PLEASE NOTE:

You MUST read every section and sub-section of the following document thoroughly and carefully. It answers many important questions pertinent to GENC6001.

You are expected to attend lectures as scheduled - on Wednesdays 9-11am. Attendance will be taken randomly to ensure that students are present. Attendance at lectures must be at a minimum of 80% (i.e. you MUST be present when your name is called at random otherwise you will be marked absent) and may be refused course assessments. There are NO TUTORIALS FOR THIS SUBJECT.

ALL ANNOUNCEMENTS AND AMMENDMENTS TO THE SUBJECT OUTLINE WILL BE ANNOUNCED IN LECTURES AND BECOME BINDING AT THE CONCLUSION OF THAT LECTURE. ALL MATERIAL PRESENTED IN LECTURES IS ASSESSABLE. IT IS THE STUDENT’S RESPONSIBILITY TO BE PRESENT.

Dr Tania Bucic
Lecturer-in-Charge, GENC6001
Session 1, 2005
GENC6001 Introduction to Marketing

COORDINATOR AND LECTURER IN CHARGE

| Lecturer:            | Dr Tania Bucic                     | Consultation Hours: | Monday  2pm– 4pm |
| Office:              | Room 310, John Goodsell            |                     |                 |
| Telephone:           | (02) 9385 3315                      |                     |                 |
| Email:               | t.bucic@unsw.edu.au                 |                     |                 |

LECTURE AND TUTORIAL DETAILS

<table>
<thead>
<tr>
<th>Day</th>
<th>Start/Finish</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture (2hr)</td>
<td>Wednesday (am)</td>
<td>9:00am to 11:00</td>
</tr>
</tbody>
</table>

You MUST attend the weekly lecture. There are NO TUTORIALS for this subject.

SUBJECT DESCRIPTION

Marketing today is a continually evolving discipline concerned with the creation of ‘values’ and their exchange between marketers and their customers. It is a dynamic, highly stimulating and challenging field of contemporary business studies. It has been defined as 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 a customer", the way to grow a business is through marketing. Because of these, marketing has often been equated with creativity and viewed as the most important function in business.

WHAT ARE WE GOING TO LEARN?

Everywhere we go, every time we buy, when we eat, when we drink, we are exposed to marketing. Why do we wear Nike shoes instead of Reebok, Levi’s instead of no-name brand jeans? Why do we prefer BMWs to Volvo’s? How do we make our decisions? What influences us in our choices? The beauty of marketing is that it is not restricted to those who want to be specialist marketers – what you learn in this subject will be of value to you for the rest of your lives as consumers and as members of the business community.

The course ‘Introduction to Marketing’ (GENC6001) has been designed to provide students with a basic introduction to marketing concepts. The basic aim of this course is to expose students to the basic concepts in modern marketing and provide them opportunities to apply these in problem solving and decision making in marketing. It is intended to serve as a foundation for further studies in business by developing an overview of where the marketing function fits within the larger organization and what framework marketing provides for helping with the conduct of a business. The structure of the course puts emphasis on the development of conceptual understanding of marketing problems through application and analysis.
The broad objective of the course is to introduce students to major concepts and theories relevant to the study and practice of marketing. Specifically, the course aims to achieve the following:

i. Clear up the general misconception that marketing is just “sales” or “advertising” by showing that understanding customer needs and satisfying them is a sophisticated process, which requires a good understanding of many concepts.

ii. Illustrate how the marketing function operates within companies, what it does, what it should be doing, how does it help make the company successful?

iii. Show the universal nature of the marketing concept, wherever there are people there will be marketing. Be it a business market, consumer goods, services, non-profit organisations, marketing will have a role. Many non-traditional marketers, lawyers, theatre groups, community groups etc are increasingly looking at marketing to help them achieve their goals.

From the student’s perspective the subject aims to help you obtain the following skills:

i. Improved “public speaking” and “people” skills, through groupwork.

ii. Improved presentation skills.

iii. become conversant with the terminology, frames of reference, and approaches to research employed by marketing practitioners, academics and researchers

iv. develop skills related to critical analysis and problem solving in marketing

Required Text:

Additional Recommended reading:
Books

Dictionary

Useful website
www.myphlip.pearson.cmg.com - URL to access additional information and current issues in marketing in Australia.

Journals
Students should also consult a wide range of journals, such as the following:

Newspapers/Magazines
Business Review Weekly (BRW)

Academic Journals
Journal of Marketing
GENC6001 Introduction to Marketing

Australian Financial Review  Harvard Business Review
The Australian (Marketing Section)  Australian Marketing Researcher
B&T Magazine  Journal of Consumer Research
Marketing Management  Journal of Advertising
Advertising News  Journal of Advertising Research
Sydney Morning Herald (Business Section)  Journal of Retailing
Advertising Age  Journal of Marketing Management
AdNews  European Journal of Marketing
Australian Journal of Management

Students should access a variety of additional information sources about marketing, marketing management, marketing research and consumer behaviour. Many are available in the library at the University of New South Wales. From time to time, additional articles and research papers may be placed in Open/Closed Reserve. These will be referred to in lectures.

Internet

Internet is a very useful source of information for modern marketing; Access to databases such as Business Periodicals Index (International Business), APAIS (Australian) and others is possible through computer terminals located in the UNSW library. A few of the large number of web-sites on marketing are listed below:

http://www.yahoo.com/Business_and_Economy/Marketing/
http://www.yahoo.com/Social_Science/Economics/Marketing/
http://www.yahoo.com/Social_Science/Economics/Marketing/Professional_Organizations/American_Marketing_Association_AMA/

COURSE ASSESSMENT

Assessment will be on the following basis:

Individual Components
Exam  40%
Lecture attendance  10%

Group Components
Group debate  40%
Preparation notes for debate  10%

TOTAL  100%
Details of assessment:

Final Examination – 40%

The final examination will cover the entire course. The examination will be in multiple choice format and will be conducted online. Each student will have a different exam – at the same level of difficulty. The exam will be timed. You will be given a set of instructions – also online. Additional details will be disclosed closer to the time of the exam. You will have only one opportunity to complete this exam – and it will ONLY be run in the allocated period. If you should miss the exam for whatever reason, you will receive a ZERO score this assessment.

Lecture attendance – 10%

You will be required to attend 80% lectures to pass this subject. Since there are no tutorials in GENC6001, it is necessary to attend lectures in order to gather sufficient information (lecture content, discussions, etc – during lecture time) to be able to participate in assessment tasks.

VERY IMPORTANT!

To pass the course YOU MUST pass the individual component. You MUST score at least 25/50, to be eligible for your group marks to count. Assuming you have satisfied the requirement of passing the individual component, your CUMULATIVE score must be at least 50/100.

Students are required to do the following for this course:

1. Complete assigned readings, attend all classes* and participate in class discussions.
2. Complete allocated assessments on time
3. Complete all tests and examinations

“If you attend less than 80% of classes in a course you may be refused final assessment.” Student Guide UNSW

GROUP COMPONENTS

Debate (40%) and Contribution to groupwork (10%)

In the lecture, you will be divided into groups of 5. In this group, you will be required to take on a role for a debate that will form your assessment of 40%. You will be allocated a topic and a statement on that topic. You will be required to prepare – by collecting relevant knowledge and then to take part in a debate against an opposing team. In each team, there will be three (3) speakers – first, second and third. There will be a team coach and there will be a moderator. Guidelines with more details will be handed out in lectures closer to the time.
Each group member will have their own role. Each member will be marked individually and as a group. Each member will be required to hand in evidence of preparation for the debate – eg debate notes or similar. You will be required to attend the debate and the scheduled time (starting in week 6 – 6th April; outside of lecture time – most likely 8am-9am – before the lecture, on the same Wednesday). The dates and times will be confirmed closer to the assessment date. Your group of 5 will debate against an opposing team (of 5 people also). Your debate will be commented on by the marker. Your result will be made available at the discretion of the marker (this will be either immediately following your debate OR at the conclusion of ALL debates). You will know your result prior to the end of the semester. Your result will be dependent on your performance in the debate and on your preparation. ALL students are encouraged to attend all debates – this will be useful as a revision of the topics and also as a benchmark for your own presentation.

To perform well in the debate, students should have an extensive knowledge about the relevant topic and ALSO about other topics in marketing – as covered in the lectures. In order to be able to debate effectively, students must be familiar with cases and topics, and be able to pose constructive questions and show willingness to contribute to a positive discussion environment. You are encouraged to attend other students’ debate presentations.

Contribution to groupwork (10%) refers to active participation in gathering information, sharing information, adequate preparation, and other necessary team activities to enable the team to present and effectively structured debate. Your contribution to groupwork will be obvious to the marker. You will also have an opportunity to complete peer evaluation forms to assess each team member.

**MARKING CRITERIA**

**Presentation Checklist and Feedback Sheet**

Group:__________ Name:____________________ Date:____/____/_____ MARK:___ /100

The ticks below indicate where you stand with regard to each set of statements. A tick in the extreme left box means that the statement on the left is true and therefore is of high distinction quality. The boxes from left to right are abbreviated by H (for high distinction), D (for distinction), C (for credit), P (for pass) and F (for fail) respectively. Ticks to the left within a box are better than ticks to the right.

<table>
<thead>
<tr>
<th>CONTENT - (Worth 70%)</th>
<th>85-100</th>
<th>75-84</th>
<th>65-74</th>
<th>50-64</th>
<th>&lt;50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question answered</td>
<td>Question ignored</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question covered in depth</td>
<td>Superficial answer to question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convincing &amp; logical argument</td>
<td>Rambling argument lacking totally in credibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rigorous critique of key concepts</td>
<td>Lack of demonstration of key concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant to the question</td>
<td>Little relevance and waffly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Original and creative thoughts</td>
<td>Critical and evaluative analysis</td>
<td>PRESENTATION - (Worth 30% )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Little evidence of creative thoughts</td>
<td>Statement of facts and no analysis of relative importance of issues</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PRESENTATION - (Worth 30% )

<table>
<thead>
<tr>
<th></th>
<th>Fluency</th>
<th>Lack of reading</th>
<th>Attention grabbing introduction</th>
<th>Answered the question immediately</th>
<th>Overheads clear, specific, readable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Delivery not well formulated</td>
<td>Read from notes or heavy use of notes</td>
<td>Started with an introduction</td>
<td>Started with details of case</td>
<td>Overheads too complex with a lot of words or figures</td>
</tr>
<tr>
<td>Kept within 5 minutes</td>
<td>Went over time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers from student to student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Presentation lost its momentum at the changeovers</td>
</tr>
</tbody>
</table>

**TUTOR COMMENTS ON PRESENTATION:**

The things you did well in your presentation:

The things you need to improve to deliver a better presentation:
### INTRODUCTION TO MARKETING LECTURE PROGRAM

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 Mar</td>
<td>What is marketing?</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>9 Mar</td>
<td>Who is the customer?</td>
<td>2 &amp; 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– Consumer and Business marketing</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>16 Mar</td>
<td>Focusing on the “right” customer group: Targeting and segmentation</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>23 Mar</td>
<td>Finding out what the customer wants: Marketing research</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>30 Mar</td>
<td>EASTER BREAK</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6 April</td>
<td>What are you offering? Products and services</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debate series: groups 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>13 April</td>
<td>What about a new range of products? New product development</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debate series: group 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>20 Apr</td>
<td>Getting products to customers: Distribution and logistics</td>
<td>8 &amp; 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debate series: group 4 &amp; 5</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>27 Apr</td>
<td>Telling customers about your offering: Promotion and advertising</td>
<td>10 &amp; 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debate series: group 6 &amp; 7</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>4 May</td>
<td>How much to charge for your offering? Pricing</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debate series: group 8 &amp; 9</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11 May</td>
<td>Putting it all together: Marketing strategy</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debate series: group 10 &amp; 11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>18 May</td>
<td>Ethics and Revision</td>
<td>14</td>
</tr>
</tbody>
</table>

You may download lecture notes (PDF files) from the WebCT [www.webct.unsw.edu.au].
WARNING:

- You must keep a copy of your prep notes in the event that the original is misplaced.
- Avoid academic misconduct and plagiarism

Please read the following section taken from the UNSW website.

**Avoid academic misconduct and plagiarism**

Ethical use of scholarly materials. Students are reminded that when writing essays, theses, and assignments, they are ethically bound:

(a) to cite the published (including, where relevant, the electronically published) source, to acknowledge the originator of substantial ideas upon which they are building their work, and to acknowledge quotations by the use of quotation marks;

(b) to refer to or use unpublished scholarly materials only with the consent of their originator, and to acknowledge the source of the materials if that consent is given;

(c) to refrain from plagiarism with its multiple facets as defined in the Student Guide [http://www.student.unsw.edu.au/academiclife/assessment/academic_misconduct.shtml](http://www.student.unsw.edu.au/academiclife/assessment/academic_misconduct.shtml)

(d) to ensure that their use of scholarly materials does not result in obstructing access by others, in particular, where such materials are held within the University by a library or research centre;

(e) to represent faithfully the views of authors cited and not to misrepresent authors' views either by partial or censored quotation, or by quotation out of context, or by misleading commentary;

(f) to seek access only to scholarly materials to which they know they are entitled or authorised, and not to attempt to access such material to which they know they are not entitled or authorised (for example, by computer hacking);

(g) to respect the rights of other authors and to refrain from tampering with digital records (whether in text, image, sound, or other format) over which the originator has copyright and/or has asserted the moral rights of ownership; and

(h) to refrain from manipulating digital records (whether in text, image, sound, or other format), whether in their original context or in a different context, so as to mislead their audience.

Academic misconduct falls into three main categories:

(a) misconduct concerning examinations;

(b) misconduct through misrepresentation such as falsifying documentation, and

(c) misconduct concerning academic works.

Plagiarism entails taking and using as one's own, the thoughts or writings of another without acknowledgement including:

(a) where paragraphs, sentences, a single sentence or significant part of a sentence which are copied directly, are not enclosed in quotation marks and appropriately footnoted;

(b) where direct quotations are not used, but ideas or arguments are paraphrased or summarised, and the source of the material is not acknowledged either by footnoting or other reference within the text of the paper; and

(c) where an idea, which appears elsewhere in print, film or electronic medium, is used or developed without reference being made to the author or the source of the idea.

The consequences of academic misconduct range from a reduction in marks, failure in the course and/or exclusion from the University for a period from one session to permanent exclusion. The resolution of the University Council which sets down how allegations of student misconduct, including academic misconduct, are to be resolved is at [http://www.infonet.unsw.edu.au/poldoc/stumis.htm](http://www.infonet.unsw.edu.au/poldoc/stumis.htm)

Students are referred to the following for a complete statement on academic misconduct, [http://www.student.unsw.edu.au/academiclife/assessment/academic_misconduct.shtml](http://www.student.unsw.edu.au/academiclife/assessment/academic_misconduct.shtml)

You must be aware of University policy on academic misconduct and plagiarism and avoid these practices. Plagiarism involves using the work of another person and presenting it as one's own. Acts of plagiarism include copying parts of a document or audiovisual, or computer based
Referencing Guide

[This section is taken from the following UNSW web site: http://www.lc.unsw.edu.au/onlib/ref.html]

The 'In-Text' or Harvard method

Referencing is a system that allows you to acknowledge others' contribution to your writing. Whenever you use ANY words, ideas or information from ANY source in your assignments, you must reference those sources.

There are different ways of referencing. This write-up describes the Harvard method.

General Principles of the Harvard System

Within the Text - In-text citations
The Harvard system of referencing requires you to include three pieces of information about a source within the text of your work. This information is:

- the name of the author or authors
- the year of publication
- the page number (if the information/idea can be located on a particular page; especially when directly quoted)

At the End of the Text:
At the end of your text, you must include a List of References. This is a list of all the books, journal articles and other sources of information you have referred to in your assignments. Full bibliographical information must be included.

How to Cite 'In-Text'
Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets:

The theory was first developed by Browne (Gibbs 1981).

Another way of including a reference in your text is to integrate the author’s surname into your sentence, followed by the year of publication, in parentheses:

Gibbs (1981) states that Browne was the first to develop the theory of...

An Example:
The following essay is an example of an essay using the Harvard system:

Criticisms aside, Durkheim's work in The Elementary Forms was an extraordinary contribution to the sociology of religion, perhaps more specifically to a greater
understanding of the origins of collective morality. Gardner makes an extremely important point about Durkheim when he writes “Durkheim had a lifelong interest in morality . . . For Durkheim morality was ‘the centre and end of his work’ and society itself was ‘the end and source of morality’” (1987, p.74).

For Durkheim, the nature of morality was the nature of social solidarity. In The Elementary Forms Durkheim defined religion as the main expression of the deep moral sentiments inspired by society in individuals. His interest in the moral substratum of the modern social order expressed concern with the moral consequences of modernisation (Toles 1993).

1. In-Text Citations: a guide to citing different sources

<table>
<thead>
<tr>
<th>To Cite . . .</th>
<th>How to</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>To cite a direct quotation</td>
<td>Write the text word for word and place inverted commas at the beginning and end of the quote. The author, date and page number must be included.</td>
<td>&quot;Australia is a settler society&quot; (Hudson &amp; Bolton 1997, p. 9)</td>
</tr>
<tr>
<td>a quotation or idea from an author who attributes it to another source</td>
<td>You must acknowledge both sources in your text</td>
<td>Graham Gibbs, in his 1981 study into student learning wrote that &quot;because students are aware of their tutor’s mastery of the subject matter, it is quite common for them to assume that their reader has no needs at all&quot; (Gibbs 1981, p.39, quoted in Bowden 1985, p.35).</td>
</tr>
<tr>
<td>the overall content of a work</td>
<td>You do not need to include page numbers because it is the entire work you are referring to</td>
<td>Larsen and Greene (1989) studied the effects of pollution in three major cities...</td>
</tr>
<tr>
<td>from a journal</td>
<td>If the page number is required, as it is for direct quoting</td>
<td>(Entwhistle 1977, p. 23) for an idea only: (Entwhistle 1977)</td>
</tr>
<tr>
<td>more than one work</td>
<td>Separate the references either with a semicolon or the word and</td>
<td>(Entwistle 1977; Haddon 1969) or: Entwistle (1977) and Haddon (1969) both demonstrated that...</td>
</tr>
<tr>
<td>more than one author</td>
<td>use both names</td>
<td>(Sontag and Paglia 1987)</td>
</tr>
<tr>
<td>more than three authors</td>
<td>Use the surname of the first author and et al. (&quot;and others&quot;)</td>
<td>Browne et al. (1987) argued that... or: (Browne et al, 1987)</td>
</tr>
</tbody>
</table>
To Cite . . . | How to | Example
---|---|---
authors with the same surname who have published in the same year | Use their initials to indicate different people | The theory was first developed in 1978 (Smith, A.K. 1979, p.654), but later many of its elements were refuted (Smith, J.A. 1979, p.123).

**To Cite . . .**

**How to**

**Example**

an author who published more than one work in the same year

Attach an a, b, c, d etc. after the year

Dawkins (1972a, 1972b) completed a number of studies on...

from newspapers

List the name of the newspaper, the date, year and page number

(Sydney Morning Herald 7 Mar. 1994, p.8)

from a privately obtained interview or other personal communication

Include the abbreviation `pers. comm.` in your reference

(Daly, B. 1994, pers. comm., 7 Aug.)

a CD-ROM

Include the full title and year of publication

(CD-ROM, Microsoft Encarta, 1995)

An internet source

In-text citations usually require page numbers, but Internet documents rarely contain them. Use the author name and the date created

(Cogdill 1996)

If the author's name is unknown, cite the website URL:

(http://www.aaa.unsw.edu.au)

a film or video

Include the full title and year of release

**2: The List of References**

The List of References in the Harvard system is a list of all the books, journal articles and other sources you have referred to throughout your assignment.

**Compiling a List of References**
• Books
  Lay out your list of references alphabetically by author surname.
  The title of the book should be either underlined or in italics. It is up to you which style you choose, but you must be consistent.
  Every main Word in the book's title should begin with a capital letter.
  The title of an article appears between single quotation marks and is written in sentence case - only capitalise the first word of the article heading/subheading and proper nouns (eg. Australia).
  If bibliographic information exceeds one line of text, then the following lines should have a hanging indent.
  If there is more than one author or editor, all must be listed in the List or References. Don't use et al.

The Information You Need:
Bibliographical Details (or Information about a book)
Include full bibliographic details, presented in the following order:
  1. author surname(s) and initial(s)
  2. year of publication
  3. title of publication
  4. edition (if applicable)
  5. publisher
  6. place of publication

Examples:

Articles from a Book Collection
When a book is a collection of articles, each by different authors, but with an editor(s), use the following layout:

When you use an article from a book collection, the title of the article appears in quotations; the title of the book is either underlined or italicised. Here is an example:

When listing an article from a book collection, place the information in the following order:
  1. author name and initial(s)
  2. year of publication
  3. name of article (between single quotation marks)
  4. in
  5. name of collection (underlined or in italics)
  6. ed(s)
  7. initial(s) and surname(s) of editor(s)
GENC6001 Introduction to Marketing

8. publisher
9. place of publication, if applicable

**Journal Articles**
When referencing journal articles you need to place the information in the following order:

1. author name and initial(s)
2. year of publication
3. title of article (between single quotation marks)
4. title of journal or periodical (underlined or in italics)
5. volume number, if applicable
6. issue number, or month (if applicable)
7. page numbers

*Examples:*


**Internet Sources**

*A Note About Internet Sources:*
There are some special problems and demands when referencing Internet sites. In comparison to print material, electronic sources can easily be changed, or vanish altogether. This makes full and accurate information essential. Methods for referencing electronic sources are changing and developing rapidly, so the above are suggestions only. Always check with your lecturer or tutor about their preferred referencing method.

- If an Internet source has no author, use identifying words from the title (e.g. ‘Australian Government Official Website’)
- Avoid dividing an electronic address. Place the Internet address on a single line when possible.

**A World Wide Web Page**

*Author Known:*

1. author name and initial
2. year of publication
3. title of site/page (underlined or in italics)
4. [Online]
5. Available:
6. URL or Internet address
7. year, month and day the material was accessed (between square brackets)

*Author Unknown:*

1. title of site/page (underlined or in italics)
2. [Online]
3. year of publication
4. Available:
5. URL or Internet address
GENC6001 Introduction to Marketing

6. year, month and day the material was accessed (between square brackets)

Examples:

a web page with an author:


an unauthored web page:


More Examples

A foreign language title:
Put the translation in parenthesis after the original title:

Jung, C.G. 1964, *Der Mensch und seine Symbole* (Man and his Symbols)

A newspaper article with a named author:

Donaghy, B 1994, ‘National meeting set to review tertiary admissions’, *Campus News*, 3-9 Mar, p. 3.

An unattributed newspaper article:


Government publications:
Give the name of the ministry or agency that has issued the report:


Off-Air Recordings


How Do I . . .?

Depending on the assignment, there may be times when you use sources of information outside strict ‘academic text’ boundaries. When in doubt about how to reference a source, ASK!! Ask your tutor, at your school office, or at The Learning Centre.

Hints on Successful Group work:

Effective groups are those that are able to (i) meet regularly; (ii) develop and follow a work plan; (iii) divide the work according to each member’s strengths, and as evenly as possible; and (iv) encourage open communication, participation and the sharing of ideas.

STUDENT SUPPORT SERVICES

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course coordinator prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the EADU 9385 4734. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.