Faculty of Commerce and Economics  
School of Marketing

MARK2053  
MARKETING COMMUNICATIONS & PROMOTIONS MANAGEMENT (MARCOMS)

COURSE OUTLINE  
SESSION 2, 2006  
(VERSION 2: 24/07/2006)
1. COURSE STAFF

Lecturer-in-Charge
Professor Mark Uncles
School of Marketing
Room 322 John Goodsell Building
Email: m.uncles@unsw.edu.au

Course Tutors
Theresa Teo
School of Marketing
Room 323 John Goodsell Building
Email: t.teo@unsw.edu.au

Cassie Case
School of Marketing
Room 323 John Goodsell Building
Email: c.case@unsw.edu.au

1.1 Communication with Staff

Consultation time with lecturer-in-charge
Wednesday 3.30pm to 4.30pm
Please take advantage of the official consultation times. Other times are by appointment and subject to availability.

Contact outside of consultation and class times
If you have any general questions about the course, please send an email to the lecturer-in-charge at the address above. More specific questions about tutorials and assignments should be directed to your tutor.

We will endeavour to respond to enquiries promptly. However, keep in mind we may be teaching other classes or working on research projects when you make an enquiry, and therefore there may be a delay in getting back to you. In particular, email correspondence will be dealt with periodically – once every couple days, not 24/7.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching Times and Locations
Lectures will take place in Biomed D, Wednesdays 9.00-11.00am. Biomed signifies the Biomedical Lecture Theatres (E27 on the campus map).

Tutorials will commence in week 2 at the following times and locations:
Wednesday 11.00-12.30 Library Stage 2 1038 (F21) Theresa Teo
Wednesday 12.30-2.00 Library Stage 2 1038 (F21) Theresa Teo
Wednesday 2.00-3.30 Library Stage 2 1038 (F21) Theresa Teo
Thursday 12.00-1.30 Webster 302 (G14) Cassie Case
Thursday 1.30-3.00 Webster 302 (G14) Cassie Case
Thursday 3.00-4.30 Quadrangle G026 (E15) Cassie Case
You should enrol in a tutorial through myUNSW (www.my.unsw.edu.au). A cap of 27 students has been placed on the size of each tutorial. Over-enrolment is not permitted because of the nature of the tutorial exercises. This may mean your preferred time is not available and we ask for your cooperation in this matter. Tutorial activities and presentation/submission dates are summarized on the course schedule (Section 4).

For the location of end-of-session examinations, please consult the final examination timetable when it is released on Tuesday 24 October.

2.2 Units of Credit
This is a core course on the Bachelor of Commerce degree, carrying six units of credit.

2.3 Relationship of This Course to Other Course Offerings

Pre-requisites
There are two pre-requisites: MARK2051 (Consumer Behaviour) and MARK2052 (Marketing Research). A satisfactory knowledge of the material covered in these courses is assumed in the teaching of MARK2053. Also, it is assumed all students have successfully completed an introduction to marketing, such as MARK1012 (Marketing Fundamentals).

You are assumed to have successfully completed all prerequisite courses. Any work undertaken in courses for which prerequisites have not been fulfilled will be disregarded (unless an exemption has been granted) and no credit given nor grade awarded. However, the structure of the Services Marketing, Tourism & Hospitality Management program is such that students may be exempted from completing MARK2052 (Marketing Research) prior to MARK2053.

Synergies
You are encouraged to make linkages with previous studies, particularly consumer behaviour and marketing research. Your learning is likely to be more effective when prior experiences and prior knowledge are explicitly recognised and built upon. You should take responsibility for doing this.

To prevent duplication of material, this course focuses quite narrowly on marketing communication themes. This means the managerial aspects of, say, brand management and new product development, are reserved for other courses – specifically MARK3091 and MARK3092. In practice this is a somewhat artificial distinction – business issues in practice do not present themselves in discrete compartments.

2.4 Approach to Learning and Teaching
This course has been designed to be:

- Rigorous and informed, in that we consider what is known about marcoms through business practice, research and scholarship.
• **Encouraging of critical and independent thinking**, including an assessment of the validity of claims made about marcoms.

• **Professionally relevant** – by looking at workable frameworks, industry best practices, and developing knowledge/skill that will be of value in the workplace.

• **Engaging**, in the sense of actively having to resolve theoretical and practical problems through written assignments, cases, exercises, classroom/group discussions.

• **Diverse** in the use of learning and assessment methods, from conventional exams to hands-on exercises.

• **Reflective**, by relating formal approaches to marcoms to experiences in daily life (we are, after all, bombarded with marketing communications messages).

### 3. COURSE AIMS AND OUTCOMES

#### 3.1 Course Aims

We aim to give you an understanding of the various decisions and principles that marketing managers have to consider when developing communications and promotions plans. An integrated approach is adopted, providing an appreciation and understanding of the role of media advertising, direct marketing, interactive communications, promotions, public relations, event sponsorship, etc. The need to make use of both creative and analytical processes is explored and, to achieve this, the course builds on your prior knowledge of consumer behaviour and the analytical skills of marketing research. These skills come together in the preparation of a marcoms plan, which is the major assessable task.

Three sets of themes are addressed:

**Part 1: Integrated Marketing Communications.**

Part 1 is designed to introduce the marketing communications environment and establish the importance of planned integrated marketing communications (IMC). IMC highlights the integration of media advertising, direct marketing, interactive communications, promotions, public relations, event sponsorship, etc. in a marcoms plan. From this discussion it is evident that media advertising is not the be all and end all of marketing communications, despite popular perceptions to the contrary. However, the course is biased toward media advertising in relation to the managerial planning process that is introduced in Part 2. One consequence of this is that personal selling, as a form of marketing communication, will not be looked at deeply in this course.

**Part 2: Step-by-Step Through the Marcoms Planning Process**

Part 2 is designed to explain each step of the communications planning process: the setting of marketing objectives, budgeting, target audience selection and action objectives, communications objectives, creative strategy, media strategy, execution, advertising research and evaluation. This process is looked at initially in relation to above-the-line media advertising, but with forays into additional communications channels such as direct marketing, public relations, promotions, etc. Consideration of the planning process is the main substantive part of the
course and this will be used as a guide for the major assessable task of preparing a marcoms plan.

**Part 3: Special Topics in Marketing Communications**

Part 3 examines a number of current issues in the world of the marcoms industry. International developments are considered, both from the viewpoint of the marcoms industry and from the perspective of target audience responses to marcoms in different parts of the world. We look closer at new interactive media and re-visit some IMC issues in the light of new technological influences. The changing nature of client-agency relations is considered, with specific attention given to pitching for business, relationship building, regulation and industry codes of practice, ethical and legal aspects of marcoms practice.

### 3.2 Student Learning Outcomes

The course aims to achieve the following outcomes:

(a) An understanding of the elements of contemporary marketing communications – the tools, the players, the scope and future direction of the marcoms industry.

(b) A solid grounding in the principles of marketing communications and promotions management.

(c) An awareness of the different ways in which marketers communicate with their target audiences.

(d) Both an appreciation of the need to plan marketing communications in a comprehensive and integrated manner, and the basic skills necessary to prepare a marketing communications plan.

(e) A capacity to analyse specific marketing communications problems, and devise sound and practical solutions to these problems.

(f) An understanding of some of the research that marketers need to undertake to develop and evaluate the effectiveness of their communications.

Once equipped with this knowledge you should be able to address both theoretical matters (e.g., “how do marcoms work?”) and practical issues (e.g., “how should the communications budget be allocated across different media and channels?”). As a result, you ought to feel confident about managing both strategic and tactical aspects of contemporary marcoms and be well placed to appreciate the role and scope of marcoms in the rapidly changing media and marketing landscape.

### 3.3 Teaching Strategies

This is a classroom-based course and, as such, the approach will be fairly didactic. However, we will try to vary the pace by having a mix of formal lectures, exercises, case-studies and external speakers.

The purpose of the lectures is to give you some frameworks for the management of marcoms. These frameworks draw on the accumulated wisdom of both marketing practitioners and academics. It is to be hoped that in looking at these frameworks we can focus on best practice, rather than merely hold up a mirror to what is found in the Australian marketplace at large. It is not enough simply to describe current practices.
Tutorials are an important component of the course. They provide a forum for a more hands-on approach to the tasks involved in marcoms planning. Marcoms is a lively, fast-paced and evolving industry, and participation in the tutorials is important for you to gain as much from this course as you can. This is your opportunity to apply the material presented in lectures and to use knowledge gleaned from readings and experiences. A certain proportion of the tutorial work will be undertaken in groups, and it will be necessary to engage in group study outside formal working hours. Also, use these meetings to clarify ideas and issues that are unclear to you – do not wait until the end of session and then have a last minute panic before the final examination.

Self-study is important too. You cannot expect to develop the desired level of knowledge and skill from merely attending lectures and tutorials. There is a course textbook – read it! Also, your attention is drawn to supplementary readings – you are not expected to read all of these, but you should study a selection of them. In particular, many of the readings will highlight alternative perspectives and they will help you hone your skills in making critical evaluations.

4. Course Schedule

Lecture dates, topics, chapter readings and tutorial themes are shown in the following table. In the required reading column R&B refers to Rossiter & Bellman (2005) – see Section 6.1 and WebCT Vista (vista.elearning.unsw.edu.au).

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture (Wed 9.00-11.00)</th>
<th>Tutorial (Wed or Thurs)</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Integrated Marketing Communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>26.07.06</td>
<td>Contemporary marcoms Course overview</td>
<td>No tutorial</td>
<td>R&amp;B 1</td>
</tr>
<tr>
<td>2</td>
<td>02.08.06</td>
<td>The marcoms challenge</td>
<td>Housekeeping</td>
<td>R&amp;B 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Briefing for case</td>
<td>Case</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Step-by-Step Through the Marcoms Planning Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>09.08.06</td>
<td>Marketing objectives &amp; budgeting</td>
<td>Case write-up due</td>
<td>R&amp;B 3,4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Briefing for marcoms plan</td>
<td>R&amp;B 13</td>
</tr>
<tr>
<td>4</td>
<td>16.08.06</td>
<td>Target audience action objectives</td>
<td>Initial thoughts on marcoms plan</td>
<td>R&amp;B 5</td>
</tr>
<tr>
<td>5</td>
<td>23.08.06</td>
<td>Communications objectives &amp; positioning</td>
<td>Communications task</td>
<td>R&amp;B 6</td>
</tr>
<tr>
<td>6</td>
<td>30.08.06</td>
<td>The creative idea</td>
<td>Submission of communications strategy report</td>
<td>R&amp;B 7</td>
</tr>
<tr>
<td>7</td>
<td>06.09.06</td>
<td>Creative execution</td>
<td>Creative task</td>
<td>R&amp;B 8</td>
</tr>
<tr>
<td>8</td>
<td>13.09.06</td>
<td>Media strategy basics</td>
<td>Presentation of creative ideas</td>
<td>R&amp;B 9 &amp; 11</td>
</tr>
<tr>
<td>9</td>
<td>20.09.06</td>
<td>Media strategy options</td>
<td>Media planning task</td>
<td>R&amp;B 11 &amp; 12</td>
</tr>
</tbody>
</table>
Mid-Session Recess: no lectures, tutorials or consultations

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
<th>Tutors</th>
</tr>
</thead>
</table>
| 04.10.06 | Advertising research: pre-testing | Submission of media strategy report  
Presentation of media strategy | R&B 10 |
| 11.10.06 | Advertising research: monitoring & evaluation | Testing of creative executions | R&B 14 |

**Special Topics in Marketing Communications**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
<th>Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.10.06</td>
<td>International marcoms</td>
<td>Consultation on the final marketing communications plan</td>
<td>R&amp;B</td>
</tr>
<tr>
<td>25.10.06</td>
<td>Digital interactive marcoms</td>
<td>No formal tutorials Final report due at start of lecture</td>
<td>R&amp;B</td>
</tr>
<tr>
<td>01.11.06</td>
<td>Client-agency relations</td>
<td>Revision &amp; preparation for final examination</td>
<td>R&amp;B</td>
</tr>
</tbody>
</table>

| Study Period | 04.11.06-09.11.06 |
| Exam Period   | 10.11.06-28.11.06 |

5. **LEARNING ASSESSMENT**

5.1 **Formal Requirements**

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

5.2 **Assessment Details**

Assessment comprises:

- Initial case exercise 5% (individual mark)
- Marcoms plan 45% (group mark)
- Final exam 45% (individual mark)
- Research participation 5% (individual mark)

Brief information about these assessments is provided below and more information will be provided via separate handouts. Your tutors also will be able to offer further guidance regarding assessment and grading schemes.

You will be notified of grades for the initial case and research exercises before the final exam. There are several component parts to the marcoms plan – for some parts you will know your grades before the final exam, but this does not necessarily apply to your grade for the whole plan.
(1) Initial case exercise

In week 2 you will be presented with a case to complete. This will set you thinking about marcoms issues. Individually, you are expected to prepare a 2-page (single-sided, 12-point font, 1.5-spaced) answer to the questions that we ask.

You will be expected to submit your written answer in week 3 – at the start of the tutorial. Keep a copy so you can refer to this during the tutorial itself – this will form the basis of your contribution to the general discussion in that tutorial.

Grades will be given in whole numbers (up to a maximum grade of 5%). You forfeit 2% for every day the assignment is late (up to a maximum loss of 5%). For general guidance on written assignments, see section 7.5.

(2) Marcoms Plan

Your task is to prepare a marketing communications plan in response to a brief. To undertake this task you are required to work in a group consisting of approximately 3-4 members.

Assessment of the Marcoms Plan

You are required to submit a couple of progress reports: a communications strategy in week 6 and a media strategy in week 10. In week 8 you will formally present your creative ideas. These three components will be assessed – 5% being allocated to each, with grades provided in whole numbers. You forfeit 2% for every day the assignment is late (up to a maximum loss of 5% per assignment).

At other stages in the course you may be asked to present or undertake related tasks. Although these activities will not directly contribute to your final grade their purpose is to help you manage your time and give you the opportunity to gain feedback. It is in your best interest to treat these activities seriously – it is better to identify and resolve problems early on than to let these carry across into your final report.

The final report is due in week 13 – by 9am on 25 October. This should contain a distillation of your marcoms plan, taking not more than 15 pages (single-sided, 12-point font, 1.5-spaced). A printed copy of your written report should be handed in at the start of the lecture, accompanied by a signed Assignment Cover Sheet. Please make a copy of the report for your records. This will account for 30% of your grade. Once again, you forfeit 2% for every day the assignment is late (up to a maximum loss of 30%). See section 7.5 for general information on the preparation and submission of written work.

The purpose of the major assignment is to help you:

- Connect the general frameworks discussed in lectures to realistic problems in specific marketing contexts.
- Analytically and creatively respond to a marcoms brief.
- Prepare detailed plans for every major step in a marcoms plan.
- Present your plan convincingly, in writing and verbally.
- Work effectively in a group environment.
(3) Final examination
This will be a 3 hr, closed-book examination, undertaken individually. The format will be explained at a later stage and example questions will be provided.

The rationale for the final examination is:
- For us to assess your comprehension and understanding of the course material;
- For you to demonstrate an ability to synthesize and integrate course material;
- To provide an opportunity to make links between ideas, theories, frameworks, and practical problems in the field of marketing communications;
- To show you can work independently.

(4) Research participation
You have a choice of participating in a School-run research project when such a project becomes available. Available research projects will be announced in class together with a list of randomly drawn student ID numbers selected for the project. If your ID number is selected and you decide to participate you will receive 5% credit in the course as an incentive for taking part in the research project. To receive the credit you must return a research participation receipt, signed by both the student and the research invigilator, to the lecturer-in-charge. Copies will be available on the course WebCT Vista site. Alternatively, if your ID number is not selected or you decide not to participate in the research project you will be expected to hand in a 2-page review of two academic articles that relate to the course (single-sided, 12-point font, 1.5-spaced). The articles will be determined later in the session. The article review should critically discuss, and compare, the arguments put forward in these papers.

Rationale for research participation
Staff in the School of Marketing, in addition to their teaching interests, are actively engaged in pursuing original research interests that push the boundaries of the marketing discipline. Such research has implications for improved understanding of consumers, management practices, corporate organisation, and social policy directives. The established findings of research are the core basis of teaching and knowledge dissemination at the University, together with business best practice.

6. STUDENT RESOURCES

6.1 Textbook
You are required to purchase and read the following course textbook:


The textbook provides a managerial perspective on the subject of marketing communications and promotions management. Throughout, the book is grounded in a deep appreciation of consumer behaviour and marketing principles. In the
timetable (Section 4) you will find a note of which chapters to read for each lecture. Please follow this advice. Do not allow the textbook to gather dust until week 14 and then hope to read it all in a couple days – it isn’t designed for cramming!

This is quite a sober and serious textbook and as such it stands apart from many of the popular (glossier) alternatives. Some of these alternatives will be listed on the Sources of Further Information sheet on WebCT Vista and you should refer to these if you are having difficulty with the required textbook.

Keep in mind that Rossiter & Bellman generally aim to present and discuss “best practice”. In the field you will find clients and agencies that fall far short of the ideal and/or who see the world differently from these authors. In some instances there is serious debate about these best practices and where appropriate we will discuss these different viewpoints. This means that sometimes the lecture material will be at odds with the textbook. We see this as a sign of healthy intellectual debate – but on occasion it might be confusing. You have been warned!

6.2 Supplementary Readings

For most topics in this course several supplementary readings will be provided on WebCT Vista. Supplementary readings are not mandatory, but they should be read selectively to give you a broader, deeper and more critical understanding of the material presented in this course. Keep in mind that these readings are merely a selection of the relevant papers. They have been chosen to illustrate a point or provide a perspective on a subject under discussion, but you should try to track down additional readings.

6.3 Sources of Further Information

For the main assignment you are encouraged to read more widely. Textbooks, specialist books, popular books, case histories, journals, web-sites, etc. – all these can be of help. An extensive list of further sources will be provided on WebCT Vista. In addition, information of media rates will be supplied for the media planning section of the course.

6.4 Informal Learning

Typically, you will gain much more from this course by trying to get below the surface of the subject. So, do not only rely on formal lectures, assignments, textbooks, etc. Here are a few suggestions on how to do this:

- Keep your ears and eyes open. Look at the bus-shelter ads at Eddy Avenue and billboards along South Dowling Street. “Deconstruct” television commercials on pay and free-to-air television stations. Flick through glossy magazines – from B to She. Read some of the classified adverts in your community newspaper. Check-out banner adverts on the web. Next time you receive a direct-mailing from Westpac, David Jones or American Express examine the letter and the offer. Before you throw out the inserts that cascade from the middle of the Sunday paper, have a look at them and determine their marcoms goals. Consider the “money-off” signs when pushing your shopping trolley around Coles or Woolworths. In all these cases, think about the management of these communications – what were the goals, who was the intended audience, how much did it all cost, and was it effective?
• Develop the habit of scanning the relevant trade magazines such as B&T Weekly, AdNews, Professional Marketing, Admap, etc. These tend to have a lot of industry gossip, but they also give you a feel for how the industry operates and an idea of the challenges it faces. Also read The Message section in the business pages of the Sydney Morning Herald, the Marketing and Media section of the Financial Review on Mondays and The Media liftout each Thursday in The Australian. These are useful for up-to-date developments and brief IMC case-histories. Furthermore, discounted student rates are available in some instances.

• Success in this field is not a purely intellectual matter. It is skills-based as well. Media-buying is a skill. Copy-writing an advert or press release is a skill. Direct selling is a skill. You cannot learn these skills simply by attending lectures, so if possible try to practice your skills outside the classroom. Offer to help a student society prepare a press release. Help a student newspaper to sell advertising space. Undertake some commercial radio broadcasting – there are plenty of community-based stations in Sydney. If you are working part-time at Novotel or Target, consider how these organisations communicate with their customers and other stakeholders (including employees).

These are just a few of the ways in which you can help to make the themes of this subject come alive. Of course, you need the formal knowledge as well, otherwise you will merely have a long list of anecdotes, gut-feelings and war-stories.

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

• Learning and study support
  o FCE Education Development Unit (http://education.fce.unsw.edu.au)
  o UNSW Learning Centre (http://www.lc.unsw.edu.au)
  o EdTec – WebCT information (http://www.edtec.unsw.edu.au)

• Counselling support : http://www.counselling.unsw.edu.au

• Library training and support services : 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 lecturer-in-charge and the Equity Officer (http://www.equity.unsw.edu.au/disabil.html). Please notify early to enable any necessary adjustments to be made.

Some of the EDU resources for students are listed in Appendix B.

7. YOUR RESPONSIBILITIES AND CONDUCT

The extent to which the goals of this course are achieved partly depends on us, but overwhelmingly it depends on you. You are responsible for managing the workload, reading the course material, attending classes, engaging constructively in discussions, etc.
7.1 Workload
It is expected that you will spend at least ten 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 outside of university 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.

7.2 Attendance
Your regular and punctual attendance at lectures/tutorials is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. An attendance register will be kept for tutorials.

Be punctual – late entry is very disruptive to other members of the class (especially as the doors to the lecture theatre tend to clatter!) and it puts you at a disadvantage (it means you would have missed the lecture/tutorial overview).

7.3 General Conduct and Behaviour
Class participation is welcome, providing it is constructive, to the point, and directed through the lecturer/tutor. Wise-cracks are permitted, providing they are truly incisive and amusing! Other forms of participation and background chatter are not acceptable – if you have an urge to discuss last night’s episode of Desperate Housewives please do so before or after class (unless we are having a class on advertising on commercial television).

Please turn off mobile phones during lectures/tutorials. Also, the recording or filming of lectures/tutorials/consultations is not permitted without prior consent.

More generally, 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 is not acceptable and you may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

7.4 Occupational Health and Safety
You are expected to understand relevant Occupational Health and Safety policies and student responsibilities, these are summarised at the following site: http://www рискman.unsw.edu.au/ohs/Policies%20&%20Procedures/UNSW%20OH S%20Accountability.pdf

7.5 Written Work

Writing style
It is not the purpose of this course to turn you into copywriters. Nevertheless, it is worth keeping in mind the discipline of a good copywriter – to be brief, concise and succinct, and to write clearly in a way that communicates to the intended audience. It helps to keep in mind the reaction of a busy senior manager to your work – s/he wants to know the key points quickly and succinctly.
Failure to write clearly will have an impact on your grade, especially if it is impossible to assess your understanding of marketing concepts because of problems with your written English. It is not the job of your lecturers/tutors to “decipher” or “translate” your work. In short, be professional in both content and presentation.

**Plagiarism**

You are encouraged to read widely and draw on different sources of information. However, when doing this you must reference your sources. Guidelines on how to do this are provided in the “Guide to the Presentation of Assignments”, available on the School of Marketing web-page (www.marketing.unsw.edu.au). Moreover, if you make a direct quotation, you must fully cite the source and give page numbers. Failure to do so is plagiarism, and this will result in the loss of your written assignment grades.

More generally, the University regards plagiarism as a form of academic misconduct, and has very strict rules regarding this. See Appendix A for a summary of the rules. For full information regarding policies, penalties and information to help you avoid plagiarism see:

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

Note that the rules on plagiarism apply equally to web-based sources. Give as precise a reference as possible so that another reader could find the section you have quoted. Also, do not solely rely on web-based sources – despite the best efforts of Google not everything is to be found on the web (yet!).

**Submission of written material**

Observe the submission deadlines. Penalties apply if submissions are late.

All written material should be submitted in hardcopy – do not submit using email. Use A4 paper, leave at least a 2cm margin, use 12-point font size and 1.5-spaced lines, and number all pages. Do not hand in written work where each page is enclosed in a clear plastic envelope – this makes it hard for us to give feedback. Observe the page limits for each written assignment, but feel free to include appendices – relevant appendices might raise your grade, whereas irrelevant ones might detract from your grade.

Avoid the use of bulky folders – these will not fit into our assignment boxes and they are awkward for us to carry and return to you. The exception to this is the final marcoms plan where you are permitted to provide supporting material in a folder (e.g., exhibits, brochures, mock adverts, DVDs, etc.).

You are advised to make a copy of all work submitted for assessment, and keep returned marked assignments and essays.

**Confidentiality of material**

Assignment material will be treated in confidence and only seen by those who are directly involved in assessment – unless you, the author, agree otherwise. If something is particularly confidential you may wish to highlight the fact on your cover sheet when submitting the work.
Feedback on work
The assignments and activities are structured in such a way that you will obtain some early feedback. The initial case has to be submitted in week 3 and feedback will be provided shortly after that. Components of the marcoms plan have to be submitted from week 4, so you will be getting feedback to help move you onto the next stage. Some of this feedback will be verbal, in tutorials, and you are encouraged to note down the advice you receive.

7.6 Special Consideration
UNSW policies and processes for Special Consideration apply (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 your result will be amended.
- If you are making an application for special consideration (through UNSW Central Administration) please notify your lecturer-in-charge in writing.
- A register of applications for special consideration is maintained. The history of previous applications for special consideration is taken into account when considering each case.

7.7 Examinations
Final examination procedures are governed by University rules. All students are expected to sit the final examination at the appointed time. University rules prohibit early examinations – these rules apply with equal force to local and international students, full-time and part-time students, and internship students.

If you are unable to attend the final examination, then a special consideration form must be submitted. Work and travel commitments are not legitimate grounds for consideration. If you fail to sit the examination and have not submitted a consideration form, or have your consideration turned down, you will have to terminate your enrolment in the course and repeat the following year.

For examination procedures and advice concerning illness or misadventure see: https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinations/examinaturules.html

7.8 Grades
Grades are non-negotiable. Do not waste your time and ours by trying to haggle.

If you have not performed as well as you expected, re-double your efforts to understand the course material, read more about the subject, talk through the material with your peers and tutors, give more time to course preparation, edit and revise written work before you submit it, revise and practice more thoroughly
before the examination. Taking these courses of action will be more productive than attempting to have your grades altered.

**7.9 Keeping Informed**
You should take note of all announcements made in lectures, tutorials and 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.

You are expected to keep the university informed of all changes to your contact details.

**7.10 Key Dates**
It is your responsibility to ensure that:

- You are recorded by the University as being correctly enrolled in all your courses. The last day you can enrol in a Session 2 course is **Friday 4 August**. The last day you can discontinue without financial penalty is **Thursday 31 August** and the last day to discontinue without academic penalty is **Friday 15 September**.

- You organise your affairs to take account of examination and other assessment dates where these are known. Be aware that your final examination may fall at any time during the session’s examination period. The scheduling of examinations is controlled by the University administration – your lecturer-in-charge has no control over the scheduling process. University rules prohibit early examinations. The examination period for Session 2, 2006 falls between **10 November and 28 November**.

- When the provisional examination timetable is released on **Tuesday 3 October**, ensure that you have no clashes or unreasonable difficulty in attending the scheduled examinations. Work and travel commitments **do not constitute an “unreasonable difficulty”**. The final examination timetable will be released on **Tuesday 24 October**.

A full list of UNSW Key Dates is located at:
[https://my.unsw.edu.au/student/resources/KeyDates.html](https://my.unsw.edu.au/student/resources/KeyDates.html)

**7.11 Marcoms Material**
The marcoms material discussed in this course comes from public sources – commercial television, magazines, newspapers, etc. But it would have been prepared with a specific target audience in mind, and not necessarily an audience with the same sensibilities as you. It is possible that you, or certain sections of society, may find some of the material offensive. Where we believe there are cases of sexism, racism, stereotyping, bad taste, deception, shock, etc. in marcoms we will endeavour to discuss the issue, rather than pretend that such material does not exist.
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. YOUR TEACHING TEAM

**Lecturer-in-Charge: Mark Uncles**

I am Professor of Marketing, University of New South Wales (UNSW). My research interests include: buyer behaviour, store patronage, consumer loyalty, and brand management. In recent years the Australian Research Council (ARC) has supported my work on brand choice by Chinese consumers, brand relationship dynamics, and the application of geographic information systems (GIS) in marketing. Publications have appeared in international journals such as: *Sloan Management Review*; *Marketing Science*; *Journal of Retailing*; *Journal of Advertising Research*; *International Journal of Research in Marketing*; *Journal of Business Research*; *Marketing Letters* and *European Journal of Marketing*. I am on the editorial board of seven journals and serve as area editor of the *Australian Management Journal*. Two of these journals are specialist publications in the field of brand management: the *Journal of Product & Brand Management* and *Journal of Brand Management*. Until recently I was co-editor of the *Australasian Marketing Journal*. The Mandarin edition of my co-authored publication, *The Penguin Dictionary of Business* (Penguin Books), is due to appear this year.

At UNSW, I served as Head of the School of Marketing for seven years, sat on all executive committees of the Faculty of Commerce & Economics, and was twice elected onto the Academic Board of the University. I am on the Board and Executive of the UNSW Alumni Association. Previously I have held appointments at London Business School (nine years) and Bradford Management Centre (two years), and visiting positions at the Australian Graduate School of Management (six-months) and Judge Business School, University of Cambridge (six-months). I have worked closely with professional bodies in Australia – such as the Advertising Federation of Australia (AFA) and the Australian Direct Marketing Association (ADMA) – and overseas – including the Institute of Practitioners in Advertising (IPA) and the Institute of Direct Marketing (IDM). As a consultant I have worked with multinationals, including Heinz, Unilever, Kraft, P&G and Shell.

I am a long-serving member of the European Marketing Academy (EMAC), the Academy of Marketing (AM), the INFORMS Society on Marketing Science (ISMS), the American Marketing Association (AMA), and the Australian & New Zealand Marketing Academy (ANZMAC). I co-chaired major international conferences for AM, ISMS and ANZMAC. In 2005 ANZMAC awarded me a Distinguished Fellowship. And what you really want to know – I am married, with two lively young boys, a cute dog, and some temperamental tropical fish.
**Tutor: Theresa Teo**

Theresa has 12 years experience in retail marketing, working for Touch Resource Pte Ltd, Inchcape Marketing Services, Tai Wah Distributors Pte Ltd and Chye Hong Enterprise Pte Ltd. She has marketed many product lines in apparel, footwear, leather accessories, gifts, cosmetics, etc., including brand management of American brands Stride Rite and Timberland in Singapore, and playing a regional merchandising role for the Malaysian and Indonesian markets. In a merchandising capacity she has sourced products from different parts of the world – USA, Middle East and Asia Pacific – operating from a base in Singapore. Theresa has a Bachelor of Science degree from NUS and has held academic positions at Temasek Polytechnic and Republic Polytechnic in Singapore.

**Tutor: Cassie Case**

Cassie has 11 years experience working in various roles at Flight Centre Ltd, including Regional Manager (Marketing) for Victoria and Tasmania, Marketing & Product Development (Corporate Travel) and Manager (Corporate Travel Business Development). She has served as Marketing Manager (Australia/New Zealand) for the zuji.com.au travel portal and currently is Manager (Strategic Marketing) for Billarga e-business solutions, a Microsoft Business Partner in the B2B environment. In 2004 she worked in Baoding, Hebei (China) for the not-for-profit organisation World Youth International. Cassie has a BCom from UNSW, majoring in Marketing, Tourism and Hospitality Management.
APPENDIX A: 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

<table>
<thead>
<tr>
<th>Plagiarism is the presentation of the thoughts or work of another as one’s own.*</th>
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<tr>
<td>Examples include:</td>
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<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>
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<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

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.
APPENDIX B: EDU RESOURCES FOR STUDENTS

The following resources are available for student to access online at http://education.fce.unsw.edu.au under ‘On-line resources’ or in hardcopy from the EDU Learning Assistance Centre.

Reading
*Critical Reading: Summary/Critical Review of an Article

Each session, a workshop is held in Week 2 on ‘Strategies for Effective Reading’ in the EDU Learning Assistance Centre.

Academic writing - genres
*Writing in Academic Style
*Writing a Case Analysis
*Writing a Report
*Writing a Critical Review
*Writing a Literature Review
*Writing an Essay

Each session, a workshop is held in Week 3 on ‘Academic Writing’ in the EDU Learning Assistance Centre.

Referencing
*Acknowledging Sources
*Referencing
*Harvard Referencing Guide

Each session workshops are in Week 4 on ‘Referencing’ (Harvard style) Week 5 on ‘Avoiding Plagiarism’ in the EDU Learning Assistance Centre.

Exam Preparation
*Preparing for Exams
*Essay Exams

Time Management
*Time Management (includes: To Do list, Weekly Planner and Session Planner)

Proofreading and Editing
*Editing your Writing for Content, Coherence and Cohesion
*Editing your Writing for Grammar mistakes
*Proofreading

Oral Communication
*Participating in Tutorials
*Debates
*Oral Presentations

Each session, a workshop is held in Week 6 on ‘Presentation Skills’ in the EDU Learning Assistance Centre.

Group Work
Each session, a workshop is held in Week 7 on ‘Working in Groups’ in the EDU Learning Assistance Centre. The resource compiled for the workshop is available at http://wwwdocs.fce.unsw.edu.au/fce/EDU/workingingroups.pdf