MARK 6107
Advertising, Promotion &
Integrated Marketing Communication

Course Outline
Semester 1, 2016

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities
and Support
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Associate Prof. Nitika Garg
Room: Quad 3022
Phone: 02-9385-3387
Email: n.garg@unsw.edu.au*
Consultation: Thursdays 9:15 –10:30 am or by appointment

*The best way to contact me is via email. I check it regularly and will get back to you as soon as possible, unless it is a weekend or holiday.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12): Tuesdays, 6 - 9 pm in BUS 115.

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
This course is designed to introduce students to integrated marketing communications (IMC), with a focus on issues related to advertising and promotions management. IMC is a methodology and a way of thinking about communication which was created to manage brands in the new brand communication landscape. The essence of IMC is that everything a company does, and sometimes what it doesn’t do, can send a powerful brand message. IMC looks at the different ways for companies to communicate about their brand, in an integrated fashion, which takes advantage of the differences between media and leverages their strengths. This course will profile a number of frameworks and theories to elaborate and evaluate communication initiatives.

2.4 Course Aims and Relationship to Other Courses
This course aims at relating the elements of the marketing mix (4P’s) to the various aspects of the communications that take place between the firm and its customers. It further, aims to give students a better understanding of contemporary communications thinking and integrated marketing communications (IMC), as practiced by marketing managers. It gives participants practical skills in developing and managing advertising and sales promotions programs, media planning, and client-agency relations. The course builds on a base of strategic marketing planning and consumer behaviour and then proceeds to examine the role of the various aspects of the promotional mix (e.g., advertising, direct marketing, sales promotion, Internet and interactive marketing, publicity and public relations) in developing integrated marketing communications programs and helping organizations meet strategic marketing objectives.

This course is part of the Master of Marketing program and builds upon the concepts you have learned from MARK6100 Marketing Management: Contemporary Analytical Perspectives. You are encouraged to make linkages with previous studies, particularly consumer behaviour and marketing research. Your learning is likely to be more effective when prior experiences and prior knowledge are explicitly recognised and built upon. You should take responsibility for doing this.
To prevent duplication of material, this course focuses quite narrowly on marketing communication themes. In practice this is an artificial distinction – business issues do not present themselves in neat and discrete compartments.

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

1. Describe the elements of contemporary marketing communications – the tools, the players, the scope and future direction of the marketing communications industry, including the different ways in which marketers communicate with their target audiences.
2. Apply this understanding to marketing communications in business, social and governmental contexts. Clearly articulate each component of the marketing communications plan.
3. Analyse specific marketing communications problems, and devise sound and practical solutions to these problems.
4. Collaborate effectively with your team members to plan marketing communications in a comprehensive and integrated manner.
5. Develop analytical and creative skills necessary to prepare a marketing communications plan.
6. Critically analyse the issues and controversies in the field of marketing communications.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework in the UNSW 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’).

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge:</strong> Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td><strong>2. Critical thinking and problem solving:</strong> Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td><strong>3. Communication:</strong> Our graduates will be effective communicators in professional contexts. You should be able to:</td>
</tr>
<tr>
<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
</tr>
<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
</tr>
<tr>
<td><strong>4. Teamwork:</strong> Our graduates will be effective team participants.</td>
</tr>
</tbody>
</table>
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 ethical, social, cultural and environmental implications of business issues and practice.

You should be able to:

a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and

b. Consider social and cultural implications of business and/or management practice.

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

The following table 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 practised in class and other activities):

<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>This course helps you to achieve the following learning goals for all postgraduate 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>1 Knowledge</td>
<td>1,2,3</td>
<td>IMC Parts A-D</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>2,3,5,6</td>
<td>IMC Parts A-D, AIP, Final Exam</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>2,5</td>
<td>IMC Parts A, B, D, Final Exam</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>2,4</td>
<td>AIP, IMC Part C</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>4</td>
<td>IMC Parts B, C, D</td>
</tr>
<tr>
<td>5a Ethical, environmental and sustainability responsibility</td>
<td>Not specifically addressed in this course.</td>
<td>Not specifically assessed.</td>
</tr>
<tr>
<td>5b Social and cultural awareness</td>
<td>3,6</td>
<td>AIP</td>
</tr>
</tbody>
</table>

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

This course is designed to challenge you, encourage you to think for yourselves, and take responsibility for your own learning. The course is delivered in a seminar form, where mutual discussion, analysis and application of key concepts, and recent research findings are crucial to development of a deeper understanding of Integrated Marketing Communications. Thus, emphasis is placed on active learning during discussions and application tasks. The primary aim of my presentations is to introduce you to the theory and concepts of IMC in an involving and stimulating environment. Use of video, audio, examples and lecture activities is made in that respect. In-class activities on the other hand encourage active learning via mutual discussion, active peer learning, and practical application of key concepts to marketing problems. This means classes are hands-on and usually require some preparation.
To obtain full benefits from this course, I suggest you extend yourself beyond your comfort zone. That means pro-actively participate in the discussions, class activities, and the lectures. Importantly, ensure that you study the assigned readings prior to class to enable you to contribute, participate intelligently and thus maximise your learning from the course.

### 3.2 Learning Activities and Teaching Strategies

**Lecture:** Classes will be run as seminars with short lectures outlining the main theoretical concepts in consumer behaviour and illustrating them with practical examples which will draw on the experiences of instructors, students and occasionally industry practitioners. They will be interactive with students free to ask questions at any time and participate in class exercises. The relevant readings, to be read in your own time, provide more detail about these concepts. The engagement/ involvement with the course concepts will be enhanced by video examples, activities, hands-on project, and discussions.

**Class activities:** These are an important component of the course. Each activity will aim to apply the concepts learned in the lectures to real-life issues/ situations, and to encourage active peer learning. Further, they will help to engage you in active elaboration and creative thinking about the course concepts.

**Class discussion:** Active participation is essential to the learning experience in this course. You are encouraged to express your opinions and bring your own experiences to bear on the discussion. Participation in classroom discussions enables you to learn from your colleagues and them to learn from you. In addition to your own original contributions to the discussion, good participation requires listening to others, so that you may build constructively on others' contributions. You should also participate in the case discussions. Case discussions are a very important part of the class. Cases are descriptions of real business situations, which you are likely to face in your career, and they provide an excellent opportunity to explore, define, and solve problems in real settings. The case method enables you to apply the concepts you have learned in class and develop decision making capabilities in complex situations that characterize marketing tasks. You are all expected to read each case thoroughly and actively participate in the in-class case discussions. Overall, class discussions are important because they reinforce the course concepts introduced during the lectures and emphasize deep rather than surface understanding.

**Cold-calling.** An important part of supporting each other in class is being prepared to answer that call in a thoughtful manner. I do cold-call, especially in case discussions. Expect, for example, to be asked what you learned in the previous class or to help me introduce a case.

**Courtesy.** Anything that detracts from our full attention in class will reduce the quality of our discussion. For example, coming in late, or leaving in mid-class, is disruptive to fellow students. In particular, when fellow students do things like text in class, it detracts from the quality of your education. Please do not tolerate this behaviour in others or participate in it yourself.
4 **ASSESSMENT**

4.1 **Formal Requirements**

In order to pass this course, you must:

- achieve a composite mark of at least 50;
- attend 80% of the classes;
- make a satisfactory attempt at all assessment tasks (see below); and
- achieve at least 50% in the individual components of the course (see below).

If you do not pass the final exam, an individual component, then you will receive a UF grade.

4.2 **Assessment Details**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weight</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- IMC Part A: Consumer Insights and</td>
<td>15%</td>
<td>1000 – 1200</td>
<td>In-class &amp; Online on Moodle - Tues, 22</td>
</tr>
<tr>
<td>Competitive Analysis Research</td>
<td></td>
<td>words</td>
<td>Mar @ 6pm</td>
</tr>
<tr>
<td>- Advertising Insight Presentation</td>
<td>10%</td>
<td>5 mins</td>
<td>On-going (as per sign-up in Week 2)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- IMC Part B: Strategy Report</td>
<td>10%</td>
<td>1200 – 1500</td>
<td>In-class &amp; Online on Moodle – Tues, 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>words (~700</td>
<td>Apr @ 6pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>words from part A)</td>
<td></td>
</tr>
<tr>
<td>- IMC Part C: Class Presentation</td>
<td>10%</td>
<td>~15 minutes</td>
<td>Presentation Slides P/O – Tues, 24 May</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>@ 6pm</td>
</tr>
<tr>
<td>- IMC Part D: Final Report</td>
<td>15%</td>
<td>8 pages</td>
<td>In-class – Tues, 24 May @ 6pm</td>
</tr>
<tr>
<td>(including ads, appendices)</td>
<td></td>
<td>excluding ads &amp;</td>
<td>Online on Moodle – Wed, 25 May by 6pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>appendices</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>3 hours</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information about these assessments is provided below and more detail will be provided via separate hand-outs and postings on Moodle.

**Individual Work:**

**Advertising Insight Presentations (AIP) (10%)**

It is important that you are aware of events in the business world, particularly within your specific domain. To help you with this, you will each give one Advertising Insight Presentation. **These presentations are meant to be brief (5 minutes) and**
somewhat informal. Your presentation should not exceed 5 minutes (and I will cut you off as needed if you exceed this time). Your goal should be to be concise and focus on key points; if you were in a meeting with colleagues, you would not want someone to do this so, the same applies to AIPs. By informal, I do not mean sloppy or unprepared as you still need to present the material (insight) confidently and clearly. Instead, I mean that you do not need a PowerPoint presentation (although you might choose to have one) or to wear a suit; instead, you should look presentable and be knowledgeable enough to share key points on the topic and motivate interest to engage peers.

On your AIP day, you are responsible for sharing advertising insights with the class from a recent (2013 and on ONLY) article related to the material that will be covered in class on that day. The article should be from a reputable source (that is, not from personal blogs, etc., but rather real articles in the popular press, e.g., magazines and newspapers or news reports). While you may read editorials on issues and share potential differences in opinions as part of your AIP, you should report on the advertising event or insight itself and then briefly include an expert’s opinion as well as your own, as appropriate. As a part of your AIP you could use additional sources and if you do, you should list them in the AIP evaluation sheet (posted on Moodle). Your advertising insight should enhance student learning through your connection of recent advertisements, promotions, social media, or other relevant events with course concepts. Thus, you should be familiar with the concepts covered in class and integrate your AIP accordingly. Part of your job as a presenter is to integrate your AIP with the day’s topic in addition to merely summarizing the article you have selected. You are responsible for signing up for your AIP date during the second week of class. The grading sheet I will use for your AIP is on Moodle so you know what is expected. You should print this sheet off, complete it, and bring it with you on the day of your AIP. Otherwise, there is no written component to this portion of your grade. You are welcome to incorporate material online (e.g., show a video or social media example), but please approach me at the start of class to have the material ready on the classroom computer to minimize class time needed for the transition. Additionally, since you have 5 minutes for your AIP, the majority of this time should not include a video.

**IMC Part A: Individual Consumer Insights and Competitive Analysis**

**Research Report (15%)**

Students will form groups in Week 1 and will select what you consider is a brand with an ineffective advertising campaign which could be improved with a better strategy and better creative and media. Students should choose a brand that is not too broad or multi-faceted. This will be discussed in Week 1 in more detail.

Then individually, students will research and write IMC Part A. Before developing any strategy or creative work, it is important to research your target market, competitors, and industry. An integrated marketing communications campaign is a combination of creativity and insights learned from research. In IMC Part A, you will delve into the target market of your brand. Consider the following:

- How is the market segmented?
- How do consumers currently perceive the brand (what does the brand currently “mean” to consumers functionally, emotionally and intangibly)?
- What needs (functional and emotional) do consumers have? Are they latent needs?
- How do consumers perceive the major competitors?
- What gaps exist, i.e. unfulfilled needs?
- What is the consumer buying behaviour?
- Conclude by explaining what you have discovered about consumer insights and any expressed or latent needs.
A printed copy of your written report should be handed in at the start of the class on March 22nd, accompanied by a signed Assignment Cover Sheet (SOM cover sheet available at: https://www.business.unsw.edu.au/About-Site/Schools-Site/marketing-site/Documents/Group%20assignment%20coversheet.pdf)

Avoid/copy paste, paraphrasing all work. Your assignments will be submitted to a program called Turn-It-In which will provide a similarity index to other assignments and web pages. You should aim for a similarity index of less than 10%. Ensure that you reference all of your work both in-text and on the references page using correct Harvard, APA or Journal of Marketing style.

Final Exam (40%)
I will advise you on the structure of the final exam in the second half of the semester. The provisional exam timetable does not come out before the last couple of weeks of the session; hence we will not know the date and the location of the final exam before then. The exam will be designed to test your understanding of course concepts and your ability to apply these concepts to generate and evaluate advertising and promotion strategies. You will be responsible for both the material covered in class and in the text, as well as some material covered in class, which is not in the textbook. This includes key points made by guest speakers.

Group Work:

**IMC Part B: IMC Strategy Report (10%)**
For this assignment, work with your group, merging your findings from IMC Part A. A printed copy of your written report should be handed in at the start of the class on April 12th, accompanied by a signed Assignment Cover Sheet (SOM cover sheet).

The aim is to use what you have learned to develop and IMC strategy. You will:
- Develop a positioning statement based on the research in Part A.
- Write your draft “big idea”, based on your positioning statement, including brand essence, brand personality and slogan.
- Write your draft appeal, explaining what type of specific rational or emotional appeal you have chosen.
- Describe what your actual executions would look like and briefly specify, the medium(s) used.

**IMC Part C: IMC Class Presentation (10%)**
Your task will be to make a class presentation as if you were in a competitive pitch to win a piece of new business. On the due date of May 24th, you will make a brief Powerpoint presentation (12-15 minutes). Your presentation should be concise and must reflect the concepts learnt in class. It will be your decision who in the group takes on which tasks or roles and who prepares which sections of your recommendation and presentation, but you will definitely need to work as a team. So you will have four weeks from week 8 to week 12, to finalise your strategy, develop your creative and media recommendations and prepare your presentation. This will be the living and breathing presentation of your recommendations to a panel of judges. This will be the first time the judges (think of them as your potential client) will have heard any of your thinking or seen your recommendations. Remember that the judges are watching your presentation in the hope of seeing something they can approve. They are on your side.
You can use whatever presentation aids you like: PowerPoint, Prezi, whiteboard, flip charts, layouts, audio, video, handouts, etc. But remember, it’s you who are making the presentation, not your presentation aids. By week 11 you will have an overload of information and ideas. You will have to choose what parts of this information to use and what parts to leave out so you can present a clear and compelling case for your recommendations in week 12. Practice before actually presenting in class. It helps!

You need to submit a hardcopy of the presentation slides on the day your group presents.

The assessment of your presentation will be based on:
- Good understanding of the brand, the market and the consumer
- Well-structured content and presentation
- Ability to communicate a key message
- Persuasive and convincing recommendations
- Seamless transfers between presenters
- Engaging style; could hold audience attention
- Effective use of presentation aids or techniques
- “Wow” factor that sets your presentation apart from the others

**IMC Part D: IMC Final Report (15%)**
Final report should be a distillation of your research and analysis, taking no more than 8 pages (single-sided, 12-point font, 1.5-spaced; not including appendices), and clearly communicate why your idea is the best and why collaboration is in the best interest of the client. The report should be concise, but also intense to the extent that you must convey your best idea and why your pitch is the best for the company/brand/organization. More details will be provided on Moodle and in-class in this regard. A copy of your written report (ONE PER GROUP) should be handed in on May 24th, accompanied by a signed Assignment Cover Sheet (SOM cover sheet). Please attach all required appendices. In addition to the hardcopy, you will be required to submit a copy of your report through Turnitin via Moodle. Only one person should submit on behalf of their group and it must be uploaded before 6 pm on May 25th. Excessive use of non-original work will result in penalties. Paraphrase completely and reference every source (see Part B for details).

The assessment of your written document will be based on:
- Overall clarity of thinking
- Ability to identify campaign weaknesses
- Ability to recognise opportunities for improvement
- Quality of background inquiry into the product, consumer and market
- Strategic insights leading to the creative and media strategy
- Originality, freshness and creativity of your recommendations
- Integration of the various components of your recommendations
- Long term campaignability of your recommendations
- Realistic budget in relation to the size of the product or the market
- Presentation of the report: accuracy, design, attention to detail, “reader-friendly”

**Tips for Group Work**
Past experience has shown that effective groups are those that are able to:
- meet regularly;
- develop and follow a work plan;
- divide the work according to each member’s strengths, and as evenly as possible;
- encourage open communication, participation and the sharing of ideas; and
have fun!

**Note:** Group work is assessed according to performance on the grading criteria provided on Moodle.

### 4.3 Assessment Format

Assignments must include a cover sheet. Each assignment length excludes appendices and references. However, all appendices must be relevant to the assignment and clearly referenced in the main body of the assignment. Each assignment should have a title page with each group members’ name (if it is a group work submission) and student number. Sub-headings and a table of contents are welcomed.

**Additional Reading**

Extra readings are also encouraged. I want evidence that you have thought about, researched and analysed each of the topics. The higher pedagogical goals of demonstrated understanding and insight will guide assessment of the assignments. This means that you must infuse your own ideas and construct own arguments, rather than simply repeat what you read in the articles, books, or the lecture notes.

### 4.4 Assignment Submission Procedure

**Master of Marketing Grade and Mark ranges**

The progressive assessment during the session (either by assignments, participation and/or a mid-session examination), grades will be provided to students in a form of a letter grade (not as a mark) as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>75 - 100</td>
<td>A superior to outstanding performance</td>
</tr>
<tr>
<td>B</td>
<td>60 - 74</td>
<td>A good performance</td>
</tr>
<tr>
<td>C</td>
<td>50 - 59</td>
<td>An acceptable level of performance</td>
</tr>
<tr>
<td>Fail</td>
<td>0-49</td>
<td>Performance below minimum level of competence</td>
</tr>
</tbody>
</table>

Course results as a final mark are released to students and are made available **ONLY** via MyUNSW (not by the lecturer) following a Faculty sub-committee meeting to approve distribution of marks.

### 4.5 Late Submission

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. For the group presentations, if a group member is absent, the group will proceed without the group member. Absent students will receive a zero for the presentation.

**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

- **Journals:**
  For weekly discussion at each lecture, you can read the latest fortnightly B&T and AdNews advertising magazines which go on sale on alternative Fridays. Other recommended journals are: *Journal of Marketing*, *Journal of Advertising Research*, *Journal of Product Innovation and Management*, *Journal of Consumer Research*, *Journal of Marketing Research*, and *Harvard Business Review*.

- **Textbook:**

- **Additional useful textbook readings:**

- **Additional materials provided on the course website on Moodle**

- **HBR Cases:**
  - Cacharel Parfums de L’Oréal: Decoding & Revitalizing a Classic Brand
  - Mountain Dew: Selecting New Creative
  - Dove, Evolution of a Brand

- **Journal Articles/ Research Notes:**
  - Chandon, P. (2004). Note on brand audit: How to measure brand awareness, brand image, brand equity, and brand value. *INSEAD*

business.unsw.edu.au

CRICOS Code 00098G
COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students. Your feedback is valuable and has a real impact on the course improvement. The inclusion of active peer learning, audio and video clips, and class exercises in large group settings is a direct result of the feedback provided by students in the past years.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Activity/Assessment/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 March</td>
<td>Introduction:</td>
<td>Ch. 1, Ch. 2 Thorson/ Duffy (2012)</td>
<td>Assignment briefing Form Groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Course Overview</td>
<td>Ch. 1, see Moodle</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Introduction to IMC</td>
<td>Kitchen et al. (2004), see Moodle</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Elzinga et al. (2009), see Moodle</td>
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<tr>
<td>2</td>
<td>8 March</td>
<td>Generating Cons. Insights:</td>
<td>Ch. 6 Englis &amp; Solomon (1996), see Moodle</td>
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<tr>
<td></td>
<td></td>
<td>- Consumer Behaviour &amp; IMC</td>
<td>Elzinga et al. (2009), see Moodle</td>
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<td>3</td>
<td>15 March</td>
<td>Brand Audit:</td>
<td>Ch. 8 Chandon (2004), see Moodle</td>
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<td>- Brand Identity &amp; Brand Equity</td>
<td>Holt (2003a), see Moodle</td>
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<td><strong>Case (link on Moodle):</strong></td>
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<td>- Cacharel Parfums de L’Oréal: Decoding &amp; Revitalizing a Classic Brand</td>
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<td>4</td>
<td>22 March</td>
<td>Brand Positioning:</td>
<td>Ch. 9, 10 Thorson/ Duffy (2012)</td>
<td>IMC Part A (Individual)</td>
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<td></td>
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<td>- Segmentation, Targeting, Positioning</td>
<td>Ch. 6, see Moodle</td>
<td>Consumer Insights and Situational Analysis <strong>Due:</strong> Monday, March 21 on Moodle by 6 pm (copy in class)</td>
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<td>- IMC Objectives</td>
<td>Moore (2009), see link</td>
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<td>Mid-session Break: 25 March – 2 April</td>
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<td>5</td>
<td>5 April</td>
<td>Creative Strategy I:</td>
<td>Ch. 11</td>
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<td>- The Big Idea and Creativity</td>
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<td>6</td>
<td>12 April</td>
<td>Creative Strategy II:</td>
<td>Ch. 11 Thorson/ Duffy (2012)</td>
<td>IMC Part B (Group)</td>
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<td>- Appeals &amp; Executions</td>
<td>Ch. 11, see Moodle</td>
<td>IMC Strategy Report <strong>Due:</strong> Monday, April 11 on Moodle by 6 pm (copy in class)</td>
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<td><strong>Case (link on Moodle):</strong></td>
<td>Holt (2003b), see Moodle</td>
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<td>- Mountain Dew: Selecting New Creative</td>
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<td>7</td>
<td>19 April</td>
<td>Media Strategy and Planning:</td>
<td>Ch. 12</td>
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<td>- Media Plan</td>
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<td>- Media Scheduling</td>
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<td>8</td>
<td>26 April</td>
<td>Promotions Mix:</td>
<td>Ch. 15, Ch. 16</td>
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<td>- Public Relations</td>
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<td>- Sales Promotion</td>
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<td>9</td>
<td>3 May</td>
<td>Digital and Interactive Marketing:</td>
<td>Edelman (2011), see Moodle</td>
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<td><strong>Case (link on Moodle):</strong></td>
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<td>- Dove, Evolution of a Brand</td>
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<td>Week</td>
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<td>10</td>
<td>10 May</td>
<td>Regulation and Ethics of Advertising</td>
<td>Ch. 7 Thorson/ Duffy (2012) Ch. 4, see Moodle</td>
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<td>12</td>
<td>24 May</td>
<td>Due: IMC Part C &amp; D - Group Presentations and Reports</td>
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PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 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 and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you 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 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.

<table>
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<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
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<tr>
<td>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
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<td>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
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<td>3. Communication: Our graduates will be effective communicators in professional contexts. You should be able to:</td>
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<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
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<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
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<td>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.</td>
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<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and</td>
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</table>
You should be able to:
    a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
    b. Consider social and cultural implications of business and/or management practice.

9 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).

10 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.

10.1 Workload

It is expected that you will spend at least nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. 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

10.2 Attendance

Your regular and punctual attendance at lectures and seminars, as well as in online activities, is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance
10.3 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

10.4 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://safety.unsw.edu.au/

10.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course web site. 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.

11 SPECIAL CONSIDERATION
You must submit all assignments and attend all examinations scheduled for your 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 > Online Services > Special Consideration). The student will then need to submit the originals or certified copies of the 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. Decisions and recommendations are made by lecturers-in-charge in consultation with the program coordinator.

4. Applying for special consideration does not automatically mean that the student will be granted a supplementary exam or other concession.

5. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

Requests for special consideration for Final Exams/Final Assessment:
The lecturer-in-charge and the program coordinator 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.

Special consideration and the Final Exam:

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

12 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](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](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](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](http://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](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](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](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; Email: counselling@unsw.edu.au
• 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