1. COURSE STAFF

1.1 Communication with Staff

2. INFORMATION ABOUT THE COURSE

2.1 Teaching time and Location
2.2 Units of Credit
2.3 Relationship of this course to other course offerings
2.4 Approach to learning and teaching

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
3.2 Student Learning Outcomes
3.3 Teaching Strategies

4. STUDENT RESPONSIBILITIES AND CONDUCT

5. LEARNING ASSESSMENT

5.4 Late Submission
5.5 Special Consideration and Supplementary examinations
6. Academic Honesty and Plagiarism

7. STUDENT RESOURCES

7.1 Course Resources
7.2 Other Resources, Support and Information

8. CONTINUAL COURSE IMPROVEMENT

9. COURSE SCHEDULE
1. COURSE STAFF

Lecturer in charge: Dr. Mathew Chylinski  
Room: JG 312  
Phone: 9385 3344  
Email: m.chylinski@unsw.edu.au  
Consultation: Tuesday 1pm – 3pm

Lecturer: Dr. Tania Bucic  
Room: JG 310  
Phone: 9385 3315  
Email: t.bucic@unsw.edu.au  
Consultation: Tuesday 11am – 12pm

1.1 Communication with Staff
Staff consultation times are specified above. If you wish to contact any of us outside these times, please do so by email.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching time and Location

<table>
<thead>
<tr>
<th>Day</th>
<th>Start/Finish</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture (2hr)</td>
<td>Thursday</td>
<td>3pm to 5pm</td>
</tr>
</tbody>
</table>

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
GENC6002 is a general education course, designed to provide the student with a basic introduction to marketing consumer behaviour 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 marketing “is to provide products that satisfy consumer needs”, the way to grow a business is through understanding consumers. Because of these, consumer behaviour has often been equated with creativity and viewed as the foundation of marketing.

What are we going to learn?
Everywhere we go, every time we buy, when we eat, when we drink, we are consumers. At the same time however we are being 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? By understanding consumer psychology we will be able to answer some of these questions. The beauty of consumer behaviour as a discipline 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 consumer behaviour concepts. The aim of this course is to expose students to the basic concepts in modern consumer behaviour 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 marketing by developing an overview of where the consumer psychology 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 consumers and consumer 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 consumer behaviour. 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 in psychology, sociology, economics and general marketing theory.

Illustrate how the consumer 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 consumer behaviour concept, wherever there are people and markets there will be consumer behaviour. Many non-traditional marketers, lawyers, theatre groups, community groups etc are increasingly looking at marketing and consumer behaviour 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 consumer behaviour
- 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 and consumer concepts. 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:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Session Exam</td>
<td>40%</td>
</tr>
<tr>
<td>Major Project</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Progress Quiz</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

*There is a chance for you to gain the participation mark (i.e.: 5% of the total marks in the course) by participating in a faculty run research project. Students can choose to participate in a research project in exchange for 5% mark. The research project will be announced in the lecture. Otherwise, if you choose not to participate you will need to be more active in class discussions to gain that extra 5%. Details of the research projects will be communicated in the lectures.*

**Progress Quiz (15%)**

The Quiz is worth 15%, and covers all materials from the lectures and readings prior to the quiz. The format will be multiple choice. You will be advised of the timing and number of questions closer to the time (in lectures).

**Mid-Session Exam (40%)**

This will be worth 40% of your final mark for this course. It will take place in lecture time in Week 7. It will be a short answer format. The exam covers work from all weeks prior. You will be given 1.5 hours to complete the questions – this will be held in the regular lecture time.

**Major Project (30%)**

The project will be worth 30% of your final mark for this course. The length of the written report will be 2000 words. It is designed to give you the opportunity to apply some of the concepts discussed in the lectures to a real marketing problem. In groups of 4-5 students you will choose a consumer product and develop a strategy to position the product in the minds of consumers. This will involve a creative design of the product attributes, and the basic communication strategy. The communication strategy will need to consider the medium; that is whether radio, television, print or a combination of these is the most effective way to inform consumers about the product.
benefits. You will need to apply the consumer behaviour concepts from the lectures in designing the communication and positioning of your product.

**Presentation (10%)**

You will give a presentation based on your product. The presentation will have the form of a project pitch to a board of directors. As such, you have to convince the board of directors the creativity and the merits of your strategy. However, your focus should also be on the application of the marketing and consumer behaviour concepts. This means that you not only have to present your positioning strategy for the product, but also justify why you have chosen a specific course of action in terms of the theoretical concepts from the lectures and your readings. You should integrate all the information into a consistent argument. The quality of your argument will be the major determinant of your presentation mark. Assessment of the presentation will also depend on your presentation style and the level of discussion that you are able to generate during and following the presentation. Hence you will need make the presentation interesting and plan for and encourage discussion during and after the presentation. To improve your presentation style you should refer to books on the topic in the UNSW library.

**PLEASE NOTE:**
There will only be one opportunity to complete the quiz and the mid-session 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 – 80%**

You will be required to attend 80% lectures to pass this subject. Since there are no tutorials in GENC6002, 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. 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. If you meet the attendance requirement you will receive 15% of the final mark for your effort ☺. The other 15% of the final mark is devoted to class participation. This will be given out depending on your performance in class discussions. This means taking frequent and active role in the discussions and making intelligent comments.

Names may also be called randomly to participate and answer discussion questions in class.

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

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:

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

ACADEMIC JOURNALS
Journal of Marketing
Harvard Business Review
Australian Marketing Researcher
Journal of Consumer Research
Journal of Advertising
Journal of Advertising Research
Journal of Retailing
Journal of Marketing Management
Industrial Marketing Management
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/

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>Activity</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Mar</td>
<td>Intro: Consumers in the marketplace: Ch1</td>
<td>Get to know each other, general introduction into the subject.</td>
<td>Tania</td>
</tr>
<tr>
<td>2</td>
<td>8 Mar</td>
<td>From the consumer’s point of view…perception, exposure, attention: Ch2</td>
<td>Workshop lecture PLUS group activity to be administered on the day.</td>
<td>Mathew</td>
</tr>
<tr>
<td>3</td>
<td>15 Mar</td>
<td>Influences: learning, motivation, values: Ch3&amp;4</td>
<td>Workshop</td>
<td>Mathew</td>
</tr>
<tr>
<td>4</td>
<td>22 Mar</td>
<td>Who am I? –The self, personality, lifestyle and attitude: Ch5,6&amp;7</td>
<td>Workshop PLUS allocation of groups and project topics</td>
<td>Mathew</td>
</tr>
<tr>
<td>5</td>
<td>29 Mar</td>
<td>Part 1: We are decision makers! Ch9,10,11&amp;12</td>
<td>Workshop PLUS return of quiz, discussion of progress</td>
<td>Tania</td>
</tr>
<tr>
<td>6</td>
<td>5 Apr</td>
<td>Part 2: We are decision makers! Ch9,10,11&amp;12</td>
<td>Workshop PLUS return of quiz, discussion of progress</td>
<td>Tania</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>EASTER BREAK</strong></td>
<td><strong>Mid session exam (40%)</strong></td>
<td>Mathew</td>
</tr>
<tr>
<td>7</td>
<td>19 Apr</td>
<td></td>
<td><strong>Mid session exam (40%)</strong></td>
<td>Mathew</td>
</tr>
<tr>
<td>8</td>
<td>26 Apr</td>
<td>Differentiators: Income, social class</td>
<td>Workshop</td>
<td>Mathew</td>
</tr>
<tr>
<td>9</td>
<td>3 May</td>
<td>Ethnicity, race, religion: Ch14&amp;15</td>
<td>Possible guest lecture</td>
<td>Tania</td>
</tr>
<tr>
<td>10</td>
<td>10 May</td>
<td>Culture: Ch16&amp;17</td>
<td>Workshop PLUS return of mid session exam</td>
<td>Mathew</td>
</tr>
<tr>
<td>11</td>
<td>17 May</td>
<td>Consumer Rights: (no notes provided, lecture only)</td>
<td>Possible guest lecture</td>
<td>Mathew</td>
</tr>
<tr>
<td>12</td>
<td>24 May</td>
<td>Presentation &amp; project due</td>
<td>10gps@3students/gp@10 min each</td>
<td>Tania</td>
</tr>
<tr>
<td>13</td>
<td>31 May</td>
<td>Presentation &amp; project due</td>
<td>10gps@3students/gp@10 min each</td>
<td>Tania</td>
</tr>
<tr>
<td>14</td>
<td>7 Jun</td>
<td>Subject review &amp; wrap-up</td>
<td></td>
<td>Tania</td>
</tr>
</tbody>
</table>