MARK 1012
Marketing Fundamentals

COURSE OUTLINE
SEMESTER 1, 2014

PART A: COURSE-SPECIFIC INFORMATION
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT
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 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 – to ensure that you do not miss any information (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.
- 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 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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* Thanks to Marion Burford, Tania Bucic and Gary Gregory of the School of Marketing for their help and contribution in developing this course outline.
PART A. COURSE SPECIFIC INFORMATION

1. COURSE TEACHING TEAM AND STAFF CONTACT DETAILS

**Lecturer in Charge:** Assoc. Professor Mohammed A Razzaque
Consultation time: Wednesday 1100 – 1200
Location: QUAD, Room 3017
Contact ph: 9385 1435
Email: ma.razzaque@unsw.edu.au

**Tutoring staff (Tentative: you would be informed of changes, if any)**

<table>
<thead>
<tr>
<th>Name of Tutor</th>
<th>Office Location and Consultation Time</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Syeda Afza</td>
<td>QUAD 3009</td>
<td>Tel: 9385 3191 <a href="mailto:Syeda.afza@unsw.edu.au">Syeda.afza@unsw.edu.au</a></td>
</tr>
<tr>
<td>Mr. Abdel Rahman Ashraf</td>
<td>QUAD 3046</td>
<td>Tel: 9385 3814 <a href="mailto:a.ashraf@student.unsw.edu.au">a.ashraf@student.unsw.edu.au</a></td>
</tr>
<tr>
<td>Mr. Shachi D'Silva</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Ms. Amanda Barakat</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Mr. Maverick Nguyen</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td>Mr. Michael Donohoo</td>
<td>TBA</td>
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<tr>
<td>Mr. Obaid Gill</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Mr. Belayet Hossain Khan</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Mr. Christopher Agyapong Siaw</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td>Ms. Vanessa Cheng</td>
<td>TBA</td>
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<tr>
<td>Ms. Tse Sing Sai</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Mr. Abdul Sater</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Mr. Anthony Wong</td>
<td>TBA</td>
<td>TBA</td>
</tr>
</tbody>
</table>

1.1 Communication with Staff

The lecturer-in-charge and your respective tutor will be available for consultation at the specified times (see the Table above). If you need to contact any of them outside their posted consultation times, please send an email from your unimail address (z3xxxxx@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.

*Communications from other email addresses (yahoo, hotmail, gmail etc.) would be totally ignored.*

To post any query and/or to initiate any course related discussion, go to the ‘FORUM’ of the MARK1012 ‘Moodle’ site (http://moodle.telt.unsw.edu.au/mod/forum/index.php?id=5280). Post your comments in the forum and a response would 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 externalteltsupport@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 School of Marketing website: [http://www.timetable.unsw.edu.au/current/MARK1012.html](http://www.timetable.unsw.edu.au/current/MARK1012.html).

The lectures (12 in total) start on Tuesday, March 4, 2014 (Week 1) and will be at the following times and locations:

- Tuesday: 1000 am – 1200 noon in MathewsTH A
- Tuesday: 1400 pm – 1600 pm in Clancy Auditorium

*You MUST attend the lecture that you are registered in as seating capacity in each lecture theatre is limited.*

You MUST enrol in one of the tutorials via myUNSW.edu.au. This is the only way to do it. *You can ONLY attend the tutorial in which you are enrolled. Tutors CANNOT and WOULD NOT change your tutorials.* 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 11, 2014) and conclude in week 13 (starting on June 3, 2014).

2.2 **Units of Credit**

MARK1012 is a 6 credit point undergraduate subject. It is a core subject for the undergraduate marketing stream and has no pre- or co-requisites.

2.3 **Overview of the course**

Marketing has been defined in many different ways. Stated simply, 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. Stating more formally, marketing is concerned with the creation of ‘value’ and exchange of these ‘values’ between marketers and their customers. This is reflected in its definition: **marketing is the business function that determines customer needs, identifies target markets that the company can serve better than its competitors, designs marketing strategy and develops plans and programs to serve these markets effectively and efficiently.**

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 wide 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 would demonstrate to you 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 a pre- or co- requisite; however, it is a prerequisite for all advanced marketing courses. Knowledge and skills developed in this course are fundamental to many other courses such as Consumer Behaviour (MARK2051); Marketing Research (MARK2052); Marketing Communications and Promotions Management (MARK 2053); Market Analysis (MARK 3054); 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 6007), 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 2.5A below) also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the ASB. 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’).

**TABLE 2.5A**

<table>
<thead>
<tr>
<th>ASB Undergraduate Program Learning Goals and Outcomes</th>
</tr>
</thead>
</table>
| **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 should 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. |

**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

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARK1012 helps you achieve the following learning goals for all ASB undergraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td><strong>1</strong> Knowledge</td>
<td>• Explain the basic concepts, principles and theories of modern marketing</td>
<td>• Tutorial discussions (not specifically assessed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Project Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quizzes</td>
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<td></td>
<td></td>
<td>• Exam</td>
</tr>
<tr>
<td><strong>2</strong> Critical thinking and problem solving</td>
<td>• Conduct research by collecting, analysing and evaluating information and ideas to outline topical issues.</td>
<td>• Tutorial discussions (not specifically assessed)</td>
</tr>
<tr>
<td></td>
<td>• Develop intellectual and analytical skills to think critically; evaluate key theories and compare and contrast them.</td>
<td>• Project Report</td>
</tr>
<tr>
<td></td>
<td>• Apply tools, techniques and frameworks to evaluate and critically analyse real life marketing problems, making decisions with respect to various marketing situations.</td>
<td>• Quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tutorial/case presentations</td>
</tr>
<tr>
<td><strong>3a</strong> Written communication</td>
<td>• Construct written work which is logically and professionally presented.</td>
<td>• Tutorial topic presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Project Report</td>
</tr>
<tr>
<td><strong>3b</strong> Oral communication</td>
<td>• Communicate ideas in a succinct and clear manner.</td>
<td>• Tutorial topic presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tutorial discussion (Not specifically assessed)</td>
</tr>
<tr>
<td><strong>4</strong> Teamwork</td>
<td>• Work collaboratively to complete a task.</td>
<td>Not specifically assessed.</td>
</tr>
<tr>
<td><strong>5a.</strong> Ethical, environmental and sustainability responsibility</td>
<td>• 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.</td>
<td>• Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Report</td>
</tr>
<tr>
<td><strong>5b.</strong> Social and cultural awareness</td>
<td>• Not specifically addressed in this course.</td>
<td></td>
</tr>
</tbody>
</table>
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 the highly competitive and fast changing business environment of today, marketing managers need 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”. 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. 15 – 16 of this document) for the actual lecture and tutorial dates and topics covered. Formal lectures and discussion in tutorial sessions and group 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(s), 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.

The tutorials will not be a repeat of the lecture. Tutorials 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 would start from Lecture week 2 (March 11, 2014). Tutorial 1 is the preparatory week for tutorials: it is basically devoted to group formation and knowing each other. Starting from Tutorial 2 (Lecture week 3) (March 18, 2014), each week we will have various exercises such as discussion, problem solving or case analyses. In addition, you would also be completing a project as a group assignment. The purpose of the group activities is to allow you to:

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

Your tutors will facilitate your learning through face-to-face interaction with you. Discussion in the tutorial sessions, individual assignments, quizzes and collaborative activities such as group work and presentations will help you integrate, synthesize, apply and present materials that you learn in the course.

To maximize learning, you are expected to have read the prescribed material (e.g., text chapters), prior to attending lectures and 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.

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.8) 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., 17.5 out of 35 (or 19 out of 38 if research component is not offered or chosen)) in the Final Exam component; OR your aggregate score in the individual assessment components (i.e., Quizzes plus the Final exam) must be at least 50%. **Otherwise an UF grade (Unsatisfactory Failure) will be awarded to you.**

*Please look at the third condition carefully. It means the following:*

- You have to get at least 50% on final exam
- If you do not get 50% on final exam, then your quiz marks must be sufficiently over 50 to make up for my lower exam mark (overall composite of 50%)
You can still get below 50% on your quizzes, 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. 3-5).

Table 4.2
MARK 1012 - The Assessment Scheme

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS</th>
<th>Weight of each task</th>
<th>Type of task</th>
<th>Length No. of words/Time</th>
<th>When Lecture/Tutorial Scheduled Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Case (Presentation &amp; case discussion)</td>
<td>12% (8%+4%)</td>
<td>Group + Individual</td>
<td>600 words 20 minutes</td>
<td>Tutorials 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Three quizzes* (Two counted)</td>
<td>2 x 12.5% = 25%</td>
<td>Individual</td>
<td>2 x 30 minutes each = 60 minutes</td>
<td>Lectures 5, 8 &amp; 12 1st APRIL 29th APRIL 27th MAY</td>
</tr>
<tr>
<td>Major Project (2-stage report submission)</td>
<td>25% (5% Stage 1+ 20% Stage 2)</td>
<td>Group</td>
<td>Stage 1: 1500 words Stage 2: 3000 words*</td>
<td>Tutorial 6 APRIL 7 - 11</td>
</tr>
<tr>
<td>Research Component #</td>
<td>3%</td>
<td>Individual</td>
<td>N/A 25 – 45 minutes</td>
<td>To be advised in due course, if offered</td>
</tr>
<tr>
<td>Final Exam** (End of Term)</td>
<td>35% (or 38%)</td>
<td>Individual</td>
<td>2 hours</td>
<td>Formal UNSW Exam period</td>
</tr>
</tbody>
</table>

TOTAL 100% = 60% >Individual Assessment + 37% >Group Assessment + 3% Participation

* You should sit all the three Quizzes; we would count the two with higher scores.

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

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

** If there is no ongoing research in the School, the final exam would be 38% (not 35%) of your total grade. However, if research component is offered and you fail to participate, please contact your lecturer; you would be required to complete an alternative assignment.

From time to time, additional tasks may be assigned to you. These are aimed to allow you to develop skills in certain areas before having to submit your work for formal assessment or marking. These tasks, which will not attract a mark, are just as important for your learning.
4.2.1 Tutorial Activities

The diverse nature of the various 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 communication skills. You need to actively participate throughout the semester. While you would be required to speak within the tutorial group, you will often be encouraged to speak in the formal lecture as well. These will help you improve your presentation and public speaking skills.

In your first tutorial (March 11, 2014), you will be divided into six (or five for some tutorial classes) groups with a maximum of five students in each group. If you are absent on that day, your tutor would randomly place you in one of the groups. Note that you are NOT allowed to form cross-tutorial groups, i.e., form a group with students from different tutorials. Also there will be no changes to groups at any point, or for any reason whatsoever, after Tutorial 2 (March 18, 2014).

As a group, you will be required to:

(i) Present a short, topic-related case study (or “Marketing in Action”) assigned to your group (see course schedule) in the class (20/25 minutes): develop a two-page referenced case summary; and submit a copy of the presentation (i.e., overheads used) to your tutor. Please note that every group member will have to participate (i.e., speak, even if for a very short period) during presentations and discussions.

(ii) Once the presentation has been made, other students in the class are expected to actively join in discussing the presentation. Each student must handover a single page summary of the case to the tutor. Non submission or late submission would adversely affect your “Group case presentation and discussion” grade worth 12% of Course grade.

For further details about case presentation, please see the Course Schedule: Table 7.1. Any changes in the schedule would be posted on the Moodle.

The tutorial is a time for clarification, practice, interaction and reflection. Your tutor is a guide and mentor who will facilitate your learning. Active involvement in the learning tasks and exercises is an important aim of these tutorials.

Please note that you may be given 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 activities undertaken during the semester. However, your overall tutorial mark given at the end of session will convert the letter grades into marks and normalize them across different tutorials. Your overall tutorial grade will reflect the group grade for the case, your overall contribution to the case presentation as reflected by peer evaluation; effort in leading the discussion; individual effort in any informal assessment tasks; participation in tutorial discussions in general as well as tutor observation of other aspects of class participation. This means that NOT EVERYONE in the group will receive the same mark. Co-operation and collaboration are encouraged.
The marking criteria that will be applied for tutorial assessments are as follows:

(a) **Group Case Presentation:**

Content (contributes around 67% to the case grade)
- Succinct overview of the case situation (use the case questions listed in the weekly schedule in the Tutorial Guide)
- 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 and if available)
- Clear argument for the recommended solution of the case
- Must not exceed 600 words (max. 2 pages) and should be correctly referenced
- Must have an Assignment Cover Sheet, signed by each group member of the group.

Presentation (around 33 % of the case grade)
- **Equal** (roughly) sharing of the presentation amongst group members
- Engaging the audience – involvement, interest and relevance
- Clarity of any visual aids used (avoid lots of reading as audience will switch off)
- Acknowledgement of sources of information
- Time management (overall, and for each presenter – so practice before hand)
- Copy of Presentation Plan (one page; student names, timing, roles etc. for tutor)

Comments may be provided by the tutor 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

**The case must be handed in to your tutor at the beginning of the tutorial you are scheduled to present.** 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. ALL students should come prepared for every tutorial as your active participation is required. ??? Is this supposed to match up to Table 4 below? If so, match table numbers.

(b) **Individual Tutorial Participation**

**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 will be prevented from sitting the final exam in accordance with university guidelines.
Join in discussions: bring examples from your own experience
Listen attentively to the individual or group who has the ‘floor’.
Complete all formal and informal tasks on time
The level of general participation will moderate the group grade for the case presentation and the discussion.

SAMPLE MARKING CRITERIA
Presentation Checklist and Feedback Sheet

Group 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.

<table>
<thead>
<tr>
<th>HD</th>
<th>DN</th>
<th>CR</th>
<th>PS</th>
<th>FL</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>75-84</td>
<td>65-74</td>
<td>50-64</td>
<td>&lt;50</td>
</tr>
</tbody>
</table>

CONTENT - (Worth 70%)

Questions answered and covered in depth
Convincing & logical argument
Rigorous critique of key concepts
Original and creative thoughts
Critical and evaluative analysis

Questions ignored or superficially answered
Rambling argument, neither convincing nor logical
Demonstration of limited understanding of key concepts
Little evidence of creative thoughts
Statement of facts and no analysis of relative importance of issues

PRESENTATION - (Worth 30%)

Fluency, lack of reading, smooth changeover
Attention grabbing introduction
Answered the question directly
Overheads clear, specific, readable
Kept within time limit

Read from/heavy use of notes, loss of momentum at changeovers
Introduction did not grab attention
Took too long to answer the question
Overheads too complex with a lot of words or figures
Went over time
4.2.2 Three Quizzes (25%)

There are three quizzes throughout the semester (April 1, April 29 and May 27, 2014, respectively), each worth 12.5% of your final grade. However, only two (those with better grades) would be counted towards your overall score. Each Quiz would be of 30-minute duration and would be conducted in your respective Lecture Rooms. Quiz 1 would be based on lecture materials covered during lectures 1 – 4; Quiz 2 will include materials from lectures 6 – 7; and Quiz 3 would be on materials covered in lectures 8-11.

Since only two of three quizzes would be counted towards your final grade, there is NO MAKEUP QUIZ. You must not miss more than one of these quizzes. Please note that there is NO special consideration for missing Quizzes.

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

4.2.3 Major Project (25%)

The major project is a group task that deals with a new product. A separate project brief would be provided to you in due course (in week 3 or earlier) telling you what to do.

This assignment is designed to encourage you to gain as many different perspectives as you can, to work as a group 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. However, a short summary is provided below:

In Stage 1, you would be provided feedback on the quality of your report in terms of the background information provided in the report; secondary research conducted; depth of analyses; relevance and appropriateness of your referencing (5% of your overall grade).

Stage 2 (worth 20% 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 group will present the summary of their respective project in tutorial 11 (last tutorial, wk. of 2nd June, 2013) using 3-4 slides (max 8 minutes).

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

For detailed instructions relating to this project please refer to the Major Project Brief documents (1, 2 and 3) posted on the Moodle. However, instructions about assignment submission procedure and late submission are provided below (see Section 4.3).

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 allocations have been finalised.

Should you not wish to participate or if this component is offered, Final exam component for you would account for 38% of the overall course grade.
4.2.5 The Final Examination (35%)

The final exam, worth 35% (38% 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 signed by all group 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 6 (7th – 11th April). Similarly, Stage 2 report must be submitted to your tutor, at the end of your last tutorial; tutorial 11 (June 2 – 6, 2014).

In accordance with School of Marketing policy, late submissions will attract a 10 % per day penalty.

Quality Assurance

The ASB 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 only aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.

5. Course Resources

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


Additional / alternative readings:


Recommended Internet sites:

On the Pearson website: www.mymarketinglab

Student access code: CDSCDCN-215751

www.library.unsw.edu.au (look at linked databases for relevant information)
Journals/periodicals:

NEWSPAPERS/MAGAZINES

The Australian (Marketing Section) Business Review Weekly (BRW)
Sydney Morning Herald (Business Section) B&T Magazine
Marketing Management Advertising News

ACADEMIC JOURNALS

Australian Journal of Management Journal of Marketing
Australian Marketing Researcher Harvard Business Review
Journal of Marketing Management Journal of Consumer Research
Journal of Advertising Journal of Advertising Research
Journal of Retailing 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.

Historically, MARK1012 has been rated well. One of the reasons for this is the fact that it is constantly revised and updated based on student feedback and evaluation. 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). 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.
# Table 7.1: Course Schedule (Tentative)

All lectures are on Tuesdays (Morning session: 1000 am – 1200 noon in MathewsTH A; and Afternoon session: 1400pm – 1600pm in Clancy Auditorium. However, tutorials are scheduled on different days and at different times throughout the entire week (Mondays – Fridays: no tutorial in Week 1).

*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.*

<table>
<thead>
<tr>
<th>Lecture: Date</th>
<th>Lecture Topic/s Text Chapter/s*</th>
<th>Tutorial Activities in this week (see Tutorial Outline for Discussion questions)</th>
<th>Major Project Activities/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1: 4th March</td>
<td>Introduction to Marketing <em>Chapter 1</em></td>
<td><em>No tutorial meeting this week</em></td>
<td>Thinking about the group and the project</td>
</tr>
<tr>
<td>Lecture 2: 11th March</td>
<td>Marketing Environment, Planning and strategy <em>Chapters 2 &amp; 3</em></td>
<td><em>Tutorial 1</em>: Getting to know each other Formation of Project &amp; Case Groups: <em>Discussion Ch. 1</em></td>
<td>Form six (6) groups of five students. Your tutor may intervene if necessary. Give your team details to your tutor.</td>
</tr>
<tr>
<td>Lecture 3: 18th March</td>
<td>Marketing Information &amp; Research <em>Chapter 4</em></td>
<td><em>Tutorial 2</em>: <em>Discussion Chapters 2 &amp; 3</em></td>
<td>Project groups to start research for Stage 1</td>
</tr>
<tr>
<td>Lecture 4: 25th March</td>
<td>Consumer and Business Markets <em>Chapters 5</em></td>
<td><em>Tutorial 3</em>: Case analysis workshop: Sydney’s Water Crisis and the role of Marketing. <em>p.43 Discussion Ch. 4</em></td>
<td></td>
</tr>
<tr>
<td>Lecture 5: 1st April</td>
<td>Segmentation, Targeting and Positioning <em>Chapter 6</em></td>
<td><em>Tutorial 4</em>: <em>Practice Case Discussion Ch. 5</em></td>
<td>QUIZ 1 (12.5 Marks) Coverage: Lectures 1 – 4 &lt; Ch. 1-5&gt; In your respective Lecture Sessions</td>
</tr>
<tr>
<td>Lecture 6: 8th April</td>
<td>Products and Brands 1 <em>Chapter 7</em></td>
<td><em>Tutorial 5</em>: <em>Group Case presentation Group 1 Discussion Ch. 6</em></td>
<td>• Stage 1 report due this week • Submit your report to your tutor Returning QUIZ 1 Scripts and Marks</td>
</tr>
<tr>
<td>Lecture 7: 15th April</td>
<td>Products and Brands II <em>Chapter 8</em></td>
<td><em>NO TUTORIAL THIS WEEK</em></td>
<td></td>
</tr>
</tbody>
</table>
### Table 7.1: Tentative Course Schedule (continued from p.15)

<table>
<thead>
<tr>
<th>Lecture: Date</th>
<th>Lecture Topic/s Text Chapter/s*</th>
<th>Tutorial Activities in this week (see Tutorial Outline for Discussion questions)</th>
<th>Major Project Activities/Comments</th>
</tr>
</thead>
</table>
| No Lecture April 22 | Pricing 1  
Chapter 9 | MIDTERM BREAK NO LECTURE OR TUTORIAL THIS WEEK FOR ANY GROUP | |
| Lecture 8: 29th April | Pricing 2  
Placement 1  
Chapter 10 | Tutorial 6:  
Group Case presentation  
Group 2  
Discussion Ch. 7 & 8 | QUIZ 2 (12.5 Marks)  
(Coverage: Lectures 5 – 7 < Ch. 6-8>)  
In your respective Lecture Sessions  
Returning Stage 1 Report to Teams |
| Lecture 9: 6th May | Pricing 2  
Placement 1  
Chapter 10 | Tutorial 7:  
Discussion on Stage 1 Report  
Group Case presentation  
Group 3  
Discussion Chapter 9 | Returning QUIZ 2 Scripts and Marks |
| Lecture 10: 13th May | Placement 2  
IMC 1  
Chapter 11 | Tutorial 8:  
Group Case presentation  
Group 4  
Discussion Questions: Chapter 10 | Check BLACBOARD for Additional Teaching Materials |
| Lecture 11: 20th May | IMC 2  
Chapter 12, 13 | Tutorial 9:  
Group Case presentation  
Group 5  
Discussion Questions: Chapter 11 | |
| Lecture 12: 27th May | Sustainable Marketing  
Course Review  
Chapter 14 | Tutorial 10:  
Group Case presentation  
Group 6  
Discussion Questions: Chapter 12,13 | QUIZ 3 (12.5 Marks)  
(Coverage: Lectures 8 – 11 < Ch. 9-13>)  
In your respective Lecture Sessions |
| Week 13 3rd June | NO LECTURE | Tutorial 11:  
Discussion Questions: Chapter 14  
Presenting project summary.  
Each group is expected to bring 3 – 4 slides to present the main project findings (7-8 min/group) | 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 5th* Edition by Armstrong, Adam, Denize and Kotler. Published by Pearson Australia.
PART B. KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1. PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business 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 ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

Please refer to Table 2.5A on page 4 of this document to see what these goals and learning outcomes are. 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.

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: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html

For the ASB Harvard Referencing Guide, see the ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services> 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.


For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see: [Student Academic Integrity & Managing Plagiarism: Guidelines for Staff (Updated Feb 2012) (CTRL + Click)](https://my.unsw.edu.au/student/atoz/A.html).

For the UNSW Policy on Academic Misconduct and Student Misconduct (includes Plagiarism), click here.

### 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 group 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 group 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.

For information on expected workload, please check the following website: [https://my.unsw.edu.au/student/atoz/UnitsOfCredit.html](https://my.unsw.edu.au/student/atoz/UnitsOfCredit.html)

### 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 group activities.

Reference for 80% guideline is available at: [https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html](https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html)
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://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

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:

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 channel > 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://my.unsw.edu.au/student/atoz/SpecialConsideration.html.

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.
ASB Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:

The policy of the School of Marketing is that 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 40% marks in the two quizzes (aggregated), completion of other assessment components and meeting the obligation to have attended 80% of tutorials.

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:

Applications for special consideration in relation to the final exam are considered by an ASB 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 ASB supplementary exams for Semester 2, 2013 are:
   - 15th July – exams for the School of Accounting
   - 16th July – Marketing [exams for all Schools except Accounting and Economics]
   - 17th July – exams for the School of Economics

   If a student lodges a special consideration for the final exam, he/she is stating that he/she 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.

Special consideration and assessments other than the Final exam:

There is NO special consideration for missed quizzes. Special consideration requests for other components would be considered on a case by case basis.

5 STUDENT RESOURCES AND SUPPORT

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

- **ASB Education Development Unit (EDU)**
  http://www.asb.unsw.edu.au/learningandteaching Click on ‘Student Services’.

  Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room G07, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au. You may visit them on Facebook: www.facebook.com/educationdevelopmentunit.

- **ASB Student Centre**
  http://www.asb.unsw.edu.au/requests

  Advice and direction on all aspects of admission, enrolment and graduation. Ground Floor, West Wing, ASB Building; Ph: 9385 3189

- **Moodle eLearning Support:**

  For online help using Moodle, follow the links from www.elearning.unsw.edu.au to Moodle / Support for Students. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  (www.lc.unsw.edu.au)

  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:**

  Technical support for problems logging in to websites, downloading documents etc. https://www.it.unsw.edu.au/students/index.html

  UNSW Library Annexe (Ground floor)

- **UNSW Counselling and Psychological Services**
  (http://www.counselling.unsw.edu.au)

  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping with Stress’ and ‘Procrastination’. Office: Level 2, Quadrangle East Wing; Ph: 9385 5418

- **Student Equity & Disabilities Unit**
  (http://www.studentequity.unsw.edu.au)

  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; Ph: 9385 4734