
85 – 89	=	190
80 – 84	=	180
75 – 79	=	175
70 – 74	=	170
60 – 69	=	160
50 – 59	=	150
40 – 49	=	145
Less than 40	=	140

You will access the syllabus via the Harvard Case Pack. Specific instructions on access, the scenario, and how to operate the simulation will be located there. A small amount of background material will be available in Module 2 for you to prep.

### **Discussion Boards (200 points)**

To augment what would be traditional in person case discussion, we will utilize the discussion board format to analyze cases. You will be randomly grouped into smaller discussion groups of 10-12 students to tackle cases via the discussion board format. Groups will be smaller than the entire class so that discussions can remain manageable and not get overwhelming. For each case, I will put a seed question out on the chat for you to engage with other students in your group and provide your POV. There will be 3 discussion board opportunities that combined will represent your 20% participation grade.

### **Final Exam (300 points)**

The final will be comprehensive across all five modules and will be in the same format as the quizzes but will also contain short answer/essay questions. Given that there is not quiz for Module 5, that module may be slightly more weighted on the final. The final will also operate under the HONORLOCK system to ensure that students are working individually. Only 1 final exam attempt will be given. The final exam will start on Monday, December 8 at 12:01AM.

## Course Policies

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### **Attendance and/or Participation**

Because this is an online course, it is even more important to provide you options to get the necessary engagement to suit your preferences. While you can participate in the course in a strictly asynchronous mode, I believe that you will get much more out of the class if you actively participate in our discussions during office hours. However, attendance (or non-attendance) during office hours has no impact on your grade whatsoever.

**Participation:** What will impact your grade, is lack of participation in case discussion boards. These “traditional” class discussions, so it is imperative that you participate. Important – I define participation as **active** engagement. That means not just coming into a discussion board and spewing everything you want to say and then not returning. A discussion board is a “discussion” – engagement with other students like you would do in a classroom setting. Students that do “one and done” posts will have their participation scores reduced. A good rule of thumb is to **engage at least 3 times** over the course of the discussion board to get full credit.

**Due dates:** Assignments are due on the date listed on the syllabus/Canvas. **No EXCEPTIONS!** Discussion boards and quizzes will automatically close at 11:59pm on Sunday when the module ends. For the simulation, you will be assessed a 20-point penalty for every day the simulation is not completed after the due date.

**Technical issues:** My expectation is that you will have the necessary equipment to be able to complete the assignments. I am not a technical person. It is your responsibility to ensure that your computer can handle Canvas, the simulation, and the Honorlock test taking software. If you have issues with anything, I recommend reaching out to the appropriate technical help desk (e.g., Georgia Tech, Harvard, Honorlock). Each of these has a dedicated help desk that can help you resolve issues. I will also have a practice Honorlock set up so that you can ensure that your computer can handle its requirements.

### **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech’s Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

## **Core IMPACTS**

[Core IMPACTS](#) is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#) developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

## **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

## **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

## **Collaboration, Group Work, and Use of Generative AI**

While AI is an important tool that holds a lot of promises, for this class, it hurts learning and we will not be using it. AI should **not** be used for discussion boards, simulations, and especially any tests. Note that Honorlock will detect AI usage during any quiz/exam.

## **Extensions, Late Assignments, & Re-Scheduled/Missed Exams**

Assignments are due on the date listed on the syllabus/Canvas. **No EXCEPTIONS!** Discussion boards and quizzes will automatically close at 11:59pm on Sunday when the module ends. For the simulation, you will be assessed a 20-point penalty for everyday the simulation is not completed after the due date.

## **Inclement Weather and Digital Learning Days**

N/A – Online Course

## **Student Use of Mobile Devices in the Classroom**

N/A – Online Course

## **Campus Resources for Students**

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### **Undergraduate Student Academic Success Resources:**

### **Graduate Student Academic and Professional Success Resources:**

A list of resources for graduate students is given on the [Office of Graduate and Postdoctoral Education](#) website. Specific information for [current graduate students](#) includes

- [Academic Resources](#) such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- [Student Resources](#) such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- [Professional Development](#) such as the programming from the Career Center and other professional development resources and events”

### **Student Well-Being:**

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](#))