

MGT 6505 Syllabus

Marketing Management, Sections A/B/MSM, 3 Credits

Fall 2026

Instructor Information

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General Course Information

Description

This course introduces students to fundamental concepts, principles, and analytical frameworks of marketing. Designed to build a strong foundation in marketing management, it prepares students for advanced coursework and equips them with practical insights applicable to real-world business environments.

Course Learning Outcomes

Upon successful completion of this course, you should be able to:

- **Understand and apply core marketing concepts**
- **Analyze customer behavior and market dynamics** to inform strategic marketing decisions
- **Evaluate marketing strategies** using established frameworks and metrics
- **Develop and communicate effective marketing plans** that align with organizational goals
- **Critically assess the role of marketing** in creating value for customers and driving business performance

Required Course Materials

See Canvas

Grading Policy:

Components

- Case write-ups (2), 50%

- Final project, 25%
- Class contribution, 15%
- Homework (2), 10%

Grade Distribution

- A: 90 – 100
- B: 80 – 89
- C: 70 – 79
- D: 60 – 69
- F: < 60

Description of Graded Components

The case write-ups are comprised of two write-ups that address questions related to business cases we will be discussing in class. The final project is a writeup that demonstrates your ability to apply core marketing management concepts, principles, and frameworks to a real-world business situation.

The class contribution score reflects how much intellectual value you contribute to the learning environment and your peers' education.

- Lecture sessions: assessment will focus on active engagement, answering direct questions, and bringing your industry background into the class discussion.
- Case sessions: assessment will focus on your preparation – reading the case, analyzing the data, and forming strategic recommendations. Superficial comments or merely repeating case facts will result in a low score. Applying marketing frameworks, explaining the results of your analysis, and advancing the collective debate will result in a high score.
- Absences: you cannot contribute if you are not present. Absences (other than for personal emergencies, major religious observances, or approved Institute activities) will severely impact your class contribution score. Not including the asynchronous sessions, there are 10 class sessions. If you miss 3 or more classes, that is 30% of the material and thus cannot sufficiently contribute. It is very difficult to get full class contribution points with more than 1 absence.
- Peer evaluations will be used to inform the instructor's assessment of individual contributions to group work outside of the classroom.

The two homework assignments are comprised of problem sets related to the class material.

Further details on these items are provided on Canvas and will be discussed in class.

Course Policies

Attendance and Participation

This course places a strong emphasis on in-class discussion and collaborative learning. Students are expected to attend class and actively contribute to the learning in this course. The overall quality of the learning experience depends significantly on consistent attendance, active engagement, thorough preparation of reading materials, and thoughtful participation.

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.

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.