Please note this outline is based on the Australian School of Business course outline template 2007.
1. COURSE STAFF

Please note – staff will be relocating to the Quad building part way through the terms – you will be advised of the new room numbers.

Lecturers * - this subject is co-taught by:
Emma Macdonald
Room 237 John Goodsell Building
Telephone: 02-9385 1210
Consultation: Tues 10-11 am

Marion Burford * Please see Marion for any administrative issues
Room 135 John Goodsell Building
Telephone: 02-9385 3739
Consultation: Monday 10-11 am

1.1 Communication with Staff
For contact outside of lecture times, please use the above-listed details. Staff will be available for consultation at the specified times. If you require contact outside of this time, please email or phone the staff member with your question or to arrange an alternate and mutually suitable consultation arrangement. Please note student queries may also be posted on the WebCT.Vista site for Genc 6002.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
Lecture / Seminar – Time 11am to 1pm. F21 Rm 1042 Enter rear Library.
Attendance for the full session is compulsory as there are no tutorials in this subject.

2.2 Units of Credit
Genc 6002 is a general education course, designed to provide the students with an introduction to marketing consumer behaviour concepts from a consumer’s perspective. There are no pre-requisites. It is a 3 – credit point subject.

2.3 Relationship of this course to other course offerings
This course cannot be substituted for any courses from the marketing stream.

2.5 Approach to learning and teaching
This course through its focus on the consumer draws on other disciplines: economics; psychology; anthropology; sociology; and marketing planning and management. It seeks to expose students to a diversity of viewpoints and to give them opportunity to exercise their creativity through hands-on learning. A range of activities will be used: lectures; in class group exercises; videos; fieldwork and students group presentations and reports. The course will be team taught to reinforce an eclectic approach to learning.
3. COURSE AIMS AND OUTCOMES

3.1 Course Aims

This subject aims to give students an understanding of the relationship between what businesses and marketers do for the consumer and for society on the one hand and what consumers bring to the market and what they seek and obtain from it on the other hand. After all we all ‘market’ and ‘consume’ on a daily basis.

3.2 Student Learning Outcomes

Knowledge related objectives

a. To understand what marketers do and why.
b. To understand consumer behaviour – how and why consumers buy and how they respond to marketing programs.
c. To understand the relationship between marketing and society including the desirable and undesirable impact of marketing activity, on the consumer and on society.
d. To study the ethical issues in marketing; to examine the role of government; public policy and consumer organizations in shaping ethical behaviour of marketers and consumers.

Student skills and aptitude development objectives

a. To provide an opportunity to think about their own behaviour as consumers.
b. To provide an opportunity to hone written and oral communication; to engage in group (peer) learning.
c. To foster responsible, productive, open-minded, and enlightened citizens in the marketplace.

3.3 Teaching Strategies

Students will be expected to be actively involved in their learning. Some of the lecture times will be used to present and explain some of the more complex concepts that the student will encounter in their research and reading. Material will be presented in a variety of ways: video; slides; class activities. Students will help support their peers learning through presentation of their assigned topics. To achieve this students will need to read widely (not just from the recommended text) as issues relating to consumers draw from many disciplines. The ‘content’ of the course will be examined through application to a short answer and mini-essay final exam. The project will enable students to delve deeply into a particular aspect of the ‘consumer’ that is of interest to them. The lecturers role is to help students to manage the learning process and to structure their work.

4. STUDENT RESPONSIBILITIES AND CONDUCT

4.1 Workload

It is expected that you will spend at least five hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.
4.2 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. You need to be in attendance for the whole two hour period as checking will be done randomly. Work commitments or other subject commitments are not an acceptable excuse for partial- or non-attendance.

4.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

4.4 Keeping informed
You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information.

5. LEARNING ASSESSMENT

5.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50;
- make a satisfactory attempt at all assessment tasks (see below); and
- have attended at least 80% of lectures (or you will be unable to sit the final assessment); and
- gained more than 50% in the final exam (or a UF/F grade will be awarded).

5.2 Assessment Details
*Please see separate details for topic schedule, assessment requirements and the marking criteria. These will be made available as required.*

**Group work** (research, planning, cooperation and communication skills)
- Discussion topic presentation (Groups of 2) 20%
  - Weeks 3 to 10
- ‘Consumer Issue’ Project (Groups of 4) 35%
  - Weeks 3 to 13

**Individual work** (application of consumer behaviour concepts and issues)
- Final exam (in university exam period) 40%
- Research participation or article review 5%
  - As scheduled up to Week 12
5.3 Assignment Submission Procedure
Please note any assessment work will need to have a School of Marketing Cover Sheet signed by each individual claiming a contribution to the work (note you cannot sign for another group member!). All work has to be sufficiently and adequately referenced. Please see separate assessment guides for further details.

5.4 Late Submission
All assessment tasks need to be submitted on time. The School of marketing has a 10% per day penalty policy for late submissions. See your lecturers early to get help with any difficulties you may encounter in doing the required tasks.

5.5 Special Consideration and Supplementary examinations
UNSW policy and process for Special Consideration applies (see https://my.unsw.edu.au/student/atoz/SpecialConsideration.html). Specifically:

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will not be accepted by teaching staff;
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;
- Please note: a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

5.6 Assignment Format
A separate guide to the assessment in this course will be provided. This will detail the aims and specify in detail the requirements for each task.

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: http://www.lc.unsw.edu.au/plagiarism/index.html

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

Highly Recommended Reading:

Or any other Consumer Behaviour texts: (all will cover the basic terminology and concepts) – see additional readings list (given out separately with topics guide)

Academic research putting the consumer first:
The Journal of Consumer Research for Consumers (run out of University of Western Australia) www.jrconsumers.com
International Centre for Anti-Consumption Research www.icar.auckland.ac.nz
Organisations / Government departments

Advertising Standards Board
Austel
Australian Broadcasting Authority
Australian Bureau of Statistics www.abs.gov.au
Australian Competition and Consumer Commission (ACCC)
Australian Consumers Association (Choice) www.choice.com.au
Australian Direct Marketing Association www.adma.com.au
Advertising Federation of Australia www.afa.org.au
(Previously known as MRSA).
Australian Marketing Institute www.ami.org.au
Australian Securities & Investments Commission
B&T advertising, marketing & media magazine www.bandt.com.au
Commonwealth/State Consumer Products Advisory Committee
Department of Fair Trading – State and Federal branches
Federal Bureau of Consumer Affairs
NotGoodEnough www.notgoodenough.org
National Food Authority
Telecommunications Industry Ombudsman
The National Consumer League
Therapeutic Goods Administration

General Academic Marketing Journals
(as ranked by Australian Marketing academics*)
1. Journal of Consumer Research
2. Journal of Marketing
3. Journal of Marketing Research
4. Marketing Science
5. Journal of Retailing
6. Journal of the Academy of Marketing Science
7. Journal of International Business Studies
8. International Journal of Research in Marketing
9. Journal of Advertising
10. Marketing Letters

“Pracademic” journals
Harvard Business Review
MIT Sloan Management Review
California Management Review

Magazines
Professional Marketing
Marketing
Ad News
B&T

Newspapers
Sydney Morning Herald (Business Section)
Australian Financial Review
(Marketing & Media section on Mondays)
The Australian newspaper

Business Review Weekly
Far Eastern Economic Review
The Asian Wall Street Journal
The Economist
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**
  - FACULTY Education Development Unit ([http://education.fce.unsw.edu.au](http://education.fce.unsw.edu.au))
  - UNSW Learning Centre ([http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au))
  - EdTec – WebCT information ([http://www.edtec.unsw.edu.au](http://www.edtec.unsw.edu.au))

- **Counselling support**: [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)

- **Library training and support services**: [http://info.library.unsw.edu.au](http://info.library.unsw.edu.au)

- **Disability 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 or the Equity Officer ([http://www.equity.unsw.edu.au/disabil.html](http://www.equity.unsw.edu.au/disabil.html)). Early notification is essential to enable any necessary adjustments to be made.

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

- **Examination procedures** and advice concerning illness or misadventure ([https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html](https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html))


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/content/course_prog_support/catei.cfm?ss=0](http://www.ltu.unsw.edu.au/content/course_prog_support/catei.cfm?ss=0)) is one of the ways in which student evaluative feedback is gathered. From this feedback this course has been updated to encourage student involvement in the course delivery with more time available in lectures for students to interact.

9. COURSE SCHEDULE

This schedule will be discussed in detail in the first lecture and will a copy of this will be provided at that time. The schedule will highlight the assessment milestones as well as clearly set out the lecture activities.