



Business School

School of Marketing

Never Stand Still

Business School

MARK 1012

Marketing Fundamentals

COURSE OUTLINE
SEMESTER 1, 2015

PART A: COURSE-SPECIFIC INFORMATION

Welcome letter from the Lecturer-in-charge: Mark 1012... ..

Dear Students

On behalf of the School of Marketing and all the members of the MARK1012 teaching team I, lecturer-in-charge and coordinator of this course, welcome all of you to the amazing world of marketing! If you are new to marketing, you will find this course a great introduction to a core function of all businesses. If you already have some exposure to marketing, we aim to consolidate your understanding and challenge your thinking as to what the future might hold for the marketing profession.

This document describes the main requirements of and guidelines for the course and answers most of the questions you might have regarding this course. Please make sure to read it thoroughly and carefully.

Being a core subject in the Marketing stream, a large number of students have enrolled in this course. So the following points should be noted:

- ✦ **The course Outline (Part A & B) is essential reading.** 📄
- ✦ Workload throughout the semester is reasonably heavy (so cannot be crammed last minute).
- ✦ You are expected to attend lectures and tutorials –self-reliance in your approach to study is important.
- ✦ Most (but not all) information will be on the MOODLE site – so check regularly. Any additional information not included in this document will only be communicated in lectures and tutorials as we move through the session as well as through Moodle.
- ✦ Correspondence will be through your University email account {do not use Gmail, Hotmail etc. as emails from these accounts will not receive a reply}.

There are some basic expectations of you in this course:

- ✦ You must have respect for all those enrolled in the course.
- ✦ You must take the course seriously and be willing to put continuing effort into your learning.
- ✦ You must be willing to explore different aspects of marketing in depth.

I look forward to meeting you in the lectures!

Mohammed A Razzaque

Mohammed A Razzaque PhD
Associate Professor, School of Marketing
Lecturer-in-Charge, MARK1012

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PART A. COURSE SPECIFIC INFORMATION

1. COURSE TEACHING TEAM AND STAFF CONTACT DETAILS

<u>Lecturer in Charge:</u>	Assoc. Professor Mohammed A Razzaque
Consultation time:	Wednesday 11.00 – 12.00
Location:	QUAD, Room 3017
Contact phone:	9385 1435
Email:	ma.razzaque@unsw.edu.au

Tutoring staff

A full list of tutors, their office locations, consultation times and contact information will be posted on the Course Website in due course.

1.1 Communication with Staff

The lecturer-in-charge of the course and tutors will be available for consultation at the specified times (see the Table on the Course Website). However, if you need to contact any of them outside these times, send him/her an email from your Unimail address (z3xxxx@student.unsw.edu.au) or phone with your question. You may also organise a mutually suitable consultation arrangement. Please note that a staff member may not always be able to give an immediate response to a question or query, so please respect his/her time constraints.

E-mails from non Unimail addresses (yahoo, Hotmail, Gmail etc.) would be totally ignored.

To post any query and/or to initiate any course related discussion, go to the 'FORUMS' of the MARK1012 'Moodle' site. Post your comments in the forum and a response will be posted in due course. This is useful for general issues that other students may also be interested in. **To access MOODLE online go to <https://student.unsw.edu.au/moodle>. For additional technical support: Email externaltelsupport@unsw.edu.au; Ph.: 9385 3331.**

2. COURSE DETAILS

2.1 Teaching times and Locations

For updated information regarding lecture/tutorial times and locations, please refer to the School of Marketing website: <http://www.timetable.unsw.edu.au/current/MARK1012.html> .

The lectures (12 in total) start on Tuesday, March 3, 2015 (Week 1) and will be at the following times and locations:

Tuesday: 1100 am – 0100 pm in CLB 7

Tuesday: 0400 pm – 0600 pm in CLB 7

Please attend the lecture that you are registered in.

You MUST **enrol in one of the tutorials via myUNSW.edu.au**; this is the only way to enrol. You can ONLY attend the tutorial in which you are enrolled. Your tutor CANNOT move you from one tutorial class to another. **Remember that work commitment is not an acceptable reason for non-attendance or change of tutorial class.** Tutorials (11 in total) start in Week 2 (starting on March 9, 2015) and conclude in week 13 (starting on June 1, 2015). **No tutorials will be held in Lecture Week 5 (Wk of March 30, 2015).**

2.2 Units of Credit

MARK1012 is worth 6 units of credit. There is no parallel teaching in this course. It is a core subject for the undergraduate marketing stream and has no pre- or co-requisites. It can be an elective core for any BCom student, or a general education subject for students from other faculties.

2.3 Summary of course

Stated simply, marketing is concerned with the creation of 'value' and exchange of these 'values' between marketers and their customers. Hence, marketing refers to everything that a firm needs to place its offerings (which may include products, services or ideas) in the hands of its potential customers.

Since the basic purpose of business is *to create customers*, the way to grow a business is through marketing. This explains why marketing has often been equated with creativity and viewed as the most important function in business. Marketing is a dynamic, fascinating and highly stimulating field of contemporary business studies and in this course you will be exposed to the "language of marketing" used by marketing practitioners and scholars.

2.4 Course aims and relationship of this course to other courses

The aim of MARK1012 is to usher you into the world of marketing. The course combines theory and practice of marketing with the aim of explaining to you the role of the marketing function in modern organisations and in the society and encouraging active learning and appreciation of the discipline. It will demonstrate how marketing contributes towards value creation by outlining the knowledge you would require to have as a marketing manager and explaining how you can apply that knowledge in real life business situations and problem solving. You would be familiar with the factors that influence marketing decision making in the firm and various frameworks used to conduct the activities constituting the organisation's marketing function. You would gain an understanding of marketing as a business function and learn where it fits within the organization and how. In addition, the course would prepare you for further study across the broad spectrum of product, service, ideas, consumer, business-to-business, international and social marketing.

Mark1012 is the first course that you must enrol in if you intend to graduate with a 'Marketing Major'. As mentioned earlier, this course does not have any pre- or co-requisites; however, it is a prerequisite for all advanced marketing courses. Knowledge and skills developed in this course are fundamental to other core marketing courses such as Consumer Behaviour (MARK2051); Marketing Research (MARK2052); Market Analysis (MARK 3054); as well as marketing electives such as Marketing Communications and Promotions Management (MARK 2053); Services Marketing and Management (MARK2055); International Marketing (MARK2071); Distribution Strategy and Retail Channels (MARK 3081). You should find your learning in the areas of teamwork, intercultural communication and negotiation especially useful for the Strategic Marketing Management (MARK 3082), the capstone course.

Please be advised that the general education subject, Introduction to Marketing (GENC 6001), is NOT a substitute for MARK 1012.

2.5 Student Learning Outcomes (SLO)

The Course Learning Outcomes are what you, the students, should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in MARK1012 (see **Table 2.5B** below) also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

For more information on the Undergraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

TABLE 2.5A

Business Undergraduate Program Learning Goals and Outcomes
<p>1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts. You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</p>
<p>2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers. You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.</p>
<p>3. Communication: Our graduates will be effective professional communicators. You should be able to:</p> <ol style="list-style-type: none">Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, andPrepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.
<p>4. Teamwork: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.</p>
<p>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice. You should be able to:</p> <ol style="list-style-type: none">Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, andIdentify social and cultural implications of business situations.

Table 2.5B (next page) shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

TABLE 2.5B

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>MARK1012 helps you achieve the following learning goals for all Business undergraduate coursework students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	Explain the basic concepts, principles and theories of modern marketing	<ul style="list-style-type: none"> • Project Report • Quizzes • Exam • <i>Tutorial discussions (not specifically assessed)</i>
2	Critical thinking and problem solving	Develop intellectual and analytical skills to think critically; evaluate key theories and compare and contrast them. Apply tools, techniques and frameworks to evaluate and critically analyse real life marketing problems, making decisions with respect to various marketing situations.	<ul style="list-style-type: none"> • Project Report • Quizzes • Exam • Tutorial/case presentations • <i>Tutorial discussions (not specifically assessed)</i>
3a	Written communication	Construct written work which is logically and professionally presented.	<ul style="list-style-type: none"> • Tutorial topic presentation • Project Report
3b	Oral communication	Communicate ideas in a succinct and clear manner.	<ul style="list-style-type: none"> • Case presentation • <i>Tutorial discussion (not specifically assessed)</i>
4	Teamwork	Work collaboratively to complete a team based task.	<ul style="list-style-type: none"> • <i>Team Peer Evaluation</i>
5a.	Ethical, environmental and sustainability responsibility	Analyse the various internal and external factors that influence the marketing function of the firm in today's fast changing environment from diverse social, ethical and global perspectives.	<ul style="list-style-type: none"> • Exam • Report
5b.	Social and cultural awareness	Not specifically addressed in this course.	<i>Not specifically assessed</i>

3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to learning and teaching

To meet the various challenges involved in the creation and exchange of 'value' in today's highly competitive and fast changing business environment, marketing managers require a diverse range of skills. Keeping this in view, MARK1012 has been structured to help develop and hone skills required "to create (and retain) a customer by offering him/her better value than competitors". The learning environment emphasises (i) the development of a conceptual understanding of marketing and (ii) application of this understanding through a range of experiential learning activities. The lectures, tutorials and assessment tasks have been designed to explore topics from different perspectives leading to a depth of understanding of core marketing concepts and current issues. You are encouraged to prepare through observation, additional reading and actively searching for and accessing information on the topics discussed to become more aware of and attuned to the environment around you from a marketing perspective; to cohesively work within your tutorial

group; and to plan and execute the various assessment tasks. These are generic skills that will help you with your future marketing courses where there is a strong emphasis on team work and experience-based learning.

The aims and objectives of the course can only be fulfilled through a joint effort. While the teaching team would work towards stimulating your interest and learning, you must be proactive and take initiative to get involved in a program of self- and group-study. *Student involvement in class activities has a strong link to favourable learning outcomes; active participation and a positive attitude are highly desirable.*

3.2 Learning Activities and Teaching Strategies

Each student is expected to attend one 2.0 hour lecture (12 lectures in total) and one 1.0 hour tutorial per week (11 tutorials) throughout the entire semester. Please check the 'Course Schedule' (pp. 14 – 15 of this document) for the lecture and tutorial dates and topics covered.

Formal lectures, discussion in tutorial sessions, and team tasks (e.g., major project and case studies) constitute the primary modes of instruction. The **lectures** will provide frameworks for exploring the scope of marketing and various marketing concepts and theories supported with real-world examples and their managerial implications. The relevant chapter, to be read prior to attending the lecture on the relevant topic, provide more detail about these concepts. The **tutorials** will be used to reinforce material covered in lectures. While you would be required to speak within the tutorial group, **you will often be encouraged to speak in the formal lecture** as well. This will help you improve your presentation and public speaking skills.

The tutorials will not be a repeat of the lecture; they have been designed to help you explore and discuss the more challenging concepts, to become fluent in the use of marketing jargon and to learn through examples, research efforts and interaction with others. As mentioned earlier, tutorials start from the week starting on March 9, 2015 (Week 2). Tutorial 1 is the preparatory tutorial session devoted toward team formation and knowing each other. Starting from Tutorial 2 (week starting March 16, 2015), each week you will have various exercises such as discussions, problem solving or case analyses. In addition, you will be completing a major project as a team task. The purpose of the team based activities is to allow you to:

- ✦ apply the concepts in the text and readings to a practical example;
- ✦ enhance critical thinking and analytical skills;
- ✦ enhance presentation skills; and
- ✦ engage with others in the class.

The tutorial is a time for clarification, practice, interaction and reflection. Your tutors will facilitate your learning through face-to-face interaction with you; they are your guides and mentors. To maximize learning, you are expected to have read the prescribed material (e.g., text chapters) prior to attending the tutorials, and to have made note of any question, issue or example that you would like to bring up in for discussion. Remember that textbooks only provide the basic framework and give a good sound start; you need to supplement and update lecture/tutorial materials by reading, thinking, discussing and debating. Discussion in the tutorial sessions and other collaborative activities will help you integrate, synthesize, apply and present materials that you learn in the course.

In your **first tutorial** (Week of March 9, 2015), you will be divided into teams with a maximum of five students (but no less than four students) in each team. If you are absent on that day, your tutor will randomly place you in one of the teams. **Note that you are NOT allowed to form cross-tutorial teams, (i.e., a team with students from different tutorials).** *We do not encourage changes to teams after*

Tutorial 2 (Week of March 16, 2015). (However, your tutor may make some changes in the team composition if more than two students drop out from a group.)

You are expected to attend all tutorial classes (arrive on time and do not excuse yourself before the class is complete). Take note of the formal 80% minimum attendance requirement of the university. If you do not achieve this you **may be prevented** from sitting the final exam in accordance with university guidelines.

4. ASSESSMENT

The assessment scheme has been designed to support your overall learning of the subject contents through active involvement in this subject. You are expected to build your knowledge through application of the principles you have learnt in this course and the assessment scheme would measure to what extent that expectation has been met.

4.1 Formal Requirements

In order to pass this course, you need to achieve a composite score (i.e., sum of marks obtained in each of the assessment components outlined in Table 4.2 on p.7) of at least 50. However, you must also meet the following three conditions:

1. You must attend at least 80% of all lectures and tutorials (as per university regulations) and actively participate in tutorials;
2. You must perform satisfactorily in the continuous assessment components (i.e., quizzes, major project etc.) and most importantly;

3. **You must pass the final examination, i.e., obtain at least 50% [i.e., 20 out of 40 (or 21.5 out of 43 if research component is not offered or chosen)] in the Final Exam component; OR your aggregate score in all the written individual assessment components (i.e., marks obtained in the Quiz and the Final exam) must be at least 50% [i.e., 27.5 out of 55 (or 29 out of 58 if research component is not offered or chosen)]. Otherwise an UF (Unsatisfactory Failure) grade will be awarded to you.**

Please look at the third condition (above) carefully. It means the following:

- ✦ You have to get at least 50% in your final exam
- ✦ If you do not get 50% in your final exam, then your quiz marks must be sufficiently over 50% to make up for your lower exam mark (overall composite of 50%)
- ✦ You can still get below 50% in your quiz, but if you do, then you **MUST** pass the final exam.
- ✦ **You cannot fail both the quizzes and final exam.**

4.2 Assessment Details

Table 4.2 presents the formal assessment scheme for MARK1012. It provides details of the various assessment components or tasks. These tasks address the various Student and Course Learning Outcomes outlined in Section 2.5 (pp. 3-4). Note that some of these tasks are to be performed individually (i.e., Quizzes, Case Presentation, participation in research component and Final exam) while some others involve team-work (Case Report and Major project). The diverse nature of the components of the assessment scheme will ensure that you gain adequate knowledge about marketing concepts/theories; enhance your critical analysis skills and problem solving abilities; and develop interpersonal as well as communication skills.

Table 4.2
MARK 1012 - The Assessment Scheme

ASSESSMENT TASKS	Weight of each task	Type of task	Length No. of words/Time	When <i>Lecture/Tutorial Scheduled Date</i>
Case Analysis Report	10%	Team	600 words	<u>Tutorials</u> 5, 6, 7, 8, 9, 10
Case Oral Presentation	5%	Individual	3 minutes for each student analysing the assigned team case	<u>Tutorials</u> 5, 6, 7, 8, 9, 10
Two quizzes (<i>Better of the two to be counted</i>)	1 x 15% = 15%	Individual	30 minutes each	Q1-Lect: 6: 14 April Q2-Lect 12: 26 May
Major Project (<i>2-stage report submission</i>)	27% (9% Stage 1 + 18% Stage 2)	Team	Stage 1: 1500 words Stage 2: 3000 words ¹ 7 minute team presentation	<u>Tutorial 5</u> April 20 – 24, 2015 <u>Tutorial 11</u> June 1 – 5, 2015
Research Component ²	3%	Individual	N/A Up to one hour	To be advised in due course, if offered
Final Exam** (<i>End of Term</i>)	40% (or 43%)	Individual	2 hours	Formal UNSW Exam period
TOTAL	100% = 55% Individual Written Assessment + 5% Individual Oral Communication Assessment + 37% Team Written Assessment + 3% Individual Research Participation			

¹ Combines both Stage 1 revised report and Stage 2 report.

² Participation is optional; however, you are strongly urged to participate.

** If there is no ongoing research in the School, or you do not participate, the final exam would be 43% (not 40%) of your total grade.

Please note that you may be awarded a letter grade (e.g., DN, HD, CR PS, FL) reflecting a range of numerical marks (rather than a specific mark) for some of the continuous assessment components (i.e., case analysis, presentation, major project report grade moderated by peer evaluation) undertaken during the semester. However, your overall continuous assignment mark at the end of the semester will convert the letter grades, if any, into marks and normalise them across different tutorials reflecting your individual efforts; participation in tutorial discussions in general as well as tutor observation of other aspects of class participation. **This means that NOT EVERYONE in the team will receive the same mark in team tasks.**

4.2.1 Case Analysis Report (15%)

As a team, you will be required to:

- (i) Present a short, topic-related case study assigned to your team (see course schedule, pp. 14-15) in the tutorial (15 minutes per team: 3 minutes per student for a 5-member team); develop a two-page referenced case summary; and submit a copy of the presentation (i.e., slides used) to your tutor. **Please note that each team member will have to participate in the presentation and will be graded separately for their respective presentation.**
- (ii) Once the presentation has been made, other students in the class are expected to actively join in discussing the presentation. **Each student (other than the students in the**

presenting team) must hand over a single page summary of the case to the tutor. Non submission or late submission would adversely affect your Case Grade.

For further details about case presentation, please see the Course Schedule: Table 7.1 (pp. 14-15). Any changes in the schedule would be posted on the MOODLE.

(a) Requirements for Team Case Analysis Written Report: (10 marks)

- ✱ Succinct overview of the case situation (use the case questions listed at the end of each case study, and address any additional question you consider appropriate).
- ✱ Elaboration of options or solutions to the issues arising (not just one 'answer').
- ✱ Evidence of further research to more fully understand the case / solutions, including an update on the current situation (if a 'real' scenario is depicted and if additional information is available).
- ✱ Clear argument for the recommended solution of the case.
- ✱ Must not exceed 600 words (max. 2 pages double spaced, 12pt font) and should be correctly referenced.
- ✱ Must acknowledge all sources of information (if used).
- ✱ Must have an Assignment Cover Sheet, signed by each member of the team.

The case must be handed in to your tutor at the beginning of the tutorial you are scheduled to present.

Marking guide for the [written case report](#) is shown below (Table 4A – next page)

Table 4A: SAMPLE MARKING CRITERIA FOR THE CASE REPORT

Checklist and Feedback Sheet

Team Number: _____ Date: ____/____/____ Grade: ____

The ticks below indicate your standing with regard to each statement. A tick in the extreme left box means that the statement on the left is true and therefore is of high distinction quality. Ticks to the left within a box are better than ticks to the right.

	HD	DN	CR	PS	FL	
	85-100	75-84	65-74	50-64	<50	
Written Report - (Worth 10: To be graded on 20 marks and scaled down)						
Questions answered and covered in depth. (5 marks)						Questions ignored or superficially answered
Demonstrates good understanding of key concepts (3 marks)						Poor understanding of key concepts
Original and creative thoughts (identifying issues not included in the given questions.) (2 marks)						Little evidence of creative thoughts
Critical and evaluative analysis of relative importance of issues (3 marks)						Poor or no analysis of relative importance of issues
Convincing & logical argument and good organization (3 marks)						Rambling argument, neither convincing nor logical; poor organisation
Develop well justified conclusion (2 marks)						Develop poor conclusion
Well written (2 marks)						Poorly written

Additional comments may be provided by your tutor (on your team report) on:

- ✦ things that were done well, created interest or were different,
- ✦ things that may need to be improved and
- ✦ written material; clarity (so readable and clear, referencing using **Harvard style**).
- ✦ Additional general comments

(b) Individual Presentation of the team case analysis: (5 marks)

Each member of the team will present a part of the report for three minutes. Submit a one page presentation plan to your tutor containing team-member names and order of presenters before the start of the tutorial. You would be assessed on the basis of the following three major criteria (see Table 4B, next page).

- ✦ Communicating clearly and coherently - logical structure, coherent ideas, language, answering audience questions.
- ✦ Engaging the audience through professional delivery – delivery (not overly reading from slides/notes) quality of speech, use of voice, body language, unprofessional appearance, involvement and organisation. Time management is important.
- ✦ Using tools and technologies effectively - Clarity of any visual aids used (avoid unclear, irrelevant, inaccurate and inappropriate tools).

If you are absent on the day you are scheduled to present your case or help lead the discussion, you will receive zero for this piece of assessment. There is no make-up for a missed presentation.

Table 4B (next page) presents the marking criteria for the case study.

4.2.2 Quiz (15%)

There are two quizzes, worth 15% of your final grade, throughout the semester (scheduled on April 14 and May 26, 2015, respectively). **However, only the one with better grade will be counted towards your overall score.** Each Quiz will be of 30-minute duration and will be conducted in **your respective Lecture Rooms**. Quiz 1 will be based on lecture materials covered during lectures 1 – 5 (Chapters 1 - 6) while Quiz 2 will include materials from lectures 6 – 11 (Chapters 7 – 13).

Since only one of the two quizzes would be counted towards your final grade, there is NO MAKEUP for missed quizzes. You must sit at least one of these quizzes. Note that there is NO special consideration for missing Quizzes.

For your own good, you are advised to sit each of these quizzes; it would give you the opportunity to improve your grade in case you have done badly in one.

Table 4B: SAMPLE MARKING CRITERIA FOR CASE PRESENTATION

Student Name _____

The ticks below indicate your standing with regard to each statement. A tick in a particular box indicates quality of a particular aspect of presentation.

PRESENTATION - (Worth 5: To be graded on 20 and scaled down)			
1. Communication			
1a	Did not communicate clearly or structure presentation coherently to achieve aim. (0 – 2 marks)	Communicated clearly, structured presentation coherently but this could have been more consistently effective. (2.1 – 2.9 marks)	Communicated clearly, structured coherently and convincingly to achieve aim. (3 – 4 marks)
1b	Did not express complex ideas and information clearly and precisely in language appropriate for intended audience, purpose and spoken context. Could not answer audience questions clearly. (0 – 2 marks)	Expressed complex ideas and information clearly and precisely in language appropriate for intended audience, purpose and spoken context. Answered audience questions clearly. (2.1 – 2.9 marks)	Expressed complex ideas and information clearly, precisely and concisely; explained technical language where necessary. Used highly appropriate language for intended audience, purpose and spoken context. Answered and explained audience questions clearly. (3 – 4 marks)
2. Engaging the audience through professional delivery			
2a	Delivery did not engage audience (e.g. insufficient eye contact); overly reading from notes; unclear or inaudible speech; voice not used effectively (too fast/slow). (0 – 2 marks)	Delivery engaged audience (e.g. made some eye contact); did not overly reading from notes; generally clear or audible speech; voice used effectively (emphasized key points). (2.1 – 2.9 marks)	Delivery engaging and memorable; (e.g. maintains eye contact); did not read from notes intrusively; clear, audible speech; voice used effectively (promoting understanding). (3 – 4 marks)
2b	Unprofessional appearance; poor body language; unprepared or disorganized delivery and poor time management. (0 – 2 marks)	Professional appearance; appropriate body language; adequately prepared; organized delivery and adequate time management. (2.1 – 2.9 marks)	Very professional appearance; confident body language; Well prepared and organized delivery and effective time management. (3 – 4 marks)
3. Using tools and technologies effectively			
3	Did not use tools effectively (e.g., visual aids are cluttered, unclear and inaccurate). Tools were not relevant, or not used appropriately (e.g., ignored or read out verbatim) (0 – 2 marks)	Used tools effectively (e.g., visual aids are clear, uncluttered and accurate). Tools were not relevant or not used appropriately (e.g., ignored or read out verbatim). (2.1 – 2.9 marks)	Used tools very effectively (e.g., visual aids are clear, accurate and visually effective) Tools were highly relevant, used appropriately to reinforce message and achieve aim. (3 – 4 marks)

4.2.3 Major Project (27%)

The major project is a team task that deals with a new product. A separate project brief would be provided to you in due course (check Moodle after week 2) telling you what to do.

This assignment is designed to encourage you to gain many different perspectives of marketing concepts and theories, to understand marketing problems, to work as a team and to develop communication skills. The project has to be completed in two stages; each stage places different emphasis on various performance criteria outlined in the [Major Project Brief](#) (to be posted on Moodle after Week 2). However, a short summary is provided below:

Stage 1 (worth 9% of your overall mark to be submitted in your Tutorial 5, wk. of April 20) involves background information about the assigned task. You would be provided feedback on the quality of your report in terms of the information provided in the report; secondary research conducted; depth of analyses as well as relevance and appropriateness of your referencing.

Stage 2 (worth 18% of your overall mark) allows you to address any shortcomings in Stage 1, and to build a picture of your assigned product /product category. Please note that the Stage 2 report incorporates your updated Stage 1 report. *Each team will present the summary of their respective project in tutorial 11 (last tutorial, wk. of June 1, 2015) using 3-4 slides (max 7 minutes).*

Please note that peer evaluation would be taken into consideration in awarding individual grades. So, different members of the team may end up with different marks for the major project.

For detailed instructions relating to this project – including peer review process and assessment criteria – please refer to the [Major Project Brief documents](#) posted on the Moodle. However, instructions about assignment submission procedure and late submission are provided below (see Section 4.4).

4.2.4 Research Participation

You may have the opportunity to participate in a real life marketing research conducted by the school. Participation in this project will be treated as class participation and award you 3% of the overall course mark. **The 3% is part of course assessment, and NOT A BONUS 3% on top of the 100%.** Separate details will be provided once the research project allocations have been finalised.

Should you not wish to participate or if this component is not offered, the final exam component for you would account for 43% of the overall course grade.

4.2.5 The Final Examination (40%)

The final exam, worth 40% (**43% if research component is NOT offered or chosen**), will be scheduled by the UNSW examinations unit. Please consult the appropriate website when it is updated with the exam timetable. **Alternative exam times are NOT provided for this subject (so please do not ask for an earlier/later exam time).**

4.3 Assignment Submission Procedure

Each assignment report must have a cover sheet (SoM/Business School cover sheet) signed by all team members; do NOT sign on behalf of a fellow student. It is strongly suggested that [ALL](#) members check and endorse any document before submission – it is important that you do know what is submitted under your name.

The Stage 1 report must be handed in to your tutor, at the end of your tutorial 5 (April 20-24, 2015). Similarly, Stage 2 report must be submitted at the end of your last tutorial (June 1-5, 2015).

In accordance with School of Marketing policy, **late submission will incur a penalty of 10% of the percentage weight of the assessment component or part thereof per day (including weekends) after the due date, and will not be accepted after 5 working days. An assignment is considered late if either the paper copy or the electronic copy has not been submitted on time.**

Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

5. Course Resources

Prescribed text book (includes tutorial cases for general discussion):

Armstrong G., Adam S., Denise, S. and Kotler P. (2015) Principles of Marketing, 6th Edition, Sydney, Pearson/Prentice Hall.

Additional / alternative readings:

Grewal D., Levy M., Mathews S., Harrigan P. and Bucic T. (2015), Marketing, McGraw-Hill Education.

Pride W.M, Ferrell O.C, Lukas B.A., Schembri S. and Niininen O. (2015) Marketing Principles: 2nd Asia-Pacific Edition, John Wiley & Sons, Brisbane.

Recommended Internet sites:

www.library.unsw.edu.au (look at linked databases for relevant information)

Journals/periodicals:

NEWSPAPERS/MAGAZINES

The Australian (Marketing Section)
Sydney Morning Herald (Business Section)

Business Review Weekly (BRW)
Advertising News

ACADEMIC JOURNALS

Australian Journal of Management
Australian Marketing Researcher
Journal of Marketing Management
Journal of Advertising
Journal of Retailing

Journal of Marketing
Harvard Business Review
Journal of Consumer Research
Journal of Advertising Research
European Journal of Marketing

6. Course evaluation and Development

The School of Marketing has always been keen to obtain feedback from students about this gateway course of the School. Each session the School implements the UNSW *Course and Teaching Evaluation and Improvement* (CATEI) process. You are required to complete a couple of feedback forms that are made available to you towards the end of the semester.

One of the reasons for this is the fact that this course is constantly revised and updated based on student feedback and evaluation. For example, the assessment scheme has been modified (to have two Quizzes and consider the better one towards determining the final grade) based on student feedback. Hence, your feedback is important and I will remind you towards the end of the session to complete the CATEI forms and have your say.

7. Course Schedule

The Course schedule for MARK 1012 is presented below (Table 7.1 – pp. 14-15). Please read it carefully as it presents lecture and tutorial topics/themes, required preparation and important other information; online activities, such as discussion forums; relevant readings from textbook and other required reference material and other learning activities which students are required to complete, including assessment dates and times.

Your tutor may distribute a revised schedule in due course if necessary.

Table 7.1: Course Schedule (Tentative)

All lectures are on Tuesdays (Morning session: 1100 noon to 0100pm in CLB 7; and Afternoon session: 1600pm – 1800pm, also in CLB 7. However, tutorials are scheduled on different days and at different times throughout the entire week (Mondays – Fridays: **no tutorial in Lecture Week 1 and Lecture Week 5**).

Please note that in most instances the tutorials discuss topics covered in the lecture of the previous week or earlier weeks. You are expected to pre-read in preparation for the lecture and the tutorial, and then re-read to consolidate your knowledge.

Lecture: Date Tutorial Week	Lecture Topic/s Text Chapter/s*	Tutorial Activities in this week (see <i>Tutorial Outline</i> for Discussion questions)	Tasks/Activities/Comments
Lecture 1 March 3	Housekeeping Issues Introduction to Marketing Chapter 1	No tutorial meeting this week	Thinking about the Team and the project
Lecture 2: March 10 Tutorial Wk. 1	Marketing Environment , Planning and strategy Chapters 2 & 3	Tutorial 1: Getting to know each other Formation of Project & Case Teams: Discussion -Chapter 1	Form six (6) teams of five (5) students. Your tutor may intervene if necessary. Give your team details to your tutor.
Lecture 3: March 17 Tutorial Wk. 2	Marketing Information & Research Chapter 4	Tutorial 2: Case analysis workshop: <i>Sydney's Water Crisis and the role of Marketing. p.43</i> Discussion -Chapter 2	Project Teams to start research for Stage 1
Lecture 4: March 24 Tutorial Wk. 3	Consumer and Business Markets Chapters 5	Tutorial 3: Practice Case 1 Discussion Ch. 3 & 4	Work for Project
Lecture 5: March 31	Segmentation, Targeting and Positioning Chapter 6	NO TUTORIAL THIS WEEK	Work for project
		MID-TERM BREAK	
Lecture 6: April 14 Tutorial Wk. 4	Products and Brands 1 Chapter 7	Tutorial 4: Practice Case 2 Discussion Ch. 5	QUIZ 1 (15 Marks) Coverage: Lectures 1 – 5 <Chapters 1 – 6) In your respective Lecture Sessions Returning QUIZ 1 Scripts
Lecture 7: April 21 Tutorial Wk. 5	Products and brands II Chapter 8	Tutorial 5: Case presentation* Team 1 Discussion Ch. 6	<ul style="list-style-type: none"> Stage 1 report due this week Submit your report to your tutor

* Cases assigned to each group will be posted on MOODLE

Your tutor may distribute a revised schedule in due course if

Table 7.1: Tentative Course Schedule (continued from p.14)

Lecture: Date	Lecture Topic/s Text Chapter/s*	Tutorial Activities in this week (see <i>Tutorial Outline</i> for Discussion questions)	Tasks/Activities/Comments
Lecture 8: April 28 Tutorial Wk. 6	Pricing 1 Chapter 9	Tutorial 6: Case presentation Team 2 Discussion Ch. 7 & 8	Feedback on Stage 1 Project Report
Lecture 9: May 5 Tutorial Wk. 7	Pricing 2 Placement 1 Chapter 10	Tutorial 7: Discussion on Stage 1 Report Case presentation Team 3 Discussion Chapter 9	
Lecture 10: May 12 Tutorial Wk. 8	Placement 2 IMC 1 Chapter 11	Tutorial 8: Case presentation Team 4 Discussion Questions: Chapter 10	
Lecture 11: May 19 Tutorial Wk. 9	IMC 2 Chapter 12, 13	Tutorial 9: Case presentation Team 5 Discussion Questions: Chapter 11	
Lecture 12: May 26 Tutorial Wk. 10	Sustainable Marketing Course Review Chapter 14	Tutorial 10: Case presentation Team 6 Discussion Questions: Chapter 12,13	QUIZ 2 (15 Marks) Coverage: Lectures 6 – 11 < Ch. 7-13> In your respective Lecture Sessions
Week 13 June 2 Tutorial Wk. 11	NO LECTURE	Tutorial 11: Discussion Questions: Chapter 14 Presenting project summary. Each Team is expected to bring 3 – 4 slides to present the main project findings (7-8 min/Team)	Stage 2 – Final Project due this week Submit to your tutor Returning QUIZ 2 Scripts and Marks

* Refers to chapter(s) in the prescribed textbook: Principles of Marketing 6th Edition by Armstrong, Adam, Denize and Kotler. Published by Pearson Australia.

MARK 1012

Marketing Fundamentals

COURSE OUTLINE

SEMESTER 1, 2015

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

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PART B: KEY POLICIES

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1. Program Learning Goals and Outcomes

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

A student can demonstrate his or her achievement of these goals by the specific outcomes he or she achieves by the end of the degree program (e.g. be able to analyse and research business problems and propose well-justified solutions). Note that each course has been designed to contribute to student's development of two or more program learning goals/outcomes by providing opportunities for them to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business School students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.

You will be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

2. Academic Honesty and Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: <https://student.unsw.edu.au/plagiarism> as well as the guidelines in the online ELISE tutorials for all new UNSW students: <http://subjectguides.library.unsw.edu.au/elise>

To see if you understand plagiarism, do this short quiz: <https://student.unsw.edu.au/plagiarism-quiz>

For information on how to acknowledge your sources and reference correctly, see: <https://student.unsw.edu.au/harvard-referencing>

For the *Business School Harvard Referencing Guide*, see the [Business Referencing and Plagiarism](#) webpage (Business > Students > Learning support > Resources > Referencing and plagiarism).

3. Student Responsibilities and Conduct

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: <https://student.unsw.edu.au/program>.

3.1 Workload

The rule of thumb is that you will spend at least nine to ten hours (9 - 10 hrs.) per week for this course. This time should be made up of attending lectures and tutorials, reading, research, working on exercises, and problem solving. However, in periods when you need to prepare case studies, complete assignments or prepare for examinations, the workload may increase.

Each student has a unique style of and approach to learning. The overriding need is for you to plan, and do your study and work early. Last minute effort and cramming is not very useful in marketing subjects as there is significant ongoing team and project work.

It is important to note that over-commitment is undesirable as it has been a cause of failure for many students. There is a high component of team work so steady and consistent effort is required. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your MOODLE course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: <https://student.unsw.edu.au/uoc>

3.2 Attendance

Your regular and punctual attendance at lectures and tutorials is expected in this course. University regulations state that if students attend less than 80% of scheduled classes they may be refused final assessment. Your tutor will monitor your class attendance, your participation and your involvement in team activities. For more information, see:

<https://student.unsw.edu.au/attendance>

3.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at:

<https://student.unsw.edu.au/conduct>

3.4 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see

<http://www.ohs.unsw.edu.au/>

3.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site (MOODLE). You will be able to download lecture notes from this site; post and read discussion comments; and view other material that is relevant to the course. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

4 Special Consideration and Supplementary Examinations

You must submit all assignments and attend all examinations and Quizzes in this course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration for undergraduate courses:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed [Professional Authority form \(pdf - download here\)](#) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: <https://student.unsw.edu.au/special-consideration>
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

Business School Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:

The lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.
2. Has the student performed satisfactorily in the other assessment items? **Satisfactory performance would require at least 45% in each assignment and meeting the obligation to have attended 80% of classes.**
3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

Special Consideration and the Final Exam in undergraduate courses:

Applications for special consideration in relation to the final exam are considered by a Business School Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams for Semester 1, 2015 are:

14th July – exams for the School of Accounting

15th July – exams for all Schools except Accounting and Economics

16th July – exams for the School of Economics

If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student's original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

The Business School's 'Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses' is available at:

www.business.unsw.edu.au/Students-Site/Documents/supplementary_exam_procedures.pdf.

5 Student Resources and Support

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
<https://www.business.unsw.edu.au/students/resources/learning-support>
The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.
- **Business Student Centre**
<https://www.business.unsw.edu.au/students/resources/student-centre>
Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.
- **Moodle eLearning Support**
For online help using Moodle, go to: <https://student.unsw.edu.au/moodle-support>. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.
- **UNSW Learning Centre** www.lc.unsw.edu.au
Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services**
<http://info.library.unsw.edu.au/web/services/services.html>
- **IT Service Centre:** Provides technical support for problems logging in to websites, downloading documents etc. <https://www.it.unsw.edu.au/students/index.html> Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.
- **UNSW Counselling and Psychological Services**
<https://student.unsw.edu.au/wellbeing> Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418.
- **Student Equity & Disabilities Unit**
<http://www.studentequity.unsw.edu.au>
Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au