

COURSE SYLLABUS: MKTG 4880

Marketing Internship for Academic Credit

Instructor: Assistant Professor Paul Dowling

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Office Hours: By Appointment

The Marketing Internship Program is designed for students interested in receiving academic credit for their marketing internship. The weekly assignments are constructed to help students think specifically about their internship experience, career goals, and professional development.

Students will:

- Obtain on-the-job experience related to a Marketing major or Sales minor
- Obtain supervision and training by a professional in a job setting
- Establish specific learning objectives and goals for the internship
- Research career paths and employers
- Summarize and evaluate the internship experience

Complete the course application online here:

<https://eccles.utah.edu/programs/undergraduate/marketing-internship-for-academic-credit/>

Note that there are specific guidelines necessary for a position to be called an internship.

It must be supervised in a “best-practices” company for a minimum amount of time.

And you need to be helping with specific marketing functions in the company.

The application process requires the following documents:

- Your internship job description on company letterhead
- A statement of four learning objectives developed with your supervisor. They should be 1) distinct Marketing functions that you will perform during your internship (new experiences – not work you have done in the past) – and 2) measurable if possible.
- The most current copy of your Registrar’s Academic Audit (full PDF)
- A current copy of your resume

Additionally, your supervisor must submit the electronic Internship Acknowledgment Form (IAF) to validate their understanding of the MKTG 4880 internship requirements.

When you have uploaded all the required documents for the application, you will then schedule a meeting with your instructor. Upon approval of your internship and learning objectives, you will be added to the MKTG 4880 course.

Assignments during the Semester should be completed and uploaded to Canvas during the week indicated. You are responsible for making sure your assignments, including attachments, are received before the deadline (unless approved by the instructor).

We understand that internships can be dynamic, so keep your instructor informed of any delays or changes in your schedule.

Written assignments should be double spaced, at least one page in length, and written using correct grammar, spelling and paragraph structure. With **NO AI written text** please - use YOUR own words, and in general use proper college level writing.

Week 1

EMPLOYER and U of U APPROVAL OF OBJECTIVES:

Submit via Canvas the final version of your four learning objectives. The document should be on company letterhead (if possible), approved by your employer and University faculty.

Week 2

EMPLOYER PROFILE: Submit a one-page paper on your company in Canvas.

Include the following:

- The name of your company and your title as the intern.
- Describe the size and scope of your company, the product or service, company history, your clients, kind of management style, etc.
- Discuss if this is an environment that matches your personal and professional values; if so, why? If not, why not?
- What career path could you follow with this organization? If none, how does this internship relate to your planned career path?
- If possible, attach a company organization chart (job titles and reporting lines).

Week 3

Post your four learning objectives to the Discussion Room in Canvas

You will also comment on two of your fellow students' objectives by the end of Week 4.

Week 4

LEARNING OBJECTIVE REPORT #1: Submit a one-page paper in which you analyze your progress on *1 of your 4* learning objectives. Write out the entire learning objective you are addressing at the top of the paper. What are you doing to learn what is needed to accomplish your objective? What barriers may be holding you back? Is the objective completed? If not, then when?

If applicable, describe any training available to assist you in this area. This may be from your classes here at the University – or from the company where you are doing your internship.

Week 5

INFORMATION INTERVIEW & THANK-YOU LETTER:

Get the inside information about careers, employers, and industries from people already in the career you may want by conducting informational interviews. You will schedule and conduct an informational interview with a professional outside of your company.

1) Find a person with the kind of experience you would like to know more about. The interview can occur in person, via email, or over the phone. But remember: The purpose of an informational interview is to ask for information, not a job.

Sample Language for Outreach:

"Hello my name is ____ and I am a student at the University of Utah studying ____ (Then insert something here about why you are reaching out to them specifically). "Can we have a brief conversation(15–30 minutes) about your career and any advice you can give me?"

2) Plan for your one-on-one conversation:

First, briefly introduce yourself. The bulk of the conversation should focus on them: their position, their background, their career trajectory, and their advice. At the end of the interview, you can return the focus to yourself, and ask questions about potential contacts, advice about your resume or CV, etc. But for the most part, consider yourself a journalist, teasing out their experience.

Your instructor will have more resources to help you make contact and perform the interview. Also = <https://www.linkedin.com/pulse/how-ask-make-most-informational-interview-jenny-foss/> or <https://ocs.yale.edu/channels/informational-interviewing/>

3) Send a “thank you” note to anyone involved in the interview.

4) Write a paper summarizing the interview process and post in Canvas:

- How you prepared for the interview
- Why you chose this person to interview
- The new and useful information that you gathered about the career path
- Include a copy of your “thank-you” letter or email that you sent them.

Week 6

LEARNING OBJECTIVE REPORT #2: Submit a one-page paper in which you analyze your progress on *the 2nd of your 4* learning objectives. Write out the entire learning objective you are addressing at the top of the paper. What are you doing to learn what is needed to accomplish your objective? What barriers may be holding you back?

If applicable, describe the training available to assist you in this area. This may be from your classes here at the University – or from the company where you are doing your internship.

Week 7

Submit a rough draft of the Situation Analysis section of the final project Marketing Plan. Typically, it will be about 10-15 pages of your company's **marketing history, target market ID and SWOT analysis (including Implications)**.

See page one of the two-page Final Project outline for details.

ALSO: UPDATED RESUME: Post a new copy of your resume – including the internship you are working on now.

Week 8

LEARNING OBJECTIVE REPORT #3: Submit a one-page paper in which you analyze your progress on *the 3rd of your 4* learning objectives. Write out the entire learning objective you are addressing at the top of the paper. What are you doing to learn what is needed to accomplish your objective? What barriers may be holding you back? What is the main take-away from this experience?

INTERNSHIP BLURB: Write a one-paragraph overview about your internship and why/if you would recommend this course for future students. Please include a nice headshot photo of yourself - preferably at work! **Examples available on Canvas**

Week 9

LEARNING OBJECTIVE REPORT #4: Submit a one-page paper in which you analyze your progress on *the last of your 4* learning objectives. Write out the entire learning objective you are addressing at the top of the paper. What are you doing to learn what is needed to accomplish your objective? What barriers may be holding you back? What is the main take-away from this experience?

Download a PDF copy of the “Final Employer Evaluation” and have your Supervisor / Mentor fill it out and sign it. You will submit the signed copy in Canvas in Week 13

Week 10

SUPERVISOR'S EVALUATION: Post a PDF copy of the “Final Employer Evaluation” in Canvas – a blank copy is available in the Week 12 Module.

Week 11/12

FINAL PROJECT/ MARKETING PLAN: Your marketing plan will be a detailed profile of the company for which you are working as an intern. It consists of information about your company and its products or services, objectives, strategies,

and tactics. Generally, it outlines the marketing activities to be performed during a designated future time period (usually one year). In it, you will document a Situation Analysis, the specific Tactics or Action Plans that you recommend should be implemented, the techniques and measurements used to determine the success of the plan, and the costs of planned marketing activities.

To assist you in writing a comprehensive marketing plan, Professor Dowling will provide examples, outlines, and support materials. Typically, it will be a twenty to thirty-page document (not including attachments). The documents and links to assist you in this process are posted in Canvas.

If you have questions, contact Professor Dowling paul.dowling@eccles.utah.edu

Your final paper will be evaluated as the major part of your grade, but the weekly assignments will also be used to judge your writing ability, time management, and attention to detail.

MKTG 4880 policies and procedures

- A. I understand my receipt of academic credit for the Business Student Internship Program is based on my ability to document University-level learning in a workplace through required assignments. Submitted assignments will be written with University level grammar and organization.
- B. I will upload my assignments through the course Canvas page (or send as an email attachment if given permission). If I encounter issues uploading documents, I will contact my instructor immediately to set up an alternate means of submission.
- C. My instructor must approve in advance any late assignments or syllabus changes.
- D. I will keep dated copies of all assignments and understand that it is my responsibility to keep them until my credit shows up on the University of Utah academic records.
- E. I must satisfactorily complete all assignments and meetings by the completion date. Credit is not assured just because I registered for this class.
- F. I will not register for or receive concurrent credit for this internship from other sources (e.g., Hinckley Institute of Politics, other academic programs) for this same work.
- G. I understand that MKTG 4880 is an academically graded course, and a letter grade will be given at the end of the Semester.
- H. If for any reason I leave my internship position or am terminated for any reason before the end of my internship, I will notify my instructor immediately to make necessary arrangements.

I. I will give an honest representation of the work I am doing and will abide by the University of Utah “Code of Student Rights and Responsibilities” in conducting myself on this internship. I understand I represent the University in my workplace and my behavior may affect future students with this employer.

Familiarize yourself with Canvas and any other electronic teaching tools you choose to use. The Canvas Getting Started Guide for Students can be helpful: https://support.tlt.utah.edu/hc/en-us/articles/205654094-Student-Orientation-to-Canvas?mobile_site

Make sure that any announcements or emails from Canvas go to an email account that you check regularly. If you are logged into Canvas and go to your EDU Email Account, under Settings you can add an additional email address where you would like messages sent. For each of your classes, go to that Canvas page and click on View Course Notifications on the course home page. Make sure you have the notifications for that class sent to the email address you check regularly.

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University of Utah David Eccles School of Business Policies:

Adding a course

Students have the option of completing the application process and adding the course until the second week of the semester. The University Registrar does allow students to add a course late by completing the Late Add Form and paying a \$50 fee; however, the departments have discretion re: additions to their courses. In the case of compelling, non-academic emergencies, students can add a course by submitting a Late Add Form and supporting, **written documentation** to the instructor and the Chair of Management and Marketing Departments.

Dropping a course

Students may drop a class through the seventh school day of the term. Dropped classes are deleted from the student’s record, and no tuition is charged. Beginning the eighth calendar day of the term and extending through about mid-semester a student may withdraw from a class or from the University and a “W” will be recorded on the student’s academic record. Students may appeal the deadline for withdrawal in the case of compelling, non-academic emergencies by submitting a petition and supporting documentation to the Dean of the College of their major department. For extraordinary reasons approved by the student’s Dean and the Registrar, the grade of “W” may be given after the end of the term. Such requests must be submitted within three years of the affected term(s) or prior to graduation from the University, whichever comes first. *These dates are based on a semester length course, please contact your advisor for dates not listed.

Prerequisites

BCOR 3040 or MKTG 3010, MKTG 3040, MKTG 3011 or MKTG 3000 are a prerequisite for this course. If you have not completed the prerequisites for the class, please drop this course as soon as possible. If you have questions concerning the prerequisites, please contact the Advising Office.

Final Examinations and Papers

Students who wish Final Exams and Papers returned may either pick them up from the faculty member, or provide a self-addressed envelope for the exam/paper to be mailed.

Student Absences

Excused Absences: Students absent from class to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics) or religious obligation, or with instructor's approval, shall be permitted to make up both assignments and examinations. The University expects its departments and programs that take students away from class meeting to schedule such events in a way that will minimize hindrance of the student's orderly completion of course requirements. Such units must provide a written statement to the students describing the activity and stating as precisely as possible the dates of the required absence. The involved students must deliver this documentation to their instructors, preferably before the absence but in no event later than one week after the absence.

Student Responsibility

It is the student's responsibility to contact instructors and submit necessary forms. If you have a problem with a course, please deal with it immediately. Students are expected to have read and understand the undergraduate handbook, especially the sections dealing with proper student conduct (i.e. cheating and plagiarism). It is important to keep all graded assignments (and scantrons) returned to you in case of a discrepancy in your recorded grade.

Americans with Disabilities Act (ADA)

The University of Utah David Eccles School of Business seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, <http://disability.utah.edu/>, 160 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Accommodation Policy

The University's Accommodation Policy allows students to request a modification of class requirements if those requirements conflict with the students' sincerely held core beliefs. The burden is on the student to request the modification, and the instructor has full decision making power to deny or grant the request. In order to minimize the number of students making such requests, we suggest that faculty members do a thorough job of outlining course content in their syllabi. This includes listing all readings, movies, etc. that will be required of students during the semester. That way the students will have sufficient information from the beginning of the

semester to decide whether or not the course contains any material that goes against their strongly held values.

University Safety Statement.

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct.

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

DESB Statement of Professional and Ethical Conduct

Because of the importance of professional and ethical behavior in business, and its emphasis in our program, professional or academic misconduct is not tolerated in the David Eccles School of Business. Students are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities (Policy 6-400). Students engaging in behavioral misconduct could be subject to suspension or dismissal from the University. Students involved in any form of academic misconduct, including but not limited to cheating on tests, plagiarism and collusion may, at the instructor's discretion, receive a failing grade in the course, examination, or academic assignment. In addition to or instead of this sanction, the instructor may refer the case to the Student Behavior Committee for hearing. If the instructor chooses not to do so, the Associate Dean for Academic Affairs, after appropriate investigation, may do so along with a recommendation to dismiss the student from the Business School. If, after hearing the evidence, the Committee determines that the student in question is guilty of the misconduct charged, the Committee may impose sanctions in addition to those taken by the professor. If the academic dishonesty is not proven, the instructor must rescind any sanctions imposed and will be required to evaluate the student's performance with the assumption that there has been no misconduct. The School will treat the student likewise. If a student suspects another student of academic misconduct, he/she should refer the incident to the instructor, the appropriate department, the Associate Dean for Academic Affairs, or the Student Behavior Committee, administered by the Associate Dean of Students, 270 Union.

DESB Statement of Grading Policy

Grading provides feedback to students on how well they have mastered the content and learning objectives of a particular course to allow students to capitalize on strengths and work to improve weaknesses through

future courses of action. The DESB grading policy is intended to ensure grades offer reliable feedback regarding student performance, and to ensure fairness and consistency across the School. The faculty member is responsible for arriving at a grade for each student that the faculty member believes appropriately reflects the student's mastery of the course material and learning objectives. The faculty member will then consider the class' overall performance in terms of School guidelines. These guidelines are provided to ensure that grading, on average for the School as a whole, is sustained at a reasonable level over time. The guidelines are as follows:

Course Level \ Version	Regular (non-Honors)	Honors
1000-2000	2.8-3.2	3.0-3.4
3000	3.0-3.4	3.2-3.6
4000-5000 (major specific)	3.1-3.5	3.3-3.7

If students have a concern about their grade in a particular course, they should consider whether it reflects an accurate evaluation of their mastery of the course material and learning objectives, in terms of the above descriptors. If they need clarification of the instructor's evaluation, they should meet with the instructor to obtain additional information and feedback. If after doing so, they believe their grade was arrived at in an inappropriate manner, they may pursue an appeal through the School's appeals process in Section 5.15 of the University of Utah Code of Student Rights and Responsibilities (Policy 6-400).