MKTG8043
Marketing Concepts and Practices
Semester 2, 2013

<table>
<thead>
<tr>
<th><strong>Mode of Delivery</strong></th>
<th>On campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Incompatible Courses</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course Convenor/Lecturer:</strong></td>
<td>Andrew Hughes</td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>6125 4872</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:andrew.hughes@anu.edu.au">andrew.hughes@anu.edu.au</a></td>
</tr>
<tr>
<td><strong>Office hours for student consultation:</strong></td>
<td>By appointment only. Appointment times are found on Wattle.</td>
</tr>
<tr>
<td><strong>Research Interests</strong></td>
<td>Strategic Marketing, emotions, advertising, marketing communications, sports and non-profit marketing, stakeholders in marketing and political marketing.</td>
</tr>
<tr>
<td><strong>Student administrator/s</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>6125 6737</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:Rsm.enquiries@anu.edu.au">Rsm.enquiries@anu.edu.au</a></td>
</tr>
<tr>
<td><strong>Tutor(s) (optional)</strong></td>
<td></td>
</tr>
</tbody>
</table>
Course Description:

The course introduces the principles and practice of marketing. Topics include the role of marketing and its organisational context; the marketing environment; market segmentation and target markets; marketing information, research and analysis; industry analysis, marketing planning and competitive strategies; buyer behaviour in the consumer and business markets; pricing products and services; distribution channels; integrated marketing communications; marketing of services; e-marketing; managing and evaluating the marketing effort.

COURSE OVERVIEW

Learning Outcomes

Upon successful completion of the requirements for this course, students will be able to:

1. Define, explain and illustrate marketing concepts, including the marketing mix, and their application to profit oriented and non-profit organisations, including to scenarios deriving from students’ personal work experiences;
2. Explain and illustrate:
   1. how marketing is integrated with other functional areas of business;
   2. the need for a marketing orientation in the competitive global business environment;
   3. the consequences of emerging information technologies for marketing strategy;
3. Successfully design and plan the implementation of marketing plans and strategies;
4. Critically evaluate case studies, identifying and analysing problems and then making recommendations for practical implementation;
5. Apply marketing concepts, illustrating the importance of major marketing decisions;
6. Communicate effectively, individually and in teams, in oral presentation and written forms using the concepts and terminology of the marketing discipline.

Proposed Assessment (Summary): Assessment for this course will be confirmed after consultation with students at the first lecture of the semester. If there are any changes to the assessment, those changes will be publicised on Wattle and will be included in the final course outline that will be available on Wattle by the end of week 2.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Value</th>
<th>Due Date</th>
<th>Linked Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Minor Assignment</td>
<td>20</td>
<td>Week 6</td>
<td>LO1-10</td>
</tr>
<tr>
<td>2. Major Assignment</td>
<td>40</td>
<td>Week 13</td>
<td>LO1-LO10</td>
</tr>
<tr>
<td>3. Mid-Semester Exam</td>
<td>40</td>
<td>Week 8</td>
<td>LO1-LO10</td>
</tr>
</tbody>
</table>
Research-Led Teaching

This course will use the findings and analysis from recent journal articles, case studies and articles on marketing. Where possible students will be asked to critically analyse and understand the relationship between theory and practice in this area, and how this relationship influences the use and development of theory in practical modern strategic marketing.

Students will be asked to read relevant research papers in marketing and apply their findings to how organisations may use them to create or maintain a strategic competitive advantage.

Feedback

Staff Feedback
Feedback in this course may be in the following forms:

- Written comments.
- Verbal comments
- Feedback to the whole class – both written and verbal.
- Feedback to groups
- Feedback to individuals

Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:
- http://unistats.anu.edu.au/surveys/selt/students/

Policies

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at:
Students are expected to have read the Code of Practice for Student Academic Integrity before the commencement of their course.

Other key policies include:
- Academic Progress
- Assessment of Student Learning
- Assessment Review and Appeals
- Course Assessment: Consultation and Finalisation
- Student Feedback on Teaching and Learning

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme / Topic / Module</th>
<th>Activity</th>
<th>Required student preparation</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>Marketing: Definition and Process</em></td>
<td>Lecture &amp; tutorial</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><em>Strategic Marketing</em></td>
<td>Lecture &amp; tutorial</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><em>Marketing Environment</em></td>
<td>Lecture &amp; tutorial</td>
<td>Chapter 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><em>Consumer and Organisational Behaviour</em></td>
<td>Lecture &amp; tutorial</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><em>Target Marketing Strategies and CRM</em></td>
<td>Lecture &amp; tutorial</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><em>Creating and Managing Products</em></td>
<td>Lecture &amp; tutorial</td>
<td>Chapter 7 &amp; 8</td>
<td>Minor Assignment</td>
</tr>
<tr>
<td>7</td>
<td><em>Pricing the Product</em></td>
<td>Lecture &amp; tutorial</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><em>Place</em></td>
<td>Lecture</td>
<td>Chapter 10</td>
<td>Mid-Semester Exam</td>
</tr>
<tr>
<td>9</td>
<td><em>IMC: Part 1: Chapter 11</em></td>
<td>Lecture &amp; tutorial</td>
<td>Major Assignment Prep 1</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td><em>IMC: Part 2: Chapter 12</em></td>
<td>Lecture &amp; tutorial</td>
<td>Major Assignment Prep 2</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td><em>IMC: Part 3: Chapter 13</em></td>
<td>Lecture &amp; tutorial</td>
<td>Major Assignment Prep 3</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td><em>Ethics and Regulation in Marketing: Chapter 14</em></td>
<td>Lecture &amp; tutorial</td>
<td>Major Assignment Prep 4</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td><em>The Future of Marketing, Course Review</em></td>
<td>Lecture &amp; tutorial</td>
<td>Final Q &amp; A - Session</td>
<td>Marketing Plan</td>
</tr>
</tbody>
</table>
ASSESSMENT REQUIREMENTS

Please read the assessment requirements carefully. Yes carefully. Assessment has been designed to meet the course objectives. The course objectives have been developed to ensure that you graduate with the chance of being allowed to do this as a professional one day.

I take assessment requirements seriously. So should you because if you don’t you are getting the penalty or penalties if there are multiple infractions.

Please read each item and the formatting requirements thoroughly.

Also, university policy has changed on assessment. This means that electronic submission will be the only way to submit your work as I need to keep a soft record of all work submitted. If you have any issues with this and you are not able to submit electronically please contact me directly.

If you have any questions please ask.

Compulsory guidelines for formatting of written work in MKTG8043

**Failure to follow any of these presentation rules will result in penalties being deducted.**

- **Online Submission:** Assignments are submitted using the course Wattle site. Submitted assignments must include the cover sheet provided on Wattle. Please keep a copy of the assignment for your records. I am going to miss the dash for the box to beat the deadline as much as the rest of you. *Sigh*.

- **ALL ASSIGNMENTS MUST BE IN MICROSOFT WORD. ALL.** Penalty for not following this is 10% of the total marks for that item and no comments on the document. After all it will be a bit hard to electronically mark work that is not in Word format.

- **Assignments are to be word-processed,** which follows from the above. The use of strict, professional expression is expected. This does exclude text language. LOL. No seriously.

- **No long paragraphs.** Paragraphs that are suitable in this unit should measure between 5-8 sentences in length. Anything longer than this is not acceptable as it looks unprofessional, makes your arguments hard to read and is something that you should have been told not to do long before getting to this unit.

- **Assignments must be 1.5 spaced.**

- **Page margins** must be 2.5cm left, bottom and top, and 2.5cm on the right. This is easily set up in Word.

- **All assignments must use 12 size font.** Penalty for not using 12 size is an instant 10% of the total marks available as usually it’s done to get an unfair advantage over the pack. This is going to be fair for all.

- **All assignments must have a cover sheet** with all of the appropriate details completed, including name(s), student number(s) and should be dated. Significant Penalties in excess of over 20% of the total marks available for the assessment will apply if this does not occur. Repeat offenders will be penalised at higher levels each time.

- **The Harvard or Oxford referencing styles can be used for the MAJOR assignment only,**
- **The minor assignment can only use the Harvard or in-text referencing method.** This is the preferred referencing method in business, you’re doing a business unit, hence the requirement.
- **No first person writing other than the mid-semester exam. None. 0. Absolutely nada.** This is because you need to learn how write in third person as reports are prepared by an organisation, not individuals in it. You also will learn in the working world that you’d rather not have put your name to something that may have contained an error as this can lead to your unemployment or a sudden career change.

### Assessment Tasks

#### Minor Assignment

<table>
<thead>
<tr>
<th>Due Date</th>
<th>23:55, Sunday of Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>20%</td>
</tr>
<tr>
<td>Estimated Return Date</td>
<td>Mid-semester break, will be posted on Wattle.</td>
</tr>
</tbody>
</table>
| Suggested Length | Required length is 2000 words for topics 1-3. Please note the word count penalties.  
This assessment is only done individually.  
Topic 3 has a compulsory video in addition to the written component. For topic 3 ONLY the marks are divided evenly between the written work and video.  
Your video must be posted on a freely accessible vid sharing site such as YouTube or Vimeo. The time of the video on this site will be the one that is used for the purpose of deciding any penalty. Do not do option 3 if this is an issue in any way. IT IS NOT NEGOTIABLE. |
| Instructions | Minor assignment topics will be given out in the week 3 seminar, and will be available on Wattle sometime after the time they are handed out in tutorials. The topics will focus on a mixture of practical and theory based questions.  
**Students who do topic 3 ONLY** will also complete a video presentation of their work. This video should be as engaging, exciting (well no need for explosions or Bruce Willis) and as interesting as possible.  
**And yes, you must be in it for at least a minute of the video! How is your decision! Video length is min of 4m:00s, max of 9m:59s.**  
Penalties for exceeding the time length are as follows:  
1 sec-1 minute: 15% of total marks available for the video  
1 minute – 2 minutes: 40% of total marks available for the video |
2 minutes + : 60% of the total marks available for the video.

So if you go over the limit by 1 second you are taking a penalty of 1.5% of your overall course mark. It may make a difference!

To achieve a pass grade in this item of assessment students must demonstrate a satisfactory ability to critically analyse not only the question being asked, but of marketing theory and practice in different contexts and situations.

Or, in other words, answer the question. Clearly. Concisely. Critically.

Students will need to make use of highly credible sources of information other than the required text. Academic journals, books, business and industry magazines, internet resources, case studies, government reports and company reports will all be considered to be sources of information for those students seeking a pass grade or higher.

The academic journal articles selected will need to be from appropriate and credible sources and are integrated into the analysis to justify arguments made and use of theory. These articles should also be used to highlight the strengths and weaknesses of academic theory being applied in practice.

Students are encouraged to undertake a library tour as this will help them become familiar with the many resources that the ANU library can offer students to help them achieve a satisfactory result for these assignments.

The ANU’s Academic Skills and Learning Centre (ASLC) have also produced a series of very useful documents explaining the principles of academic honesty and the use of the Harvard referencing system. These can be found at the following URL: [http://academicskills.anu.edu.au/](http://academicskills.anu.edu.au/)

You will need to search/browse the ASLC’s database of Online Resources (select Undergraduate Student / Referencing in the browsing fields) to locate documents entitled ‘Referencing Basics’, ‘Referencing – Harvard’, ‘Using Harvard: Basic Principles’, and ‘Writing a References List or Bibliography’.

Please note: Harvard Referencing, or in-text referencing, is the only referencing method allowed to be used for the minor assignment.

Use of any other method will attract significant penalties.

**Purpose**

The purpose of this assignment is to develop your critical analysis skills. Critical analysis skills are essential in developing a deeper understanding of the subject content and theory in practice.

The minor assignment will provide you with the opportunity to develop an opinion, support and justify that opinion through in-depth analysis, make a
conclusion and finally provide a guide for future direction on the topic.

<table>
<thead>
<tr>
<th><strong>Marking Criteria</strong></th>
<th>Will be available on Wattle.</th>
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</thead>
<tbody>
<tr>
<td><strong>Submission / Presentation Details</strong></td>
<td>Wattle submission only.</td>
</tr>
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</table>

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**Major Assignment**

<table>
<thead>
<tr>
<th><strong>Assessment Task</strong></th>
<th>Marketing Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due date</strong></td>
<td>23:55, Sunday, Week 13.</td>
</tr>
<tr>
<td><strong>Value (%)</strong></td>
<td>40</td>
</tr>
<tr>
<td><strong>Estimated Return Date</strong></td>
<td>Week 16 but exact date will be advised on Wattle.</td>
</tr>
<tr>
<td><strong>Maximum length</strong></td>
<td>7500 words for the official count that starts at your Introduction and ends at your Conclusion page. Please note the word count penalties but given how much you have to work with this should not be an issue for anyone. Anything outside this, such as cover pages, content pages, reference pages, and appendices, is not included in the official count.</td>
</tr>
</tbody>
</table>
| **Instructions** | You will be completing a marketing plan on one of the topics that will be released on Wattle in week 4. This assignment must be completed in groups of 1-4 only.  

**It is strongly advised that students work in larger groups as this will substantially lessen the work load for each student.**  

**Students who therefore choose to work in a smaller group, including by themselves, acknowledge that their workload will be much higher than those who work in larger groups.**  

**This is not a “night before” type of assignment and does take a substantial amount of time over several weeks to complete.**  

**You have to be specific and you can only cover one product or service from the list provided. Any topic chosen which is not on this list will be failed automatically. No exceptions.** |
The Task

The outline (students may add to the appendices) of the marketing plan is:

1. Cover Page
2. Table of Contents
3. Disclaimer
4. Executive Summary
5. Introduction
6. Background
7. Environmental Analysis (Internal & External)
8. Customers and competitors
9. SMART Objectives
10. Marketing Variables
11. Implementation & Proposed Timetable
12. Conclusion
13. References

Appendix A: Marketing Budget

Students will be expected to not only write an in-depth plan on each section but to also provide a summary of the current strategy used, if appropriate, along with an in-depth theoretical & critical analysis of the effectiveness of this strategy.

If appropriate, you will be expected to provide recommendations on how and why the current marketing mix could be improved. If you consider that there is no requirement to make recommendations, then you will need to justify this in your assignment.

For any recommendations that you do make you should be prepared to justify each one by the use of theory and other examples.

Students will need to ensure that they justify any critical analysis, idea, suggestion, opinion or recommendation by reference to BOTH theory and practical examples.

The Aim

The aim of this item of assessment is three-fold. It is designed to:

(1) Develop your ability to critically analyse a product from a marketing perspective
(2) Develop your skills in writing reports in a style and format that is
appropriate in a work and business environment.

(3) Encourage you to go beyond mere analysis to develop recommendations that illustrate that you not only grasp the issues at hand but that you have the ability to creatively and constructively develop innovative alternatives.

The Format

Students will be expected to use a business report style format in this assignment. There are many different styles and it is entirely at your discretion to choose a format that comprehensively yet concisely conveys the information.

Group Rules & Guidelines.

If you are in a group please be advised that groups will be set in stone at the completion of week 10. After that you are all locked in.

As all groups are created by students only, it is advised that you ensure that you pick people to work with who share the same outlook that you do, and that you set deadlines for completion of work to ensure that all members are contributing equally.

I highly recommend that you keep a diary, signed off by all members of the group, of work allocation and deadlines being completed. This will support any claim of special consideration in the event of a group member/s turning out to be ghosts and missing all deadlines.

It is strongly advised that students work in larger groups as this will substantially lessen the work load for each student.

Students who therefore choose to work in a smaller group acknowledge that their workload will be much higher than those who work in larger groups.

This is not a “night before” type of assignment and does take a substantial amount of time over several weeks to complete.

Further details will be made available shortly on Wattle. Shortly!

Purpose

Strategic marketing plans are used extensively around the world by organisations in a range of industries. They are an important part of any business operation and most marketers will complete several in their career.

Students will develop insights and understanding into how a strategic marketing plan integrates with corporate strategy and planning. They will also gain understanding and skills on how theory is applied in practice.
Skills in critical analysis will be developed as students will need to critically assess what theory will best help achieve the objectives of the product they are working on.

Students will also gain written and verbal communication skills through this assessment. They will learn how to communicate in a team and work collectively to achieve a common goal.

| Marking Criteria          | Available on Wattle soon. |

**Group of 1 Option**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Major Assignment – Group of 1 option only.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due date</td>
<td>23:55 Sunday, Week 13</td>
</tr>
<tr>
<td>Value (%)</td>
<td>40</td>
</tr>
<tr>
<td>Estimated Return Date</td>
<td>Week 16, but exact date will be advised on Wattle.</td>
</tr>
</tbody>
</table>
| Maximum length | You will complete a marketing plan for **your own company**. Yes, **your very own creation and brand**. Your budget is set at $10,000. Further details on how to spend your budget will be provided online.  

This includes everything – yes everything.  

7500 words for the official count that starts at your Introduction and ends at your Conclusion page.  

Anything outside this, such as cover pages, content pages, reference pages, and appendices, is not included in the official count. |
| Instructions | Further details will be made available shortly on Wattle. Shortly! |
| Purpose       | As for above. |
| Marking Criteria | Available on Wattle soon. Patience is a good thing. |

**Mid semester examination**

<p>| Assessment Task | Mid semester exam |</p>
<table>
<thead>
<tr>
<th>Due date</th>
<th>To be advised but in week 8 sometime.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value (%)</td>
<td>40</td>
</tr>
<tr>
<td>Maximum length</td>
<td>As much as you can write in the time allocated.</td>
</tr>
<tr>
<td>Instructions</td>
<td>Will be made available closer to the date.</td>
</tr>
<tr>
<td>Purpose</td>
<td>This item of assessment brings all of your knowledge that you have learnt over the last several months together on one final piece. It is a test of your marketing knowledge, skill and practice at the mid-point of the semester. You need to show off everything you know. Don’t hold anything back and be the biggest, best and brightest marketing mind in the room!</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td>None available. Just do the best you can!</td>
</tr>
</tbody>
</table>

**Extensions and penalties**

**All assignment extension requests must be made at least 48 hours in advance of the due date.**

Given the due dates of the assessment are within this document, which is released well before hour 1 of week 1 of the course, reschedule your life around the due dates, and not the other way around.

Extensions may be granted on the following conditions:

- Pre-existing conflict with a due date declared well in advance (eg by Week 2 for everything)
- Serious medical conditions lasting for more than a week. Bring a doctor’s certificate, and I’ll be sympathetic.
- Any grounds that the university would support through its student policies
- Once you activate an extension, your assessment tasks will not necessarily be able marked and returned as quickly as the assignments submitted on the due date. Marking time has been budgeted for each task, and late submissions will go at the back of the queue. Your trade for the extra time is a delay in return.

**Penalties**

- All assessment tasks must be attempted. Late tasks not submitted can be grounds for failing the course.
- 10% of the total marks available for that assessment item, per 24 hour period late, starting immediately at the close of the Wattle due date. Yes, immediately. If Wattle flags it as late, even by 1 second, then you’re taking the percentage hit
per time period, and inclusive of fractions of the 24 hour period. You made the trade off for leaving it to the last minute so time to pay the price for that. Also:
  o I do not accept technology reasons for late submission. Everyone uses the same server to submit so if they can make it on time, so should you. If you are unfamiliar with how to submit on Wattle, get familiar.
  o Do not run the risk of anything bad happening to you technology wise and submit early.
• As all assessment is submitted electronically then you can submit at any time, 24/7 up to the due date and time. You do not need to submit to a physical location or in hard copy.
• Submit early, prepare in advance, and just don’t be late. DO. NOT. BE. LATE.
• After 10 days, the assessment is worth 0. You are still expected to submit an assessment task in order to be eligible to pass the subject.
• Exceeding page count penalty:
  ▪ If you go over the word count by the following then the following penalties will apply. This is in addition to any penalty specified above in the formatting requirements.

<table>
<thead>
<tr>
<th>Word Count Exceeded By</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 words</td>
<td>10% of the total marks available</td>
</tr>
<tr>
<td>300 words</td>
<td>20% of the total marks available</td>
</tr>
<tr>
<td>400 words</td>
<td>30% of the total marks available</td>
</tr>
<tr>
<td>500 words</td>
<td>40% of the total marks available</td>
</tr>
<tr>
<td>600 words</td>
<td>50% of the total marks available</td>
</tr>
<tr>
<td>700 words</td>
<td>60% of the total marks available</td>
</tr>
</tbody>
</table>

• Formatting crimes:
  o If you commit formatting crimes I’ll consider that at best you just couldn’t be bothered reading this document, at worst that you’ve tried to obtain an unfair advantage over your colleagues, or cheat.
  o At best it will be a minimum 10% penalty of the total marks available, plus anything in addition for specified breaches above.
  o At worst I’ll need to consider an appropriate penalty for the breaches based on the demonstrated intention to cheat and obtain an unfair advantage over other students.
  o This will not be a problem if you follow the formatting guidelines. Follow them and everything will be okay. If not, then you’ve made the decision to trade the advantage for the penalty.

• Any academic misconduct will be assumed to be intentional, and dealt with at the maximum level of the university penalties.
  o Don’t cheat, and this won’t be an issue for you.
  o Learn the rules and abide by them.

• Plagiarism will result in a grade of zero for the assessment item.
  o Do not ask for mercy, because there will be none.
- If you have deliberately copied and pasted material, or deliberately retyped material from a third party source, then you have made a deliberate choice, and you deserve the reward that comes with that choice.

**Returning assignments**

Assignments will be returned electronically via email or Wattle. If you want a hard copy returned please indicate this on the cover page of your assessment item.

**Resubmission of assignments**

There is no resubmission of assignments allowed in this unit. You can, if you submit early, re-upload your work though. Once that due date and time pass, then that’s it. No exceptions.

**Referencing requirements**

It is critical that you learn how to reference using different methods. In Australian business, and most other business organisations on Earth, Harvard or in-text referencing is the dominant referencing method to use. Therefore it is a skill that you need to how to use and apply in a business document. Plus I do not really care what "*insert name of another academic area of the university*" uses because this is a business unit so we want Harvard/in-text.

**Therefore for the minor assignments only please use in-text referencing.** For the major assignment you can use whatever you feel most comfortable with.

**Examination material or equipment**

It is highly likely that the exam will be closed book.

However, final and official details on the exam will be released closer to the date on: [http://timetable.anu.edu.au/exams/](http://timetable.anu.edu.au/exams/)

On the technology front I will be using meetme.so for appointment scheduling, I will be likely trialling YouTube for a little of this, a little of that, and Wattle is used extensively in this course.

If I have feedback for it I may use a social media site of choice for mass communications.

I’m also happy to schedule online meetings using Skype if you can’t make it in to see me for whatever reason.

**Readings/Set Texts**

The following book is the set text for the unit:

Please note that this book will also be available in electronic version at a substantial saving to a hard copy. The e-version is compatible with all modern electronic devices, including tablets. I would recommend that if you can you get the e-version.

Recommended:

You can access a hard copy of the above text via one of many methods. The bookstore should have some, the library might, online either new or second hand via one of the many book e-tailers, and there might be a few other methods I haven’t mentioned.

Attendance Requirements

None. Show up if you want to be in the room, don’t come along if you’re not feeling like class. Be at the seminar because you want to be there, not because you think you should attend out of a misguided obligation, or reluctant sense you’re missing out on something.

All lecture segments of seminars are recorded, the audio is paused when class discussions take place to allow for the privacy of the in-class cohort, and their ability to make mistakes in a safe space where learning takes precedence over permanent records.

If you want to be part of those discussions, come to the lecture. If you just want the highlights package, follow the DLD recordings.

Nothing is compulsory, every class is voluntary. Find your own path through the subject, either with me as a guide in seminars, or on your own with the book or somewhere in between.

I trust you to look out for yourself and allocate study time into your life, to explore and learn as best suits you, and I believe my confidence in your decision making is well placed.

Seminars

Seminars will focus on a lot of discussion of practical cases and examples. Seminars are the bundled version of a lecture, tutorial and occasionally mass consultation all rolled into one. The usual method of delivery is lecture first, tutorial second, and then if time allows personal time.

I do not discuss assessment results with students at seminars. Seminars are for learning and engagement. If you would like to discuss assessment results with me I am available via a number of times and methods. If you try to, you will be asked to make an appointment with me, worst case scenario I will consider misconduct charges.

Seminars will go for only the time it takes to achieve the objectives for that week. This may mean the full time is taken, or only half. Either way I appreciate your time is as valuable as mine so I will not waste it on the sound of my own voice.

If slides are prepared then yes they will be talked to, but in the context of cases and examples.

Please do not expect lectures to be ad libbed to because you hate lecture slides being followed. Students who miss lectures use DLD to listen to lectures so following the slides is
handy for them. This is based on past feedback I have received. There might also be students with disabilities in the room who require lectures to be quite formal in delivery so they can participate equally in the unit with you.

However if you want to make your lecture experience more interesting and engaging then do exactly that. Engage. Discuss. Explore. Question. Listen. Learn. This is marketing so be market your brand through your thinking, talking and listening.

**Tutorial Component**

In many job interviews the scenario given to you on the day is usually the deciding and defining factor on whether you get the job or not. This is because in many jobs, especially in marketing, you will need to think on your feet. There is no advance notification from competitors or environmental factors that your strategy choice is no longer valid.

Therefore, the tutorial component in this unit will be about discussing case studies from the text or ones handed out in class on the day. If there is no discussion, then the class will end there and then or we will continue on with another activity or general consultation. This is your time, make it count!

The exam will more likely than not be on case studies that you will only get to see on the day. Consider the tutorial component practice for that day. If you find exams hard, then this is your best preparation against those who love them or from your own fears on that big day.

If you attend every single week you will have a substantial library of case studies and knowledge of how to answer them, across all topics that will serve you well on the day.

Your own participation in discussion will help you disseminate and engage with the theory well before the day. If you choose not to attend classes then you will have as many as you do attend.

Case studies and questions outside of the set text will not be given out on Wattle as classes are not assessed in any way, are voluntary, and represent a safe learning environment for students to discuss theory on that case study or other examples they can think of.

There is usually no shortage of case studies to examine in this unit, either from your own experiences as a consumer, or from your learning as a student in marketing.

It is expected of students to engage in marketing practice in every way possible. At the shops, the bar, the road trip, at home, the net, friends, family and acquaintances, on your smart phone, the family pet, the trees in the park, basically anywhere someone calling themselves a marketer is using a strategy to get to you.

Marketing is how business makes money. No marketing, no money, unless you have a monopoly or are a government. So you will notice it a lot. And practice does make perfect so pay attention and watch the ad break, and ignore the show.

**Public Holidays**
In this unit there are 2 public holidays scheduled for a Monday timeslot. I did ask for another time for this class for that reason but was denied. Both happen in the second half of the semester. For these weeks I will be recording make up lectures. I'll probably do this on a Saturday or late at night (oh the exciting life I have). Lectures will be available online. If possible, and it's an if, I'll let you know the time and you can decide if you'd like to be in the room when I hit record.
Workloads

Students taking this course are expected to commit at least n+1 hours a week to completing the work, where n is a value of your own determining based on your lifestyle, workloads, sporting and social outings/excuses, family time, personal preferences and what’s good on TV/Internet/YouTube.

This will include:

- Lectures (2 hours)
- Tutorials (1 hour)
- private study (Preferably about 36 to 72 hours over the semester, and not 36 hours before the exam)
- group work (if necessary)
- using Wattle to find course materials, submit assessment items, respond to feedback questions
- using the internet as a distraction from the work you had planned to do
- Conscious Media consumption: Try to fit in an hour or two of deliberate media use to watch the adverts, look for the product placements, and try to find the marketing present in the world around you.
- Preparing for the minor assignments at least a week out, not daring yourself to see the highest mark you can get by trying for the all-nighter-stuff-of-legend effort that usually fails miserably or leads to you lying to your friends about your true result.
- Preparing for the exam by studying, engaging and discussing with the material over the 7 weeks of teaching, 2 weeks of holidays and whatever else time you can find or create. Make every second count.
- Marketing plan assignment preparation (try about three hours a week over ten weeks, and an intense rush to the line in Week 12)