Faculty of Commerce and Economics
School of Marketing

GENC6001
INTRODUCTION TO MARKETING

COURSE OUTLINE
SESSION 2, 2005
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1. COURSE STAFF

Lecturer: Dr Jennifer Harris  Consultation Hours:  
Office: Room 305, John Goodsell  Wed 10am – 12pm  
Telephone: (02) 9385 1823  Email: jennifer.harris@unsw.edu.au

1.1 Communication with Staff  
Staff consultation times are specified above. If you wish to contact me outside these times, please do so by email. Questions of a general nature regarding any piece of assessment should be placed on the bulletin board on webCT. Any question on webCT will be answered within 24 hours.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching time and Location

<table>
<thead>
<tr>
<th>Day</th>
<th>Start/Finish</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Lecture (2hr)</td>
<td>Wednesday (pm)</td>
<td>1.00pm to 3.00pm</td>
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You MUST attend the weekly lecture. There are NO TUTORIALS for this subject.

2.2 Units of Credit

2.3 Relationship of this course to other course offerings

GENC6001 is a general education course, designed to provide the 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 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.

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 “public speaking” and “people” skills, through groupwork.
- Improved presentation skills.
- become 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 video case studies to illustrate how various companies have implemented aspects of the marketing concept. After viewing the videos, 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.) Opportunities for deeper investigation of particular aspects of marketing will be provided through debates.

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.

Attendance will be randomly taken during lectures to check students’ attendance. You must be present when your name is called at random, otherwise you will be marked as absent.

5. LEARNING ASSESSMENT

5.1 Formal Requirements

VERY IMPORTANT!
To pass the course YOU MUST:
- achieve a composite mark of at least 50; and
- pass the individual component (exams and lecture attendance and participation), i.e., you MUST score at least 25/50 on this component, to be eligible for your group marks to count.
5.2 Assessment Details

Assessment will be on the following basis:

**Individual Components**
- Exams (2@ 20% each) 40%
- Lecture attendance and participation 10%

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

**TOTAL** 100%

**Exams ~ 40%**
There will be 2 exams in this course:
- Exam 1 – This will be worth 20% of your final mark for this course. It will take place in lecture time in Week 9. It will be a multiple choice format and cover work from weeks 1-7 (inclusive). You will be given 1 hour to complete the questions.
- Exam 2 – This will be worth 20% of your final mark for this course. It will take place in lecture time in Week 14. It will consist of multiple choice questions and one written response question. Though it will cover all the work in this course, more emphasis will be given to work covered in weeks 8-13. You will be given 1 hour and 15 minutes to complete the exam.

PLEASE NOTE:
There will only be one opportunity to complete each exam – that is they 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 and participation – 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.

You are expected to attend lectures as scheduled - on Wednesdays 1-3pm. 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.

Names will also be called randomly to participate and answer discussion questions in class. Both attendance and active participation count towards this 10%.
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 examinations

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

In the lecture, you will be divided into groups of 4 or 5 (final number dependent on course enrolment). 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. Depending on final course numbers, there will also be a team coach and a moderator. Guidelines with more details will be handed out in lectures in week 3.

Each group member will have their own role. Each member will be marked individually (based upon your own evidence of preparation for the debate that you hand in, e.g., debate notes or similar, and your contribution to the groupwork) and as a group (the actual debate content and presentation). The contribution to groupwork (part of the 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.

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.

Debates will take place in week 6 and 12. (These will be in place of the lecture for these weeks.) You will be required to at least attend the entire debate session for the week that you are presenting. However, you are strongly encouraged to attend both sessions as it will be useful as a revision of the topics and also as a benchmark for your own presentation.

The dates and times for debates will be allocated to groups in week 3. Your group of 4/5 will debate against an opposing team (of 4/5 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.
5.4 Late Submission
Information about late submission of assignments, including penalties, is available on the School of Marketing’s website

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

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

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.

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. If you are unsure about how to reference in any of your work, go to http://www.lc.unsw.edu.au/onlib/ref.html.

7. STUDENT RESOURCES

7.1 Course Resources

**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:

<table>
<thead>
<tr>
<th>NEWSPAPERS/MAGAZINES</th>
<th>ACADEMIC JOURNALS</th>
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</thead>
<tbody>
<tr>
<td>Business Review Weekly (BRW)</td>
<td>Journal of Marketing</td>
</tr>
<tr>
<td>Australian Financial Review</td>
<td>Harvard Business Review</td>
</tr>
<tr>
<td>The Australian (Marketing Section)</td>
<td>Australian Marketing Researcher</td>
</tr>
<tr>
<td>B&amp;T Magazine</td>
<td>Journal of Consumer Research</td>
</tr>
<tr>
<td>Marketing Management</td>
<td>Journal of Advertising</td>
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<tr>
<td>Advertising News</td>
<td>Journal of Advertising Research</td>
</tr>
<tr>
<td>Sydney Morning Herald (Business Section)</td>
<td>Journal of Retailing</td>
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<tr>
<td>Advertising Age</td>
<td>Journal of Marketing Management</td>
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<tr>
<td>AdNews</td>
<td>Industrial Marketing Management</td>
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<tr>
<td></td>
<td>European Journal of Marketing</td>
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<tr>
<td></td>
<td>Australian Journal of Management</td>
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</table>

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/

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 [note School web pages where this information is presented]

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 (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) 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.
### 9. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Chapter</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27 July</td>
<td>What is marketing?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3 Aug</td>
<td>Who is the customer?</td>
<td>2 &amp; 3</td>
<td></td>
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<td></td>
<td></td>
<td>– Consumer and Business marketing</td>
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<tr>
<td>3</td>
<td>10 Aug</td>
<td>Focusing on the “right” customer group: Targeting and segmentation</td>
<td>4</td>
<td></td>
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<tr>
<td>4</td>
<td>17 Aug</td>
<td>Finding out what the customer wants: Marketing research</td>
<td>5</td>
<td></td>
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<tr>
<td>5</td>
<td>24 Aug</td>
<td>What are you offering?</td>
<td>6</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Products and services</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>31 Aug</td>
<td><strong>DEBATES 1</strong></td>
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<tr>
<td>7</td>
<td>7 Sept</td>
<td>What about a new range of products?</td>
<td>7</td>
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<tr>
<td></td>
<td></td>
<td>New product development</td>
<td></td>
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<tr>
<td>8</td>
<td>14 Sept</td>
<td>Getting products to customers: Distribution and logistics</td>
<td>8 &amp; 9</td>
<td></td>
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<tr>
<td>9</td>
<td>21 Sept</td>
<td><strong>EXAM 1</strong></td>
<td></td>
<td>Multiple choice, covers week 1-7 (incl)</td>
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<tr>
<td></td>
<td></td>
<td><strong>BREAK WEEK</strong></td>
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<tr>
<td>10</td>
<td>5 Oct</td>
<td>Telling customers about your offering: Promotion and advertising</td>
<td>10&amp;11</td>
<td></td>
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<tr>
<td>11</td>
<td>12 Oct</td>
<td>How much to charge for your offering? Pricing</td>
<td>13</td>
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<tr>
<td>12</td>
<td>19 Oct</td>
<td><strong>DEBATES 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>26 Oct</td>
<td>Putting it all together:</td>
<td>14 &amp;15</td>
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<tr>
<td></td>
<td></td>
<td>Marketing strategy</td>
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<td></td>
<td>Ethics</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>2 Nov</td>
<td><strong>EXAM 2</strong></td>
<td></td>
<td>Multiple choice + written; covers entire course</td>
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</tbody>
</table>