NOTE: THIS IS A PROVISIONAL OUTLINE. THE FINAL OUTLINE WILL BE HANDED OUT IN CLASS IN WEEK 1.
1. COURSE STAFF
Course coordinator and lecturer: Dr Rita Di Mascio
Consultation times: TBA
Location: John Goodsell Building Room 306
Contact phone: 9385 3383
Email: r.dimascio@unsw.edu.au

1.1 Communication with Staff
For contact outside of class time, please email, telephone, or see me during consultation hours.

2. Information about the course
2.1 Teaching times and Locations
Updated information regarding class time and location can be found on the following website
http://www.handbook.unsw.edu.au/vbook2007/brGenEdByFaculty.jsp
Please check the website for most current information.

2.2 Units of Credit
GENC6001 is a 3 credit-point subject.

2.3 Relationship of this course to other course offerings
GENC6001 is a general education course, which aims to provide student with a
basic introduction to marketing concepts.

2.4 Approach to learning and teaching
This course is constructed so as to challenge you, encourage you to develop
independent thinking and to take responsibility for your own learning. From
experience, I have found that students are more receptive to learning when
relevance and realism are present. Therefore a student-centred and process
based approach is taken in this course. By exposing you to the basic concepts
and situations in marketing it will enable you to become conversant with the
terminology, frames of reference, and approaches to research employed by
marketing practitioners, academics and researchers.

3. Course Aims and Outcomes

3.1 Course Aims
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.

This course 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 fundamental 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.

3.2 Student Learning Outcomes
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:

- 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.
- Illustrate how the marketing function operates within companies, what it does, what it should be doing, how does it help make the company successful? 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:
- Improved “people” skills, through group work.
- Improved presentation skills.
- Conversant with the terminology and approaches to marketing
- Develop skills related to critical analysis and problem solving in marketing

3.3 Teaching Strategies
Since there are no tutorials in this course, the lectures are designed to be as interactive as possible. Extensive use will be made of case studies to illustrate how various companies have implemented aspects of the marketing concept. After analysing the cases, class questioning and discussion will be utilised to extract the key concepts and implications. It will be presumed that you have completed the required reading for the week before attending the lecture. (As noted below, the final mark for this subject includes a participation component so that this discussion is as fruitful as possible).

4. Student responsibilities and conduct
For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website.

4.1 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

5. Learning Assessment
5.1 Formal Requirements
In order to pass this course, you must:
* achieve a composite mark of at least 50%; and
* gain at least 30 of the 60 marks allocated to the mid- and final- examinations combined. If you gain less than 30 of the 60 marks for the combined exams, you will receive a UF grade.

5.2 Assessment Details

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Application exercises</td>
<td>15%</td>
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<tr>
<td>Project</td>
<td>25%</td>
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<tr>
<td>Examination:</td>
<td></td>
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<tr>
<td>- midsemester</td>
<td>5%</td>
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<tr>
<td>- final</td>
<td>55%</td>
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**Application exercises** (worth 15%)
Each week we will usually have a practical case or situation to analyse, which will require you to apply concepts discussed in the lectures of previous weeks. You must read the case/situation assigned for the week before arriving to class.

The purpose of these application activities is to give you an opportunity to:
- apply the concepts in the text and readings to a practical example
- enhance critical thinking and analysis skills
- engage with others in the class.

Marks will be awarded on a pro-rata basis; that is, contributing in all activities over the semester will earn the full 15 marks; participating in half of the possible activities will earn 7.5 marks.

**Project (worth 25%)**
In Weeks 9-13, you will be managing a given, hypothetical business, and will make marketing-related decisions such as product, promotion and pricing decisions.

**Project results (worth 17%, due end of week 13)**
More details of the assessment will be provided in week 1 and on Web-Vista.

**Marketing strategy poster (worth 3%, due in week 14 lecture)**
At the end of the project, you will prepare a poster describing the strategy adopted, the rationale for the chosen strategy, and any feedback used in implementing the strategy. Details of the poster will be provided on Web-Vista. Please bring this to the week 14 lecture as it will be used in a debrief session in Week 14.

**Individual reflection (worth 5%, due in Week 14 lecture)**
Write a reflection (>750 words) about your experience in the project, and what you learnt from this experience. Areas to include are:
- what you tried to achieve in the project, including ideas from the readings or lectures that you tried to implement, what you actually achieved, and your assumptions about how the business operated
- your reflections on how the project went, what worked, what didn't and why.
- what you might do differently if you had the chance to do the project again.

The reflection will be assessed on:
- evidence of critical reflection on own experience.
- where a specific incident is reflected on, the incident is described in sufficient detail to make the reflections meaningful.
- original views of understandings: sometimes reflections produce new understanding of distribution. This criterion is used to acknowledge this when it happens.
- intellectual coherence: logical flow and clear presentation of ideas.

The individual reflection will not be graded (ie a mark out of 5 awarded will not be awarded). Instead, a full 5 marks will be awarded if the reflection is satisfactory. Hand in your reflection to the lecturer at the beginning of the lecture.

Examinations (worth 60%)
The examinations are designed to provide an individual assessment of the depth of your knowledge of customer relationship management.

The exams comprise:
- A mid-semester exam (worth 5%) will be held in the lecture in Week 7. More details will be posted on Web-Vista
- The final exam (worth 55%) will be held during the formal exam period. It will be a 2-hour closed-book exam. More details will be posted on Web-Vista later in the semester. Be aware that the final examination may fall at any time during the formal examination period. The scheduling of examinations is controlled by the University administration. No early examinations are possible. The University's key dates relating the formal examinations, as well as other key dates, are located at: [https://my.unsw.edu.au/student/resources/KeyDates.html](https://my.unsw.edu.au/student/resources/KeyDates.html)

5.3 Assignment Submission Procedure
Unless otherwise indicated on Web-Vista, assignments are to be handed in to the lecturer in class on the due date. Please keep a copy of all work submitted.

5.4 Late Submission
Information about late submission of assignments, including penalties, is available on the School of Marketing’s website [http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=Current_Policies](http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=Current_Policies)

5.5 Special Consideration and Supplementary examinations
Details relating to procedures for special consideration and supplementary exams can be found at: [http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=Current_SpecialConsideration](http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=Current_SpecialConsideration)

NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

5.6 Assignment Format

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1 This assessment criteria is adapted from criteria used to assess reflection in PHCM9401 Introduction to University Learning and Teaching.
All written work should be typed in 12 point-font, be single spaced, and should contain appropriate headings throughout and an appropriately annotated bibliography.

6. Academic Honesty and Plagiarism
The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: www.my.unsw.edu.au/student/atoz/Plagiarism

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:
• direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
• paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
• piecing together sections of the work of others into a new whole;
• presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
• claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.
The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.
Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.
The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: www.lc.unsw.edu.au/plagiarism
The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:
correct referencing practices;
• paraphrasing, summarising, essay writing, and time management;
• appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.
Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.

7. STUDENT RESOURCES
7.1 Course Resources

Readings for each week will be available on MyCourse.

Web-Vista
Assignment instructions, course announcements and some additional material will be posted on Web-Vista throughout the semester. Please check Web-Vista regularly, and at least twice a week.
Additional content resources
Some newspapers, magazines and journals that contain articles about marketing are:

Newspapers/Magazines
- Business Review Weekly
- Australian Financial Review
- The Australian (Marketing section)
- B&T Magazine
- Advertising News
- Sydney Morning Herald (Business section)
- Advertising Age
- Adnews

Academic/Practitioner journals
- Journal of Marketing
- Harvard Business Review
- Australian Marketing Researcher
- Journal of Consumer Research
- Journal of Advertising
- Journal of Advertising Research
- Journal of Marketing Management
- European Journal of Marketing
- Australian Journal of Management

7.2 Other Resources, Support and Information
The University and the Faculty provide a wide range of support services for students, including:

- Learning and study support;
- Counselling support;
- Library training and support services;
- Disability support services.

In addition, it is important that all students are familiar with University and Faculty policies and procedures in relation to such issues as:

- Examination procedures and advice concerning illness or misadventure;
- Supplementary Examinations;
- Occupational Health and Safety policies and expectations;

For information and links relating to the above services, please see the School of Marketing homepage.

8. Continual Course Improvement
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.
## 8. Course Schedule (Provisional – final schedule to be handed out in week 1)

<table>
<thead>
<tr>
<th>Week -beginning -</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1 February 26</td>
<td>Introduction and overview of course</td>
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<tr>
<td>2 March 5</td>
<td>Who is the customer&lt;br&gt;– consumer marketing</td>
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<tr>
<td>3 March 12</td>
<td>Who is the customer&lt;br&gt;– business marketing</td>
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<tr>
<td>4 March 19</td>
<td>Focusing on the 'right' customer group&lt;br&gt;– target market and segmentation</td>
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<tr>
<td>5 March 26</td>
<td>Finding out what your customers want?&lt;br&gt;– market research</td>
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<tr>
<td>6 April 2</td>
<td>What are you offering&lt;br&gt;– products and services</td>
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<tr>
<td>Break April 9</td>
<td>Quiz</td>
</tr>
<tr>
<td>7 April 16</td>
<td>What about a new range of products and services&lt;br&gt;– New product development</td>
</tr>
<tr>
<td>8 April 23</td>
<td>Telling customers about your offering:&lt;br&gt;– Promotion and advertising</td>
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<tr>
<td>9 April 30</td>
<td>How much to charge for your offering?&lt;br&gt;– Pricing</td>
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<tr>
<td>10 May 7</td>
<td>Putting it all together:&lt;br&gt;– Marketing strategy</td>
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<tr>
<td>11 May 14</td>
<td>Ethics</td>
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<tr>
<td>12 May 21</td>
<td>Project time</td>
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<tr>
<td>13 May 28</td>
<td>Project debrief&lt;br&gt;Exam revision</td>
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</tbody>
</table>

Readings for each topic will be supplied on MyCourse

**Changes to this outline**, if required, will be discussed in class and/or announced on Web-Vista.