Faculty of Commerce and Economics
School of Marketing

MARK1012
MARKETING FUNDAMENTALS

COURSE OUTLINE
SESSION 1, 2006
AN IMPORTANT NOTICE

Dear Students

Welcome to Mark1012: Marketing Fundamentals.
This course outline has been prepared especially for you. Please refer to the table of content on the next page. You must read each and every section and subsection of this document thoroughly and carefully. It answers many important questions pertinent to this course i.e., Mark1012.

All announcements and all amendments to the course outline will be announced in Lectures and become binding at the conclusion of that lecture. It is the student’s responsibility to be present. Also please make it a habit to check the Webet for the course and your email regularly.

Any question already answered in this document WILL NOT BE ANSWERED again.

Mohammed A Razzaque

Lecturer-in-charge, Mark1012
Session 1, 2006
TABLE OF CONTENTS

1. The Teaching Team 2
   1.1 Members of the teaching team and their particulars
   1.2 Communication with Staff

2. Information about the Course 4 - 5
   2.1 What is Marketing?
   2.2 Teaching times and Locations
   2.3 Units of Credits
   2.4 Relationship of this course to other course offerings
   2.5 Approaches to learning and teaching

3. Course Aims and Outcomes 5 - 7
   3.1 Course objectives
   3.2 Student learning outcomes
   3.3 Teaching Strategies
   3.4 Sources of Information: Textbook and Readings

4. Student Responsibilities and Conduct 7 - 8
   4.1 Attendance
   4.2 Formation of Groups
   4.3 General Conduct and Behaviour

5. Learning Assessment 8 -13
   5.1 Formal Requirements
   5.2 Assessment Details
      5.2.1 Minitest/Case Based Test
      5.2.2 Final Examination
      5.2.3 Tutorial Assessment
      5.2.4 The Research Component
      5.2.5 Group Project: Major Assignments
         5.2.5.1 Project Scenario
         5.2.5.2 Interim Report
         5.2.5.3 Assignment Format
         5.2.5.4 Assignment Submission Procedure
         5.2.5.5 Some General Guidelines
         5.2.5.6 Late Submission
         5.2.5.7 Special consideration and Supplementary Examination

6. Academic Honesty and Plagiarism 14

7. Other Resources, Support and Information 15

8. Continual Course Improvement 15

9. Course Schedule 16-18
   9.1 Lecture Outline
   9.2 Tutorial Outline


11. Assignment Cover Sheet 25
1. THE TEACHING TEAM

1.1 The members of the Teaching team and their particulars

**Lecturer-in-Charge:** Dr. Mohammed A Razzaque.
Room 320A, John Goodsell Building.
Telephone: 9385 1435
Email: ma.razzaque@unsw.edu.au

**Consultation Hours:**
- Monday 2-30 pm – 3-30 pm
- Tuesday 2-30 pm – 5-30 pm

**Associate Lecturers/Tutors:**
1. Marion Burford
   - Room No 135
   - John Goodsell Building
   - Telephone: 9385 3739
   - Email: m.burford@unsw.edu.au

2. TBA
   - Room
   - John Goodsell Building
   - Telephone
   - Email:

3. TBA
   - Room
   - John Goodsell Building
   - Telephone
   - Email:

1.2 Communication with Staff

If you need to consult the Lecturer or your tutor outside the consultations hours shown above, call the respective person and make an appointment. Alternatively feel free to email the person. We will try to get back to you as soon as possible.
2. INFORMATION ABOUT THE COURSE

2.1 What is Marketing?
Marketing – a discipline concerned with creation of ‘value’ and exchange of ‘values’ between marketers and their customers - is a dynamic and highly stimulating 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.

2.2 Teaching times and locations

Lecture: Select one from the following

<table>
<thead>
<tr>
<th>Day</th>
<th>Lecture</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays</td>
<td>Mornings</td>
<td>12-00 am - 2-00 pm</td>
<td>CLB 3</td>
</tr>
<tr>
<td></td>
<td>Evenings</td>
<td>4-00 pm - 6-00 pm</td>
<td>WEBSTER A</td>
</tr>
</tbody>
</table>

Tutorials: Select one from the following

<table>
<thead>
<tr>
<th>Tutorial No.</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUT T01</td>
<td>Monday</td>
<td>18-19:30</td>
<td>(Quad G026)</td>
</tr>
<tr>
<td>TUT T05</td>
<td>Tuesday</td>
<td>13-14:30</td>
<td>(Quad 1045)</td>
</tr>
<tr>
<td>TUT T06</td>
<td>Tuesday</td>
<td>14-15:30</td>
<td>(OMB 228)</td>
</tr>
<tr>
<td>TUT T07</td>
<td>Wednesday</td>
<td>12:30-14</td>
<td>(ElecEng418)</td>
</tr>
<tr>
<td>TUT T08</td>
<td>Wednesday</td>
<td>14-15:30</td>
<td>(Webst 250)</td>
</tr>
<tr>
<td>TUT T11</td>
<td>Thursday</td>
<td>12-13:30</td>
<td>(Webst 138)</td>
</tr>
<tr>
<td>TUT T12</td>
<td>Thursday</td>
<td>14-15:30</td>
<td>(ElecEng222)</td>
</tr>
</tbody>
</table>

2.3 Units of Credit
The course MARK1012 is worth 6 OC.

2.4 Relationship of this course to other course offerings
Mark1012 is your passport to enter the fascinating world of the Marketing discipline. This is the first course that you must enrol in if you intend to graduate with a “Marketing Major”. This introductory course has been designed to serve as a foundation for further studies in business by developing an overview of where the marketing function fits within the larger organization, what the roles and duties of a marketing manager are, and what framework
marketing provides for helping with the conduct of a business. As such, Mark1012 is a prerequisite for advanced marketing courses such as Consumer Behaviour (Mark2051), Marketing Research (Mark2052), Market Analysis (Mark2054), Industrial Training 1 (Mark2999), International and Global Marketing (Mark3071) and New Product and New Service Development (Mark3091). In short, this course prepares students for further study across the broad spectrum of product, service, consumer, business-to-business, global and social marketing.

2.5 Approach to learning and teaching
The structure of this course puts emphasis on developing conceptual understanding of marketing problems. It will be taught in an application-oriented fashion, largely focusing on the activities of a marketing manager operating within an individual firm. The various marketing management concepts and principles will be taught through brief lectures, tutorials, class discussions, problem solving and case analysis.

The emphasis in the course will be on experience-based learning. It will draw upon the experience of both students and teaching staff to gain an understanding of the implication of the various issues discussed. The diverse cultural mix of students will be used to gain additional knowledge of culture-specific interpretation and implication of the various marketing issues. Assignments, case studies and other methods will be used to reinforce the theories and concepts taught. Hence, student participation is a must.

3. Course Aims and Outcomes

3.1 Course Objectives
The objective of the course is to introduce you to major concepts and theories relevant to the study and practice of marketing. After completing the course, you should become conversant with the terminology, frames of reference, tools and approaches employed by marketing practitioners, academics and researchers and develop skills related to critical analysis and problem solving in marketing. A related, second objective of the course is to stimulate you to pursue further studies in the subject while providing a firm foundation for it.

3.2 Student Learning Outcomes
After completing this course student should:

- acquire an overall working knowledge and understanding of the theories, concepts and basic principles of marketing and the approaches and tools used by marketing decision makers.
- be able to identify various internal and external factors that influence the marketing function of the firm in today’s fast changing environment;
- develop intellectual skills, particularly the ability to think critically; evaluate key theories and compare and contrast them;
be able to understand the importance of customer orientation and how an integrated application of marketing tools can foster profitable exchanges with target customers;

master analytical skills and demonstrate the use of those skills in analysing real-life problems, making decisions with respect to various marketing situations, and defend them using coherent and discursive arguments;

develop the ability to work with other people in solving marketing problems and effectively communicate with them; and

develop a general interest in marketing.

3.3 Teaching Strategies

This course will be conducted on a lecture and discussion basis. The course delivery will include lectures, tutorials, debate, video clips and case analysis. Importantly it will draw upon the experience of both lecturer and students, via classroom discussion, to provide relevance using concepts, models and real world examples. Tutorials will enable the students to further engage with their peers and tutors to improve their presentation skills through serious discussion and case presentations.

3.4 Sources of Information: Textbook and Readings

Required Text:

Additional Recommended reading:

Books


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

- Journal of Marketing
- Journal of Marketing Management
- Harvard Business Review
- Industrial Marketing Management
- B&T Weekly
- Australian Marketing Journal
- Journal of Consumer Research
- European Journal of Marketing
- Australian Journal of Management
- AdNews

It is also recommended that students access other sources of information about marketing, marketing management, marketing research and consumer behaviour. In this regard, the library at the University of New South Wales is an invaluable resource. From time to time,
additional articles and research papers may be placed in Open/Closed Reserve. These will be referred to in lectures.

Internet
For modern marketing, Internet is a very useful source of information. Access to databases such as Business Periodicals Index (International Business), APAIS (Australian) and others is possible through computer terminals located in the UNSW library.

There are a large number of sites on marketing. Some common ones include the following:

- 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/

4. STUDENT RESPONSIBILITIES AND CONDUCT

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


4.1 Attendance

You are expected to attend your lectures and tutorials regularly and punctually. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

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

Student Guide UNSW

You are also required to do the following for this course:

1. Complete assigned readings and participate in class discussions.
2. Complete assignments and project on time
3. Complete all mini-tests and examinations
4. Complete the research component

4.2 Formation of Groups

For the case presentation and for the major project, you must organize yourselves into groups of no more than four students. All group members should be from the same tutorial class.

YOU MUST SUBMIT, TO YOUR RESPECTIVE TUTOR, A LIST OF THE MEMBERS IN YOUR GROUP, INCLUDING FULL NAMES, STUDENT NUMBERS, TUTORIAL TIME, DAY AND LOCATION. THIS MUST BE DONE DURING THE WEEK FOUR TUTORIAL SESSION.
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

5. Learning Assessment

5.1 Formal Requirements

In order to pass this course, you must:

- perform satisfactorily in all assessment tasks
- achieve a composite mark of at least 50; and
- gain at least 37.5% of the allocated marks [i.e., 15 out of 40] in the final exam.

5.2 Assessment Details

Assessment will be on the following basis:

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One mini-test (in lectures)</td>
<td>8%</td>
</tr>
<tr>
<td>A case based test (in tutorials)</td>
<td>8%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>40%</td>
</tr>
<tr>
<td>Written case analysis and Presentation &amp; Contribution to group discussions, leadership and participation</td>
<td>15%</td>
</tr>
<tr>
<td>Group Project</td>
<td>25%</td>
</tr>
<tr>
<td>Research Component</td>
<td>4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

5.2.1 Mini-test/Case based test (8% + 8%)

A mini-test worth 8 marks will be conducted during the lecture sessions in **Week 6**. It will be 25/35 minutes in duration and will consist of true/false and multiple-choice questions. It will be based on the text, lectures and tutorials, and the readings covered between weeks 1-6. More information about these tests will be provided later.

Each student will also sit for a case based test in tutorial Week 13. This test is also worth 8 marks. The case will be distributed to you one week before the test date so that you may prepare it at home. **Please note that these are in addition to other tutorial work scheduled in the tutorials of those weeks.**
In exceptional circumstances, i.e., illness of the student, make-up mini-test/case based test may be conducted. However, a medical certificate must be submitted through the NewSouth Q. The results of the tests will be released within 2 weeks after they are held.

5.2.2 Final Examination (40%)
The final examination will cover the entire course. It will be three hours in duration, closed book and will comprise essays and short-answer questions. It will be held during the examination period and timetabled by the University. Request for conducting an early final examination WILL NOT be entertained.

Please note that to pass the course YOU MUST SCORE AT LEAST 37.5% [15 out of 40] in the final examination.

5.2.3 Tutorial Assessment
Contribution to group discussions, leadership and participation and Case analysis and Presentation (7% + 8% = 15%)
You must actively participate in tutorial discussions. Participation marks will be assessed on your contributions to discussion and other learning activities in the class. You will be expected to offer your own ideas, experience, opinions etc, as well as respond to comments and contributions from your fellow students. In addition, your tutor may set specific interactive tasks for you to complete as part of this assessment.

Assessment criteria

<table>
<thead>
<tr>
<th>Contribution in at least ten of the tutorials</th>
<th>4 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of ideas and responses to contribution from others</td>
<td>2 marks</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>1 mark</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>7 marks</strong></td>
</tr>
</tbody>
</table>

1. It is not essential for students to participate every week. However, in keeping with the spirit of the university’s 80% attendance guideline participation in at least 9 - 10 weeks of the session is expected.

2. In assessing **quality** your instructor/facilitator would look for evidence of:
   - comprehension of the subject
   - critical thinking
   - technical accuracy
   - clear succinct communication
   - development of clear and logical arguments.

3. In assessing **enthusiasm** your facilitator may look at the following
   - frequency of participation
   - sharing interesting information in the class
   - others

Each group will present a marketing case in the later half of the session. Each group will also be asked to be discussion leader for a second case. This will require familiarity with the case, ability to develop constructive questions and willingness to engender a positive discussion environment. You are expected to go beyond the information in the textbook and lectures to have a deeper understanding of the topic. Library and/or other secondary research are required.
For the Case analyses – written and oral - marks will be allocated according to students' performance on the five areas as shown below. The weighting of marks is relatively even.

### EVALUATION CRITERIA for CASE PRESENTATION (8 Marks)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1.………………………10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Identification of Issues</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Issues accurately and completely identified?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Relative importance of issues described?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Adequate background information provided?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Issues Effectively Addressed Using Marketing Concepts/Models/Frameworks</strong></td>
<td>1.………………………10</td>
</tr>
<tr>
<td></td>
<td>*Concepts integrated with marketing knowledge.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Depth of analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Appropriate external material presented?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Presentation</strong></td>
<td>1.………………………10</td>
</tr>
<tr>
<td></td>
<td>*Well-organised and presented?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Appropriate and effective use of exhibits and visual aids?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Convincing and interesting?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Audience Involvement</strong></td>
<td>1.………………………10</td>
</tr>
<tr>
<td></td>
<td>*Effectively encouraged audience involvement?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Presentation tailored to target audience?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td><strong>General Creativity</strong></td>
<td>1.………………………10</td>
</tr>
</tbody>
</table>

CASE:__________________________________

STUDENT: _______________________________________________________________

MARK: _________________

Attendance in class is very important as it directly affects your participation marks. Students who enter the classroom late disrupt the discussion and the learning process. If the student does not read and analyse the case, case discussion will mean little. Your learning is best facilitated by regular participation. More important, you have the responsibility to share your understanding and judgment with the class to advance the group's collective skills and knowledge. Finally, you must have the passion to learn.

Remember, there are four important 'Ps' of student involvement in case and assigned reading discussion for this course. These are **Punctuality** in class attendance, adequate **Preparation** for the topic, regular and active **Participation** in class discussion and exercise of **Passion** in learning and pursuing new knowledge.
5.2.4 The Research Component (4%)

Many of the marketing theories and models discussed in the course are the result of academic research with regard to consumers and their decision-making behaviour. The research component is designed to introduce you to the research process and some of the concepts in marketing research and consumer behaviour and give you an opportunity to participate in the research process yourself.

How to fulfil this requirement of the course would be announced later.

5.2.5 Group Project: Major Assignment (25%)

Each group (consisting of not more than four students) will be required to complete a major assignment (25% of the final marks). This assignment involves developing a Marketing Plan based on the scenario presented below. It is to be submitted in two stages. During week 6, each group will submit an interim report (see below) while the final report (see below) must be submitted on Friday, June 2, 2006 – the very last working day of week 13. The assignment is intended to be a piece of independent research conducted in groups. It is expected to test your understanding of the topics covered in the course and your ability to deal with real life marketing problem.

5.2.5.1 Project Scenario

An Indian restaurateur has been permitted to open an Indian food outlet within the UNSW campus. He has approached you to help him with the project and develop a marketing plan. More specifically, your task is to:

- Identify and analyze the relevant macro- and micro-environmental factors that should be considered as impacting upon the outlet’s activities over the next two years.
- Recommend how to segment the market and choose the most viable target market, making clear why.
- Create a positioning statement. Remember to justify your decisions in full.
- Create a marketing program, detailing the various marketing strategies you will be undertaking.

Organise your discussion around sub-headings based on the marketing mix. Do not forget to include an assessment of the market and major competitors which will help you in completing the above mentioned tasks.

5.2.5.2 Interim Report

This report to be submitted in Week 6 is expected to present a draft outline of the basic idea and strategy to be adopted by your group. This should enable the tutor to identify the general issues faced by different groups in developing the marketing plan and to discuss the issues in class during the following week’s tutorial session. Discussion with each group will be undertaken as well to address specific group problems.

*There will be no mark for this report; however, non-submission of the report will incur a penalty of 3 marks.*
5.2.5.3 Assignment Format

Your final report should be typed in 12 point Times Roman font, double spaced, and have 1.00” margin in all four sides. It must have a correctly filled in “COVER SHEET” included at the end of the course outline. The project must not exceed 3000 words excluding the Cover Sheet, Title Page, Table of Contents, Appendix if any and References. Take note of the following when submitting your assignment:

- Fill in the prescribed COVER SHEET and attach it to your assignment.
- Add a separate Table of Contents and Reference list.
- The assignment must be typed, **NOT** hand-written.
- The report should contain appropriate headings and sub-headings.
- Properly used bullet points, diagrams and graphs will enhance the readability of your report. However, please note that the whole report should not be just a series of bullet points – use them to list.
- Reports that are submitted with no, incorrect or poor referencing will be returned unmarked, attaining a zero grade. Please read the Referencing Guide enclosed [see pages 20 - 26] in this outline.

*Note 1: It is your responsibility to keep a written copy of your assignment.*

A copy of the Evaluation Criteria is enclosed below.

### Evaluation Criteria for Final Assignment Report

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Research [30%]</td>
<td>85%+</td>
<td>75-85%</td>
<td>65-74%</td>
<td>50 -64%</td>
<td>&lt; 50%</td>
</tr>
<tr>
<td>Statement of project objective [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of explanation of relevant concepts and theories [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducted a critical review of the literature [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Analysis [50%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyses of the key aspects [20%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity and insightfulness [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of charts and other visuals [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soundness of analysis [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report Structure and Presentation [20%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical sequence, use of heading/subheading [10%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to maintain reader’s interest. [5%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct referencing of sources [5%]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.2.5.4 Assignment Submission Procedure

Assignments are to be dropped in the designated Drop Box in the School on June 2, Friday before 6-00 pm. Drop your assignment in the designated ESSAY BOX located on the third floor of JOHN GOODSELL BUILDING [Opposite Room 324].

5.2.5.5 Some General Guidelines

Make sure the report represents a coherent argument from start to finish. The emphasis is not on how thick your report is but clearly expressed and supported arguments, as well as creative ideas. Leave enough time to thoroughly edit the final report – DO NOT LEAVE THIS TO JUST ONE GROUP MEMBER!

You must show evidence of primary and secondary research for this assignment. Research may be done through interviews, newspaper or magazine articles and the Internet. Plagiarism must be avoided at all costs - you must acknowledge all sources of any facts, ideas which are not your own. The final report should be something groups would be proud of and happy to share with the managers of the organisation they have studied, and should reflect the high standard of business writing and presentation. Do not forget to include a stand-alone executive summary (after the Title page and before the Table of Contents) that presents the main conclusions/ actions and supporting arguments contained in the document.

Begin the assignment as soon as possible. To achieve the best results, set tasks/milestones and meet to review progress; do not leave it to the last minute. Poor marks are strongly correlated to lack of efforts. Please see your tutors/lecturer if you have any questions.

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.

5.2.5.6 Late Submission

Information about late submission of assignments, including penalties, is available on the School of Marketing’s website.


5.2.5.7 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](http://www.my.unsw.edu.au/student/atoz/Plagiarism)

<table>
<thead>
<tr>
<th>Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;</td>
</tr>
<tr>
<td>- piecing together sections of the work of others into a new whole;</td>
</tr>
<tr>
<td>- 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,</td>
</tr>
<tr>
<td>- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†</td>
</tr>
</tbody>
</table>

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](http://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. **OTHER RESOURCES, SUPPORT AND INFORMATION**

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.

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

## 9.1 Tentative Lecture Program (Subject to Change)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>February 27</td>
<td>Introduction to the subject</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>March 6</td>
<td>Strategic Planning/Marketing Plans</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>March 13</td>
<td>Marketing Environment</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Week 4</td>
<td>March 20</td>
<td>Market information</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Week 5</td>
<td>March 27</td>
<td>Consumer Behaviour</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Week 6</td>
<td>April 3</td>
<td>Business to business behaviour</td>
<td>Chapter 6</td>
</tr>
</tbody>
</table>

**MINI-TEST [during Lecture]**

| Week 7 | April 10   | Market segmentation, targeting and positioning | Chapter 7 |

**14 APRIL - 23 APRIL MID-SESSION BREAK**

| Week 8 | April 24   | Products: goods, services & experiences      | Chapter 8 |
| Week 9 | May 1      | New Products, PLC                            | Chapter 9 |
| Week 10 | May 8     | Pricing issues                               | Chapter 10|
| Week 11 | May 15    | Distribution                                 | Chapter 11|
| Week 12 | May 22    | Advertising & PR/Sales Promotion             | Chapter s12/13|
| Week 13 | May 29    | Direct and Online marketing                  | Chapter 14|

**CASE BASED TEST (during Tutorial)**

| Week 14 | June 5     | Social and ethical issues in Marketing       | Chapter 15|
|         |            | **Course summary & Review**                  |          |

# Chapter references are from the text.
9.2 Tentative Tutorial Program (Subject to Change)

Tutorial topic for each week generally - but not always - corresponds to the topic covered in the preceding week’s lecture. This gives students ample time to understand the topic before attempting the tutorial tasks. Unless otherwise stated, all case studies, marketing highlights, self-check questions, discussion issues and concept application questions are from the recommended text [Kotler, Brown, Adam, and Armstrong, Principles of Marketing, 3rd ed, Prentice-Hall.]

Week No: 1 February 27 NO TUTORIAL

Week No: 2 March 6
Introduction to and allocation of tutorial tasks for the semester and tentative formation of groups for team assignments.
Overview of referencing requirements, referencing style and plagiarism. Hints on how to make professional presentations will also be covered.

How to analyse a Case Study? A discussion

Week No: 3 March 13
Discussion Question:
Marketing has been defined in many different ways. Collect at least five different definitions from various textbooks and other sources and comment on their content, scope and universality and develop a definition of your own.

Discussion Questions
Reviewing the Issues 1, 3, 5 [p. 31]
Reviewing the Issues 2, 4, 6 [p. 67]

Week No: 4 March 20
Discussion Case Study No. 1:
Go slow on the H2O [pp. 34 - 36]
Reviewing the Issues [pp. 106-107]

Week No: 5 March 27
Discussion Case Study No 2:
Mates, macho men and metrosexuals [pp. 109-111]
Discussion Case Study No 3:
Stanford Park [pp. 147-148]
**Week No: 6 April 3**
Presentation Case: Group 1:
The Tribe has spoken  [pp. 180 - 181]

**SUBMIT INTERIM REPORT ON MARKETING PLAN**

**Week No: 7 April 10**
Discussion on Marketing Plan
Reviewing the Issues 1, 3  [p. 210]

*14 APRIL - 23 APRIL*  **MID-SESSION BREAK**

**Week No: 8 April 24**
Presentation Case: Group 2
Flying Cheap  [pp. 247- 248]

**Week No: 9 May 1**
Presentation Case: Group 3
Twenty20: Cricket on Speed  [pp. 289-290]

**Week No: 10 May 8**
Presentation Case: Group 4
Pure Blonde  [pp. 327 -328]

**Week No: 11 May 15**
Presentation Case: Group 5
White Swan  [pp. 365 -367]

**Week No: 12 May 22**
Presentation Case: Group 6
Tolley Agencies  [pp. 407 - 408]

**Week No: 13 May 29**

*IN-CLASS INDIVIDUAL CASE BASED TEST 2*

*SUBMIT MARKETING PLAN BY FRIDAY 6-00 PM.*

**Week No: 14 June 6**
Presentation Case: Group 7
Krispy Kreme  [pp. 459 - 461]
10 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><strong>To cite a direct quotation</strong></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><strong>a quotation or idea from an author who attributes it to another source</strong></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><strong>the overall content of a work</strong></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><strong>from a journal</strong></td>
<td>If the page number is required, as it is for direct quoting</td>
<td>(Entwistle 1977, p. 23)</td>
</tr>
<tr>
<td><strong>more than one work</strong></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><strong>more than one author</strong></td>
<td>use both names</td>
<td>(Sontag and Paglia 1987)</td>
</tr>
<tr>
<td><strong>more than three authors</strong></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>
<tr>
<td><strong>authors with the same surname who have published in the same year</strong></td>
<td>Use their initials to indicate different people</td>
<td>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).</td>
</tr>
<tr>
<td><strong>an author who published more than one work in the same year</strong></td>
<td>Attach an a, b, c, d etc. after the year</td>
<td>Dawkins (1972a, 1972b) completed a number of studies on...</td>
</tr>
<tr>
<td><strong>from newspapers</strong></td>
<td>List the name of the newspaper, the date, year and page number</td>
<td>(Sydney Morning Herald 7 Mar. 1994, p.8)</td>
</tr>
</tbody>
</table>
To Cite . . .

from a privately obtained interview or other personal communication
include the abbreviation ‘pers. comm.’ in your reference

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

How to

a CD-ROM
Include the full title and year of publication

Example
(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

Example
(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 (e.g. 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:

- author surname(s) and initial(s)
- year of publication
- title of publication
- edition (if applicable)
- publisher
- 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:
author name and initial(s)  
year of publication  
name of article (between single quotation marks)  
in  
name of collection (underlined or in italics)  
ed(s)  
initial(s) and surname(s) of editor(s)  
publisher  
place of publication, if applicable

Journal Articles
When referencing journal articles you need to place the information in the following order:
author name and initial(s)  
year of publication  
title of article (between single quotation marks)  
title of journal or periodical (underlined or in italics)  
volume number, if applicable  
issue number, or month (if applicable)  
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:

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

Author Unknown:

title of site/page (underlined or in italics)
[Online]
year of publication
Available:
URL or Internet address
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.
MARK 1012 ASSIGNMENT COVER SHEET

Name of Tutor: ____________________________
Tutorial Day & Time: _______________________
Date & Time of Submission: __________________
Group Number: ____________________________

SCHOOL OF MARKETING

Assignment Title: ______________________________________________
________________________________________________________________

We declare that this assessment item is our group’s own work, except where acknowledged, and has not been submitted for academic credit elsewhere, and acknowledge that the assessor of this item may, for the purpose of assessing this item:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking).

<table>
<thead>
<tr>
<th></th>
<th>Signature &amp; Date</th>
<th>Student ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Name: Z</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Name: Z</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Name: Z</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Name: Z</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Name: Z</td>
<td></td>
</tr>
</tbody>
</table>