



**COLLEGE OF COMMERCE
DIVISION OF ECONOMIC AND FINANCIAL STUDIES
DEPARTMENT OF BUSINESS**

MKTG 305 MARKETING SEMINAR

UNIT OUTLINE SEMESTER 2, 2008

**Lecture times: Tuesday, 6:00 pm – 9:00pm C5A-232
or Thursday, 9.00am - 12.00pm W6B-345**

Unit Convenor: June Buchanan

**Prerequisites: ACCG200, BBA102, BBA203, BBA213,
MKTG303 and any 100-level COMP or ISYS unit**

Students in this unit should read the Unit Outline carefully at the beginning of the semester. It contains important information about the unit. If anything in it is unclear, please consult the Unit Convenor.

About This Unit

MKTG305 is a 3-credit point unit.

Marketing Seminar is designed as a capstone unit for students undertaking the specialised programme in marketing. The aim of the unit is to introduce students to more “cutting edge” and specialised topics in marketing. Some of the topics deal, in greater depth, with concepts learnt in previous marketing units while other topics will focus on applications of theory. Through analysis of these topics, students should enhance their understanding of marketing theory and concepts already learnt and obtain knowledge of issues involved in effective real world marketing.

The unit will run as a collection of seminars given by staff in marketing in their areas of specialisation. These seminars will not be lectures by staff but will involve student presentations (in groups) on preselected topics. The seminars may also involve presentations by staff, discussions, student activities and data analysis. Students will be expected to read, before class, relevant literature for the topics and participate in the seminars.

Teaching Staff

June Buchanan

Room E4A-630 X9616

(Convenor)

email: june.buchanan@mq.edu.au

There will be other staff from marketing involved in leading seminars. Check with the MKTG305 website for the staff involved in a specific seminar session.

Classes

Lecture times: **Tuesday, 6:00 pm to 9:00pm C5A-232 or**
Thursday, 9.00am to 12.00pm W6B-345

Required Reading

There is no recommended text in this unit. There **will** be required reading for the seminars from week 3-week 10. The required reading will typically be journal articles or other relevant material for the specific topic for that week. The reading will be made available two weeks prior to the specific seminar session on the MKTG305 website.

Unit Web Page

All announcements and resources will be available on the web site. The materials needed for each seminar session will be posted on the website **2 weeks** before each seminar session. Please consult it regularly for messages and updates.

The website can be accessed via the usual online login for students in the unit (i.e. <http://learn.mq.edu.au>).

Learning Outcomes

The learning outcomes of this unit are:

- an understanding of specialised topics in marketing theory
- the ability to synthesise marketing theory with real world marketing applications
- the ability to research and critique relevant literature in marketing theory and methodology
- the ability to convey relevant analysis in both oral and written formats

In addition to the discipline-based learning objectives, all academic programs at Macquarie University seek to develop students' generic skills in a range of areas. Students should develop skills in the following:

- working in teams
- taking responsibility for your own learning

Teaching and Learning Strategy

This unit is taught using seminar sessions. Students are expected to read in advance of, and participate in, the seminars. Students will be expected to read relevant literature and to present analysis in both oral and written format.

Seminars will be conducted using student presentations, discussions, exercises and workshop activities. It is incumbent upon students to attend all seminars and participate in discussion after the two presenting groups, as examination questions from class discussions will be included in the final exam. Furthermore, a class roll will be taken each week and students are required to attend a minimum of 80% of seminar weeks in order to pass the unit.

Assessment And Relationship Between Assessment And Learning Outcomes

Assessment

The components of assessment are as follows:

Seminar Presentations/Paper	20%
Critique	10%
Position Paper/Presentation	25%
Final Examination	45%

Group Work

Both the Seminar Presentations & Critique and the Position Paper/Presentations will involve working in groups allocated in the first class. There will be 8 groups for each seminar class. It will be the responsibility of the group to ensure that the group and all members within it work effectively. The allocation of tasks within the group is up to the group members to decide. Any disputes within the group must be handled internally unless in exceptional circumstances there is some issue that may need the intervention of the convenor. The output expected both in oral and written presentations will be the output of the group and not a collection of outputs from individual group members. Presentations and papers that seem to be collections of individual output and not as unified group output will be penalised. The assessment mark allocated to each individual member will be the assessment mark allocated to the group unless the peer review statement (included with all group submissions) indicates otherwise.

Seminar Presentations/Papers & Critique

(i) Seminar presentation/paper

Commencing in week 3 and continuing to week 10 there will be 8 seminar sessions. In the first class, students will form into 8 groups and nominate a week their group will present. Material for each particular seminar session will be posted on the website 2 weeks before each seminar. All students should read the material for each session.

The group nominated for the particular session needs to make an approximately 30-40 minute oral presentation to the class about the topic area using the website materials provided as a reference point. The presentation should include an overview of the topic area, application of the topic area to real world marketing (if at all), relevance for managers (if applicable), difficulties with methodology and/or data and likely future directions of research in this area. Groups may use any type of media or approaches they see as relevant to convey their analysis to the class. The oral presentation will be worth 10 % of the assessment for the unit.

In addition to the oral presentation, the group must submit a written report covering the issues discussed above. Comprehensive evaluation of at least six academic articles (i.e. the two articles provided on Blackboard and an extra four peer-reviewed articles researched and analysed by you) is expected and full details provided in a Bibliography. Proper referencing (using the Harvard method) must be incorporated throughout your paper. The written report should be **1,500** words (excluding cover page and Bibliography). The word count must be shown on the cover page, along with student names and SIDs, Group Name/No., Seminar day, time and date. All written work must be uploaded to the appropriate seminar class in Turnitin, accessible from the MKTG305 Blackboard site, prior to the start of your class. The written presentation will be worth 10% of the assessment for the unit. The written presentation is due in the seminar class the same day as the presentation.

(ii) Critique presentation

For every seminar session, another group will be nominated as respondents to the seminar presentation. This group is required to present a short alternative to the presentation of the nominated group. (Every group, will over the course of the 8 seminars, be selected to present an alternative presentation). This presentation is not an evaluation of the nominated

group's presentation nor merely a rehash the material of the presentation. It should present alternative viewpoints or alternative related areas of theory. This should be approximately 20-30 minutes long. It will be important for the critique group to have read the material on the website (two articles will also be provided for the critiquing group) to assist them in the critique. The critiquing group is also expected to research and analyse an additional four peer-reviewed articles. PP slides must be fully referenced where appropriate and full details of references provided in a Bibliography. A hard copy of the PP slides (black and white Handouts, 3 to a page) must be provided to the seminar leader prior to your presentation. The critique presentation will be worth 10% of the assessment for the unit. Only group members who are present and contribute to the presentation (unless arranged earlier or in exceptional circumstances) will be eligible for the 10%.

In week 1, when the groups are formed, groups will be assigned a week for seminar presentation (there may be some possibility for groups to nominate approximately when in the semester they would like to present subject to demand). The week of seminar presentation will also be the group number. A list of the presenting and critiquing groups can be found in the Class Schedule in this unit outline.

Position Papers/Presentations

The 8 groups selected will also work on a position paper/presentation for weeks 11 – 13 of the semester. The position paper/presentation will be on one of several topics in marketing that will be provided by the Unit Convener in Week 2.

(i) Oral Presentation

The group needs to make an approximately 30 minute oral presentation to the class about their chosen topic. The presentation should include an overview of the topic area, application of the topic area to real world marketing (if at all), relevance for managers (if applicable), difficulties with methodology and/or data, alternative methodologies and likely future directions of research in this area. Groups may use any type of media or approaches they see as relevant to convey their analysis to the class. The oral presentation will be worth 10 % of the assessment for the unit.

(ii) Written Presentation

In addition to the oral presentation, the group must submit a written report covering the following issues:

1. Identify the issues that are relevant to the topic area. This should include origin of the issue, overview of relevant literature and the nature of the debate on the issue. These issues must be relevant managerially and academically.
2. A thorough Literature Review of the main features of the topic, utilising at least eight peer-reviewed journal articles.
3. Synthesise and highlight the status of the key debates around the topic area. Discuss the merits of these debates. This may involve the paradigms adopted, methodologies used and the outcome.

Class Schedule:

Seminar Date (Week Commencing)	Topic	Likely Seminar Leader	Notes, Presentation and Critiquing Groups
1 4 August	Introduction	June Buchanan	Form Groups, Nominate seminar weeks
2 11 August	Marketing and Marketing Research Futures	June Buchanan	Marketing and Marketing Research Careers
3 18 August	Seminar 1	Julian de Meyrick	(1) Presentations: Main – Group 1 Critique – Group 5
4 25 August	Seminar 2	Greg Elliott	(2) Presentations: Main – Group 2 Critique – Group 6
5 1 September	Seminar 3	Con Korkofingas	(3) Presentations: Main– Group 3 Critique – Group 7
6 8 September	Seminar 4	Con Korkofingas	(4) Presentations: Main – Group 4 Critique – Group 8
7 15 September	Seminar 5	Greg Elliott	(5) Presentations: Main – Group 5 Critique – Group 1
Semester Break 20 September to 6 October <u>Please note that the Presentation Topic papers and critique papers for Presentation 6 (i.e. groups 6 and 3) will be posted on Blackboard w/c 22 September and for Presentation 7 (i.e. groups 7 and 4), w/c 29 September</u>			
8 7 October	Seminar 6	David Gray	(6) Presentations: Main – Group 6 Critique – Group 3
9 13 October	Seminar 7	Greg Elliott	(7) Presentations: Main – Group 7 Critique – Group 4
10 20 October	Seminar 8	Greg Elliott	(8) Presentations: Main – Group 8 Critique – Group 2
11 27 October	Position Papers 1, 2, 3	June Buchanan	
12 3 November	Position Papers 4, 5, 6	June Buchanan	
13 10 November	Position Papers 7, 8	June Buchanan	Seminar Review Unit Evaluations

Raw Mark and Grade Meanings

To assist students to interpret the meaning of the raw mark on assignments the following information is provided:

Range of Marks

(max 10)

0 - 4	Work is below the required standard. A major effort should be made to improve the quality of the work.
4.5	A marginal effort, has important weaknesses which require further attention.
4.5 – 6.5	A sound level of work with no major shortcomings. Meets the expected level of work at this unit level.
7 -8	Displays academic excellence in some areas, but with limitations in scope and ability to sustain a position.
8.5- 10	Work is among the highest quality produced by students at the level of this unit.

Final Grades:

The final mark and grade awarded to students will be assessed on the following criteria:

- HD. Denotes performance which meets all unit objectives in such an exceptional way and with such marked excellence that it deserves the highest level of recognition.
- D. Denotes performance which clearly deserves a very high level of recognition as an excellent achievement in the subject.
- CR. Denotes performance which is substantially better than would normally be expected of competent students in the unit.
- P. Denotes performance which satisfies unit objectives.
- PC. Denotes performance which meets unit objectives only marginally, and which is therefore unlikely to be adequate preparation for further study in the area.
- F. Denotes performance which does not meet unit objectives.

The raw mark will not necessarily be exactly the same as the final mark awarded. Raw marks may be scaled according to normal statistical procedures.

Note that the total raw mark a student has achieved will not necessarily be indicative of the grade the student obtains. At the final tabulation stage, consideration will be given to individual student performance in all aspects of assessment but especially in the examination components and the above criteria for a grade will apply. Student raw marks may then be adjusted to reflect the grade awarded

#All students are required to perform satisfactorily in the final examination to obtain a passing grade for the unit. The combined performance of the student in the examination components of the course will be a prime determinant of the student's final grade in this unit. **In the case that a student has not achieved a satisfactory performance in the examination components, then the final mark awarded will be indicative of that examination performance ie marks in other assessment tasks will be weighted differently in the final mark.**

Formal Examination Procedures

The university examination period in the second semester 2007 is from 14 November to 30 November.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

<http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at <http://www.reg.mq.edu.au/Forms/APSCon.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

Plagiarism

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

University Policy on Grading

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see

<http://www.mq.edu.au/senate/rules/Guidelines2003.doc>

<http://www.mq.edu.au/senate/rules/detailedguidelines.doc>

Student Support Services

Macquarie University provides a range of Academic Student Support Services. Details of these services can accessed at <http://www.student.mq.edu.au>.

Classroom Etiquette

Students are expected to arrive on time, certainly before five minutes past the hour, and not to leave until the class ends. If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor

APPENDIX 1

STUDENT EVALUATION OF MEMBER PARTICIPATION

In order to encourage equal participation on the part of all group members, each group will complete and turn in an evaluation of the group member (for the written seminar and critique presentations and position paper and presentation). This evaluation will indicate the percentage of contribution of group members to the group's over-all performance. An evaluation must accompany each case study. Use the following format:

Group and Seminar: _____ Date: _____

Assessment: _____ Project Mark: _____

Student Name and SID	% Participation	Signature

Each student should give each group member (including themselves) a mark out of 100%. Individual marks are calculated by multiplying paper grade by the percentage awarded by peers. For example, if Joe Black was awarded 90% for his contribution to the research project and his group received 36 out of 40 points for the project, Joe's individual mark would be 32.4%. Another student, awarded 100%, would receive 36 points.

Students can give each of the group members 100%. If this is done, each student receives the mark that was awarded to the total project (in the above example, 36 points). No student should receive 0% unless the student really did nothing to contribute to the completion of the project (for example, did not go to meetings, did not complete assigned tasks, and did not contribute to the research and analysis of the case study). Conversely, DO NOT give any group member 100% unless that student fully participated and did just as much work as every other group member, with an acceptable standard.

In completing this form you should take into account:

1. Willingness of the individual to carry out jobs assigned
2. Ability of the individual to meet deadlines
3. Co-operation with other team members
4. Quality of the individual's work

APPENDIX 3

MARKING GUIDE FOR AFFIRMATIVE PRESENTATIONS

Date: _____

Seminar Number, Day and Time: _____

Presentation Topic.: _____

Group Number: _____

Student Names and IDs: _____

Analysis: 1 2 3 4 5 6 7 8 9 10

Quality of Answers/Strength of Argument regarding Salient Issues:
 1 2 3 4 5 6 7 8 9 10

Logical Flow: 1 2 3 4 5 6 7 8 9 10

Class Discussion: 1 2 3 4 5 6 7 8 9 10

Overall Quality: 1 2 3 4 5 6 7 8 9 10

(based on clarity of speech, dress standard, group cohesion/synergy and how interesting/creative the content and delivery is)

NB: where there is obvious disparity within the group with things such as standard of dress, clarity of speech, lack of cohesion etc., then those members will be marked up or down accordingly. It is therefore in the best interest of groups to liaise and rehearse their presentations prior to the relevant date.

Please ensure that each group member is clearly identified during the presentation. Failure to do this will result in the loss of marks.

APPENDIX 4
MARKING GUIDE FOR CRITIQUE PRESENTATIONS

Date: _____

Seminar Number, Day and Time: _____

Presentation Topic.: _____

Group Number: _____

Student Names and IDs: _____

Analysis: 1 2 3 4 5 6 7 8 9 10

Quality of Answers/Strength of Argument to Issues Raised:
 1 2 3 4 5 6 7 8 9 10

Logical Flow: 1 2 3 4 5 6 7 8 9 10

Class Discussion: 1 2 3 4 5 6 7 8 9 10

Overall Quality: 1 2 3 4 5 6 7 8 9 10

(based on clarity of speech, dress standard, group cohesion/synergy and how interesting/creative the content and delivery is)

NB: where there is obvious disparity within the group with things such as standard of dress, clarity of speech, lack of cohesion etc., then those members will be marked up or down accordingly. It is therefore in the best interest of groups to liaise and rehearse their presentations prior to the relevant date.

Please ensure that each group member is clearly identified during the presentation. Failure to do this will result in the loss of marks.

APPENDIX 5
WRITTEN POSITION PAPER MARKING GUIDE

Seminar Day/Time: _____

Group Number: _____

Identifying the issues that are relevant to the topic area
2 4 6 8 10 12 14 16 18 20

Literature review
2 4 6 8 10 12 14 16 18 20

Synthesise and highlight the status of the key debates around the topic area
2 4 6 8 10 12 14 16 18 20

Implications of these debates to marketing theory, practice and future managerial relevance
2 4 6 8 10 12 14 16 18 20

Identify unanswered questions, future directions and the likely future issues arising from the topic area
2 4 6 8 10 12 14 16 18 20

Referencing and Bibliography
1 2 3 4 5 6 7 8 9 10

Spelling/Grammar and General Presentation/Professionalism
1 2 3 4 5 6 7 8 9 10

APPENDIX 6
POSITION PRESENTATION MARKING GUIDE

Seminar Day/Time: _____

Group Number: _____

Identifying the issues that are relevant to the topic area:

1 2 3 4 5 6 7 8 9 10

Quality of answers/strength of argument regarding salient issues:

1 2 3 4 5 6 7 8 9 10

Logical Flow: 1 2 3 4 5 6 7 8 9 10

Class Discussion: 1 2 3 4 5 6 7 8 9 10

Overall Quality: 1 2 3 4 5 6 7 8 9 10

(based on clarity of speech, dress standard, group cohesion/synergy and how interesting/creative the content and delivery is)

NB: where there is obvious disparity within the group with things such as standard of dress, clarity of speech, lack of cohesion etc., then those members will be marked up or down accordingly. It is therefore in the best interest of groups to liaise and rehearse their presentations prior to the relevant date.

Please ensure that each group member is clearly identified during the presentation. Failure to do this will result in the loss of marks.