

MACQUARIE  
UNIVERSITY



FACULTY OF  
BUSINESS AND ECONOMICS

**MKTG101  
MARKETING FUNDAMENTALS  
UNIT OUTLINE**

**Semester 1, 2010**

*Department of Business*

**MACQUARIE UNIVERSITY  
FACULTY OF BUSINESS AND ECONOMICS  
UNIT OUTLINE**

**Year and Semester: Semester 1, 2010**

**Unit convenor: Dr Jana Bowden**

**[Prerequisites / Corequisites:] None**

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

### **1.0 ABOUT THIS UNIT**

MKTG101 has been designed to provide you with an introduction to the field of marketing. The course focuses on the role of marketing and its importance in contemporary organisations and society. During the semester we will critically explore marketing principles, concepts and models from a practical perspective. You will have the opportunity to apply this theory through the analysis of a variety of real-world examples directed at amplifying your understanding of how marketing concepts are used.

This is a 3 credit point unit.

MKTG101 is a foundation unit in the study of marketing. It offers an introduction to a number of specialist marketing units offered by the Department of Business at Macquarie University, including:

- Services Marketing
- Marketing Research
- Consumer Behaviour
- International Marketing
- Marketing Management
- Brand Management
- Business to Business Marketing
- Marketing Metrics
- Marketing Strategy
- E-Marketing
- Sales Management
- Customer Relationship Management
- Social Marketing
- Integrated Marketing Communications
- Marketing Strategy Project
- Marketing Seminar

## 2.0 TEACHING STAFF

- Convenor & Lecturer:
  - Dr. Jana Bowden
  - Department of Business, Faculty of Business & Economics
  - Room 650, Level 6, Building E4A
  - Email: [Jana.Bowden@mq.edu.au](mailto:Jana.Bowden@mq.edu.au) (preferred contact)
  - Phone: 02 9850 1813
  
- Lecturer
  - Professor Robert Miller
  - Email: [bob.austreet@bigpond.com](mailto:bob.austreet@bigpond.com) (preferred contact)
  - Phone: 02 95163515 or 0417208036
  
- Tutors
  - Mr. Jarryd Daymond: [jdaymond@hotmail.com](mailto:jdaymond@hotmail.com)
  - Ms Lucy Miller: [lucy.miller@efs.mq.edu.au](mailto:lucy.miller@efs.mq.edu.au)
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  - Mr. James Zhao: [jzhao@efs.mq.edu.au](mailto:jzhao@efs.mq.edu.au)

## 3.0 CLASSES

### 3.1 Course Structure

This course will be conducted in a weekly two hour lecture and weekly one hour tutorial format. Students will form into groups during the tutorials in Teaching Week 2 commencing the 1<sup>st</sup> March 2010.

Students are expected to attend and participate in all tutorials during the semester. Attendance and participation in tutorials will contribute to 5% of the course assessment for this Unit. Three or more missed tutorials will result in students obtaining a 0% mark for attendance and participation during the semester.

### 3.2 Tutorial/ Group Sessions

Tutorials/ group sessions in this course are conducted each week commencing in Teaching Week 2 commencing the 1<sup>st</sup> March 2010. Class sizes are limited. Times for these sessions are available through the timetable link for the University:

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

You must sign on for your preferred session electronically. Should you experience problems, please contact the teaching staff in Week 1 commencing the 22<sup>nd</sup> February 2010. Once you are included in a group, you should attend that group only each week. Changes will be permitted only in exceptional circumstances, and only after

discussion with teaching staff. It is the staffs' expectation that tutorials in this course will be conducted in a professional and conscientious manner.

### **3.3 Consultation**

Teaching staff are there to assist you. Staff members have set consultation times during which you may see them without making an appointment. The Unit Coordinator Dr Jana Bowden is available for consultation on Thursday between 1:30pm and 2:30pm. Consultation outside of these times is by appointment (email Jana to arrange) only.

All tutors are available for consultation via email. If you have questions or points that require clarification leave a message with your tutor via email.

An online forum is also available via the Blackboard site for this Unit. You may use this site to seek assistance from your peers or from your teachers by posting a message in the relevant discussion forum. There are six forums for discussion in which you may post questions. These include:

1. General Administration Discussion
2. Student-to-Student Discussion
3. Essay Discussion
4. Mid-Semester Test Discussion
5. Case Presentation Discussion
6. Exam Discussion

All important messages and announcements will be posted on the Blackboard site regularly by staff and you must take the time to read these each week.

The Blackboard site is a public forum that everyone in the unit is able to access and read. The site can be found at the following link:

<http://learn.mq.edu.au>

### **3.4 Administration**

All content related questions and specific questions regarding the administration of this course should, in the first instance be directed to your tutor. Content matters that cannot be dealt with by the tutor should then be referred to the course coordinator.

## **4.0 REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS**

### **4.1 Required Textbook**

The textbook to accompany this unit is:

Elliott, G. Rundle-Thiele, S. Waller, D. (2010), *Marketing*, John Wiley & Sons, Australia.

Please note that this is a NEW textbook released for the first time as of 2010. Therefore old or second hand versions of previous textbooks for the MKTG101 unit will not be suffice.

## 4.2 Recommended Reading

In addition to the required textbook for this Unit, you should familiarise yourself with the relevant periodical section of the library. Journals recommended for your study in marketing include:

- Journal of Marketing
- Journal of Consumer Research
- International Journal of Research in Marketing
- Harvard Business Review
- Journal of the Academy of Marketing Science
- Journal of Services Research
- Australian Business Monthly
- Business Review Weekly

## 4.3 Recommended Research Databases

You should also familiarize yourself with key research databases available for access through the library. Databases recommended for your study in marketing include:

- Ebscohost:
  - Academic Search Elite
  - Business Source Premier
- Wiley Interscience
- Global Market Information Database
- Google Scholar (only when logged in via the Macquarie University website)
- *Ulrich International Periodicals* (for peer-reviewed journal checking)

## 5.0 UNIT WEB PAGE

Please note the unit's logon Blackboard address is:

<http://learn.mq.edu.au>

To log on, you must first obtain a log on password from IT services or the library then click through to Marketing Fundamentals, MKTG101. Please refer to the Blackboard site for Class ID and Class password details as well as for instructions on how to create your Turnitin account.

Please check this site each week for lecture slides. These will be made available for downloading and printing on a week by week basis. In addition, important announcements and documents will be posted on the site on a regular basis. It is each students' responsibility to regularly check Blackboard. It is strongly recommended that you do so at least once per week throughout the semester.

## 6.0 LEARNING OUTCOMES & GRADUATE CAPABILITIES

### 6.1 Learning Outcomes

After successfully completing this course you should be able to:

1. Outline the scope of marketing and recognise marketing as an organisation-wide philosophy.
2. Appreciate the role of marketing in business and understand that marketing begins and ends with the customer.
3. Assess the marketing environment and understand its impact upon key theoretic marketing principles including product, pricing, place and promotion.
4. Understand and evaluate the differences between marketing a product versus a service.
5. Apply marketing techniques and theories to develop creative solutions to marketing problems.
6. Critically analyse, discuss, and evaluate the literature on marketing topics in relation to the relevant theories.
7. Critically evaluate and reflect upon specific marketing decisions and marketing strategies through the use of applied questions and case study analysis.
8. Formulate solutions to marketing problems.
9. Use oral skills to educate and engage a target audience.
10. Participate as an effective and involved member of a small group.
11. Demonstrate use of written skills to integrate key marketing theoretic concepts and to create a coherent and theoretically rigorous argument.
12. Use secondary research skills to collect, collate and integrate scholarly peer reviewed journal opinion on applied marketing topics.

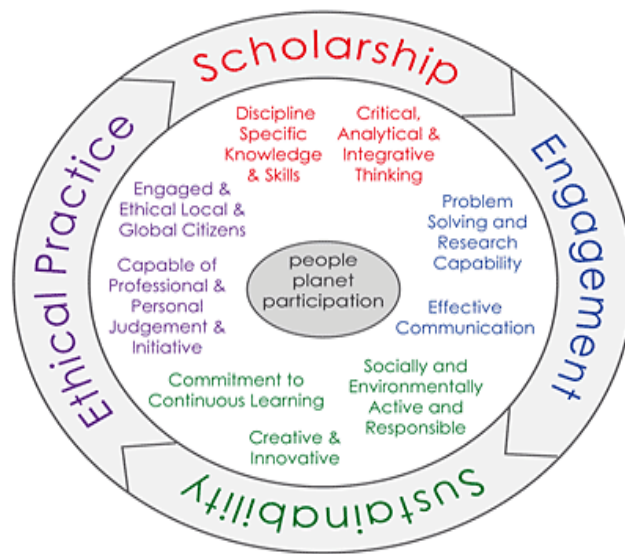
### 6.2 Graduate Capabilities – Critical, Analytical and Integrative Thinking

Macquarie Universities stated Graduate Capabilities may be viewed as a mix of cognitive capabilities, and personal, interpersonal, and social capabilities. In addition to the abovementioned learning outcomes, the MKTG101 Marketing Fundamentals unit has been designed to develop your skills within the specific graduate capability area of *critical, analytical and integrative thinking*.

We want our graduates to be capable of achieving the following;

- a) To be able to reason, question and analyse information
- b) To be able to integrate and synthesise learning and knowledge from a range of sources and environments
- c) To be able to critique constraints, assumptions, and limitations
- d) To be able to think independently and systematically in relation to scholarly activity in the workplace and in the world in general
- e) To be able to develop advanced skills in information and technology literacy

The graduate capability concerning critical, analytical and integrative thinking will therefore be developed throughout the MKTG101 Marketing Fundamentals unit through both the unit's content and through its assessment.



## 7.0 TEACHING AND LEARNING STRATEGY

This unit employs a combination of lectures and tutorials. You are expected to attend all lectures and tutorials and to contribute to the discussions that are encouraged in tutorials. To make the best contribution, and to receive the greatest benefit from this unit, you are expected to be alert outside lectures and tutorials for every-day applications of the marketing principles discussed in lectures and tutorials.

Please refer to the schedule of learning activities by teaching week. This schedule outlines the key content to be discussed in each weeks lectures and tutorials. It additionally outlines the required weekly reading schedule for the Unit.

## 8.0 RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

### 8.1 Assessment Summary

A summary of the assessment for this Unit is provided in the table below. Please see section 8.2 onwards for details of each assessment task.

Assessment Task	Due Date	Weight	Graduate Capability	Learning Objectives
Mid Semester Test (50 Multiple Choice)	Conducted <b>during</b> week 7 lectures 19 April.	10%	A, D	1, 2, 3, 4
Group Case Study Presentation (30 Minutes)	Presented during tutorials. See weekly schedule on page 13 for dates.	10%	A, B, D, E	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
Essay (2,000 words)	Due in softcopy to Turnitin 31 <sup>st</sup> May 5pm sharp, due in hardcopy Friday 4 <sup>th</sup> June by 5pm sharp.	25%	A, B, C, D, E	1, 2, 3, 4, 5, 6, 11, 12
Final Examination	See University Examination Timetable.	50%	A, B, D	1, 2, 3, 4, 5, 7, 8
Tutorial attendance, participation, question completion, pop quiz involvement	Week 2-13 inclusive	5%	A, B, D	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

### 8.2 Details of Assessment

#### 8.2.1 Mid Semester Multiple Choice Test 10%

A multiple choice test of 50 questions will be administered **DURING the lecture** in Week 7 of the Unit. This week commences on the 19<sup>th</sup> April, 2010. Students will be given one hour to complete the test.

The multiple choice test will examine your knowledge of material covered in chapters 1, 2, 3, 4, 5, and 6 of the textbook and the corresponding lectures.

You are required to attend the lecture that you enrolled in.

Students may only sit for the test once. Failure to sit for the mid semester test will result in a zero grade. Students will only be given special consideration for non-attendance during the test under exceptional circumstances.



### 8.2.2 Group Case Study Presentation 10%

Students will be placed into groups of 4 in Teaching week 2 commencing the 1<sup>st</sup> March 2010. Each student group will then be assigned a specific case study from the text. The case study must be thoroughly analysed and all questions answered. All answers must be justified and supported by additional research from outside of the textbook (i.e. students will be expected to draw upon theoretical support from at least 3 academic journal articles to support their case analysis. Where applicable students may also obtain and utilize material from industry articles). The case study presentation must not exceed 30 minutes.

Aside from analysis of the case material, students are expected to actively engage with their class audience in order to generate meaningful class discussion. A significant proportion of the grade assigned for this presentation task will relate to students' ability to creatively present the case material as well as to include class members in their presentation. Students may utilize question and answer time, class activities, skits/role plays, games or the like, which are designed to educate and involve the audience in the case material.

Each member must present, which means groups must be disciplined in terms of time management. In order to deliver a quality presentation with group members keeping within their time limit, it is essential that you rehearse several times before the day of your presentation. Cases will be presented according to the case presentation schedule contained in **Appendix B** (tutorial schedule) and **Appendix C** (case topics and page references). The marking guide is contained in **Appendix F**.

### 8.2.3 Applied Essay 25%

Students are required to complete an individual applied essay during the course. You are expected to collect at least six academic peer reviewed journal articles which relate to one of three applied essay topics. Students will be assigned one of three specific topics during Teaching week 2 commencing the 1<sup>st</sup> March 2010. Applied essays must not exceed **2,000** words. Specific details of this assessment are outlined in **Appendix E**. The marking guide is contained in **Appendix G**. The Applied essay is worth 25% of your total assessment.

Your essay must be submitted in two stages:

**STAGE 1:** Submit softcopy to the plagiarism detection system 'Turnitin' before the deadline on Monday 31<sup>st</sup> May, 5 pm sharp. Please see instructions below.

**STAGE 2:** Submit hardcopy to BESS (Building E4B Ground Floor in the correct essay topic box) before the deadline on Friday June 4<sup>th</sup>, 5pm sharp.

Submissions received after the deadline will lead to an automatic 12.5 mark deduction out of the total possible 25 marks for the assessment piece (i.e. 50% deduction) for each day the literature review is late. If the essay submission is 2 or more days late students will receive a zero grade for this assessment.

**Please note that your applied essay must include the following:**

- Cover sheet with student name, student ID number, tutorial/class enrolment number, tutorial day and time
- Turnitin receipt email. This email provides time and date proof of assignment submission to the Turnitin system
- Copy of the Originality report from Turnitin printed out in black and white, or colour

Any essay not containing a student cover sheet, a print out of the Turnitin Receipt email stating time/date of submission, as well as the Turnitin Originality report will not be marked.

**8.2.3.1 Plagiarism Detection Software Use in Unit**

It is the University's task to encourage ethical scholarship and to inform students and staff about the institutional standards of academic behaviour expected of them in learning, teaching and research. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must ensure they do not plagiarise. Plagiarism and the consequences of plagiarizing are discussed in section 10. In order to detect evidence of plagiarism in students' work, this Unit utilizes the plagiarism detection software Turnitin. You must upload a soft copy of your essay to the appropriate section of Turnitin (through Blackboard: <http://learn.mq.edu.au>), prior to handing a hard copy to BESS (Building E4B ground level).

**8.2.4 Attendance, Participation, Completion of Applied Questions & Pop Quiz (5%)**

You are expected to attend and participate actively in all of your tutorials throughout semester. This includes:

- Attendance at tutorials
- Reading the weekly assigned case study
- Actively debating the case study presentations each week
- Completing written responses to the weekly applied questions **in advance** of your tutorial in readiness for tutorial discussion when **randomly** called upon by the tutor (see **Appendix D** for set applied questions)
- Ability to answer pop quiz questions when **randomly** called on by the tutor during tutorials

This will facilitate your learning and prepare you for the final exam. An attendance mark of 5% will be allocated if ten out of twelve tutorials are attended. Students will be randomly selected by the tutor during question time within tutorials to provide answers to any one of the set applied or pop quiz questions for that week.

The following chart shows the allocation of marks for attendance, participation and pop quiz/applied question performance during the semester:

Attendance at a minimum of 10 out of 12 tutorials 0 = 3 or more missed tutorials without Doctors certificate 1 = missed 1 or 2 tutorials and didn't participate actively 2 = missed 1 or 0 tutorials and didn't participate actively 3 = missed 1 or 0 tutorials, minimal participation 4 = missed 1 or 0 tutorials, good participation 5 = missed 1 or 0 tutorials, excellent participation NB. 3 or more missed tutorials without medical certification results in a 0% grade	5%
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## 9.0 FINAL EXAMINATION

Students are required to sit a final examination for the Unit. This examination is worth 50% of your course assessment. The final examination will consist of three parts: (1) 30 multiple-choice questions; (2). 4 short-answer questions; and (3) one essay. **You need to achieve a mark of at least 50/100 on the examination to pass this unit.**

The weighting of your final exam is as follows:

Essay	30%
30 Multiple Choice Questions	30%
4 Short Answer Questions	40%
<b>Worth 50% of your total assessment</b>	100%

The exam will cover all Chapters from the textbook outlined in the Learning activities schedule as well as all material discussed during lectures and tutorials. It is the students' responsibility to read the relevant textbook chapters and attend all case study presentations as part of the overall course requirements.

The University Examination period commences 7<sup>th</sup> June 2010.

Students are expected to present themselves 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. (Individual Faculties may wish to signal when the Faculties' Supplementary Exams are normally scheduled.)

Students 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.

## **10.0 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.

## **11.0 STUDENT SUPPORT SERVICES**

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

## APPENDIX A

### Learning Activities Schedule - Lectures

Week	Week Commencing	Lecture Topic	Readings
1	22 February	Introduction to Marketing Video Case: Well Being	Chapter 1
2	1 March	<i>Librarian presentation:</i> <i>Database Research</i> Marketing Environment & Marketing Analysis	Chapter 2
3	8 March	Market Research Video Case: Research Design at LSPMA	Chapter 3
4	15 March	Consumer Behaviour Video Case: The Cool Hunters	Chapter 4
5	22 March	Business Buying Behaviour Video Case: Lextant Corporation	Chapter 5
6	29 March	Markets: Segmentation, Targeting and Positioning Video Case: Amex Blue	Chapter 6
7	19 April	<b>MULTIPLE CHOICE TEST (During Lecture)</b>	Not Applicable
8	26 April	Product Video Case: The Starbucks Experience	Chapter 7
9	3 May	Price Video Case: & New Balance Pricing Strategy	Chapter 8
10	10 May	Promotion Video Case: BMW Motors – The Ultimate Driving Machine	Chapter 9
11	17 May	Place (Distribution) Video Case: Coca-Cola	Chapter 10
12	24 May	Services Marketing Video Case: The Mayo Clinic	Chapter 11 Unit and Lecturer Evaluations
13	31 May	Exam preparation	

- *Please note, you are not expected to attend the lecture where the lecture falls on a public holiday. If your lecture falls on a public holiday, the material from that lecture will be covered in the lecture either preceding or following the affected lecture.*

## APPENDIX B

### Learning Activities Schedule – Tutorials

Week	Week Commencing	Lecture Topic	Tutorial Activities & Pop Quiz/Questions
1	22 February	Introduction to Marketing Video Case: Well Being	No tutorial
2	1 March	<i>Librarian presentation:</i> <i>Database Research</i> Marketing Environment & Marketing Analysis	Introduction Form Groups <i>Allocate case studies &amp; essay topics</i>
3	8 March	Market Research Video Case: Research Design at LSPMA	Essay Overview, Setting of Practice Piece, Turnitin Demonstration
4	15 March	Consumer Behaviour Video Case: The Cool Hunters	Discussion of Essay Practice Piece & Turnitin results
5	22 March	Business Buying Behaviour Video Case: Lextant Corporation	<b>Case Study 1 due</b> Applied Question
6	29 March	Markets: Segmentation, Targeting and Positioning Video Case: Amex Blue	<b>Case Study 2 due</b> Pop Quiz ch 1, 2, 3
7	19 April	<b>MULTIPLE CHOICE TEST (During Lecture)</b>	Pop Quiz ch 4, 5,6 & Applied Question
8	26 April	Product Video Case: The Starbucks Experience	<b>Case study 3 due</b> Applied Question
9	3 May	Price Video Case: & New Balance Pricing Strategy	<b>Essay Consultations</b> (bring work completed to date)
10	10 May	Promotion Video Case: BMW Motors – The Ultimate Driving Machine	<b>Case Study 4 due</b> Applied Question
11	17 May	Place (Distribution) Video Case: Coca-Cola	Pop Quiz ch 7, 8, 9 & Applied Question
12	24 May	Services Marketing Video Case: The Mayo Clinic	<b>Case study 5 due</b> Pop Quiz ch 10, 11
13	31 May	Exam preparation	Revision & Tutor Evaluation

**APPENDIX C**  
**Learning Activities Schedule – Case Studies**

All case studies with page number references are located in the required textbook.

<b>Week</b>	<b>Date (w/c)</b>	<b>Case Number and Name</b>	<b>Page No.</b>
5	22 March	CASE 1 The world of pharmaceutical marketing	161
6	29 March	CASE 2 The next frontier in market segmentation	197
8	26 April	CASE 3 Blu-Ray vs HD-DVD	235
10	10 May	CASE 4 Commonwealth Bank	328
12	24 May	CASE 5 Scouts Australia	401

## APPENDIX D

### Learning Activities Schedule – Applied Questions

Each of these questions is to be prepared in a half page written or typed response prior to the designated tutorial in which it is to be discussed.

Week	Date (w/c)	Applied Question – prepare 1/2 page answer
5	22 March	<p>Choose a recent non-habitual purchase that you have made i.e a product or a service that you do not purchase very often.</p> <p>a. Discuss your purchase with reference firstly to the 5 stages of the consumer decision making process.</p> <p>b. Analyse the situational, group and individual factors that affected your decision-making process at each stage of the consumer decision making process.</p>
7	19 April	<p>Find one print advertisement that you believe is targeted at a particular segment.</p> <p>a. Develop a segmentation profile for one of the segments your product is targeting.</p> <p>b. What is the products market positioning?</p>
8	26 April	<p>Select one brand from the following options:</p> <p>Krispy Kreme Commonwealth Bank Facebook Amazon</p> <p>Refer to Figure 7.1 the ‘total product concept’ diagram on page 205 of your textbook. Using this diagram outline the core, expected, augmented and potential product components for your brand.</p>
10	10 May	<p>How does the model of communication help in explaining how an advertisement works? Analyse a current advertising campaign in your answer.</p>
11	17 May	<p>Define the concept of a ‘servicescape.’</p> <p>Discuss one example of a servicescape that you are familiar with. What consumer perceptions of the brand is this servicescape trying to achieve?</p>
	NB. Read chapter 11 to assist in answering	



## APPENDIX E

### Learning Activities Schedule –Essay Topics

Topics will be assigned to students in Teaching Week 2

The essay is worth 25% of your marks for this course. A softcopy of your essay is due to be submitted to the Turnitin online system by Monday the 31<sup>st</sup> May 2010 by 5pm. A hard copy of your essay is then due to be submitted to the BESS Office (Building E4B Ground Level) by 5pm on Friday the 4<sup>th</sup> June 2010.

Turnitin is accessible via the Blackboard site for this course.

This assignment is to be completed on an individual basis. This assessment item is designed to test your understanding of a major conceptual issue that underlies marketing theory. The assignment should be concise, clearly argued, and typed single-sided, on A4 paper, using 12pt font, 1.5 line spacing, with your student name and identification number in the footer of each page. The structure of the essay is to follow a standard approach: 1) formal university assignment cover sheet (including name, ID, Tutorial number) 2) title page, 3) introduction, 4) body, 5) conclusions, 6) list of references.

You must also include your Turnitin Receipt Number and Turnitin Similarity Index Report (colour or black/white). Please note your essay **WILL NOT BE MARKED** without both elements of Turnitin documentation. You should use headings and sub-headings throughout your report. The length is to be no longer than 2000 words (excluding tables, references and appendices).

Your essay must cover one of the three topics listed below. The essay involves an extensive search and systematic review of the published work about a specific topic, as such it is similar to conducting a miniature review of the literature.

A literature review is an account of what has been published on a topic by accredited scholars and researchers. In writing the essay, your purpose is to convey to your reader what knowledge and ideas have been established on a topic, and to convey their strengths and weaknesses. As a piece of writing, the essay must be defined by a guiding concept (e.g., your selected topic). It is not just a descriptive list of the material available, or a set of summaries. It requires critical analysis of theory. Besides enlarging your knowledge about the topic, writing an essay informed by the literature lets you gain and demonstrate skills in two areas: 1) information seeking - the ability to scan the literature efficiently, to identify a set of useful scholarly articles and books, and 2) critical appraisal and synthesis of literature based arguments.

An essay must do these things: 1) be organized around and related directly to the topic you are discussing, 2) synthesize results into a summary of what is and is not known, and 3) identify areas of controversy in the literature.

These sites may be helpful to the writing of your essay:

General Writing Skills

<http://www.monash.edu.au/lis/lonline/writing/general/index.xml>

General Writing Skills in Marketing

<http://www.monash.edu.au/lis/lonline/writing/business-economics/marketing/3.xml>

Essay Writing Skills

<http://www.monash.edu.au/lis/lonline/writing/general/essay/index.xml>

Literature Review Writing Skills

<http://www.monash.edu.au/lis/lonline/writing/general/lit-reviews/index.xml>

Plagiarism – what is it and how to avoid it

<http://www.monash.edu.au/lis/lonline/writing/general/plagiarism/index.xml>

Referencing General Guide

<http://www.monash.edu.au/lis/lonline/writing/general/reference/index.xml>

Referencing Critical Examples in the Harvard Author-Date Style

[http://www.library.uq.edu.au/training/citation/harvard\\_6.pdf](http://www.library.uq.edu.au/training/citation/harvard_6.pdf)

Specifically, you will need to define the key terms related to the topic and outline the key issues, conduct a review of published information/literature on the topic and summarise the key themes and arguments in this literature. The essay is to be a highly focused document. It is expected that you would have **at least 6 quality references from academic journals, and at most 5 references from textbooks. It is insufficient to rely on your textbook to answer these essay topics.** As you will be reviewing many published works it is important that you correctly reference and acknowledge all sources, both in-text and in your reference list using the Harvard Author-Date referencing convention.

**Your essay is to cover one of the following topics:**

### **TOPIC 1: Market Research**

*“Valid results in market research are achieved not so much by the choice of method employed, but by how well they are used.”*

Compare and contrast the roles of quantitative and qualitative market research with reference to the abovementioned quotation. Justify your answer.

**A tip to get started:** Deshpande, R. (1983), "Paradigms Lost: On Theory and Method in Research in Marketing," *The Journal of Marketing*, Vol. 47, No. 4, pp. 101-110.

### **TOPIC 2: Relationship Marketing**

*“What it takes to initially attract a first-time buyer to a brand is often quite different from what it takes to turn that buyer into a fully engaged customer. Retaining customers requires adding meaningful depth to the bond that initially connects the customer to the brand. There's a crucial difference between a satisfied customer and an engaged customer who is married to the brand.”*

Define and discuss the concept of relationship marketing. Is a satisfied customer sufficient for customer retention?

**A tip to get started:** Palmatier, R., Dant, R. Grewal, D. and Evans, K. (2006), “Factors Influencing the Effectiveness of Relationship Marketing: a Meta-analysis”, *Journal of Marketing*, Vol. 70, pp. 136-153.

### **TOPIC 3: Services Marketing**

*“Although numerous definitions of quality can be identified in the goods literature these are not readily transferable to services. This is primarily because the characteristics inherent to services make the assessment of service quality complex. Indeed, service quality itself is considered an elusive and abstract concept.”*

Define and discuss the concept of service quality. What are the difficulties in measuring service quality?

**A tip to get started:** Parasuraman, A., Zeithaml, V. & Berry, L. (1988), SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality,” *Journal of Retailing*. Vol. 64, No. 1, pp. 12-40.

## Assessment and Feedback Marking Guide

**Assessment Task:** Specialist Topic Marketing Essay

**Unit Code:** MKTG101

**Student Name:**

**Assessor Name:**

**Date:**

### Assessed Unit Learning Outcome(s)

Primary Learning Outcomes:

- Critically analyse, discuss, and evaluate the literature on marketing topics in relation to the relevant theories (learning outcome 6)
- Demonstrate use of written skills to integrate key marketing theoretic concepts and to create a coherent and theoretically rigorous argument (learning outcome 11)
- Use secondary research skills to collect, collate and integrate scholarly peer reviewed journal opinion on applied marketing topics (learning outcome 12)

Secondary Learning Outcomes:

- Outline the scope of marketing and recognise marketing as an organisation-wide philosophy (learning outcome 1)
- Appreciate the role of marketing in business and understand that marketing begins and ends with the customer (learning outcome 2)
- Assess the marketing environment and understand its impact upon key theoretic marketing principles including product, pricing, place and promotion (learning outcome 3)
- Understand and evaluate the differences between marketing a product versus a service (learning outcome 4)
- Apply marketing techniques and theories to develop creative solutions to marketing problems (learning outcome 5)

### General Standards as Applied to this Assignment

<p><u>High Distinction</u></p> <p>85-100%</p>	<p>The student demonstrates the competencies in Distinction standard and in addition demonstrates;</p> <ul style="list-style-type: none"> <li>• Insightful and comprehensive identification and discussion of key scholarly literature concerning the specialist marketing topic. Advanced understanding of the relevant marketing theory leading to defensible generalizations.</li> <li>• Demonstrates capacity to use new insights to critically appraise literature, ideas and arguments, draws well-supported conclusions, and applies relevant theory.</li> <li>• Uses creative examples, possible extensions, and applications of theory.</li> <li>• The work has been written, referenced and presented to an exemplary, publishable, academic standard, and presents a compelling and effective argument/discussion.</li> </ul>
<p><u>Distinction</u></p> <p>75-84%</p>	<p>The student demonstrates the competencies in Credit standard and in addition;</p> <ul style="list-style-type: none"> <li>• Demonstrates selectivity and uses judgement in determining the importance of readings and ideas. Develops a progressive, convincing, and clear argument throughout the work.</li> <li>• Shows evidence of wide reading and synthesis of ideas.</li> <li>• Demonstrates a comprehensive understanding of the relevant theory.</li> <li>• Demonstrates capacity to evaluate and critically appraise literature, ideas and arguments, draw appropriate conclusions and apply relevant theory.</li> <li>• The work has been written and presented to a high academic standard, and presents a coherent argument.</li> </ul>

<u>Credit</u>  65-74%	<p>The student demonstrates the competencies in Pass standard, and in addition;</p> <ul style="list-style-type: none"> <li>• Demonstrates the understanding of key marketing concepts, theories, and issues. Key literature in marketing identified and discussed. Demonstrates a sound understanding of relevant theory.</li> <li>• Demonstrates a sound capacity to appraise literature, ideas and arguments, to draw limited conclusions and apply relevant theory.</li> <li>• May sometimes lapse into description rather than providing analysis and evaluation.</li> <li>• Provides a satisfactorily structured, sourced, and referenced work which is clearly written and grammatically accurate in terms of spelling. Some significant improvements needed to meet a standard suitable for publication. Argument/discussion is credible.</li> </ul>
<u>Pass</u>  50-64%  <u>Conceded Pass</u>  45-49%	<p>The student demonstrates the following;</p> <ul style="list-style-type: none"> <li>• Most of the key marketing concepts, theories, and issues in the specialist marketing topic are identified and discussed. Conveys a basic understanding of the relevant theory.</li> <li>• The work demonstrates a limited capacity to appraise literature, ideas and arguments, draw appropriate conclusions and apply relevant theory.</li> <li>• The work provides little or no evidence of critical analysis and may simply restate or describe. The work is not synthesised or integrated and lacks depth of analysis.</li> <li>• Relies extensively on text, or limited readings providing little evidence of research. May demonstrate a narrow focus.</li> <li>• The work is presented with sufficient coherence and clarity for the reader to understand the ideas and arguments being proposed. Improvements to writing such as structure, grammar and referencing are required to meet academic writing standards. Argument/discussion has some flaws.</li> </ul>
<u>Fail</u>  0-44%	<p>The student may demonstrate some or all of the following;</p> <ul style="list-style-type: none"> <li>• Has not identified key scholarly literature concerning the specialist marketing topic. Conveys little evidence of understanding of relevant theory.</li> <li>• The work conveys little evidence of the capacity to appraise literature, ideas and arguments, to draw appropriate conclusions and apply relevant theory.</li> <li>• Demonstrates a failure to identify the issues.</li> <li>• Demonstrates a failure to answer the question or misinterprets the question.</li> <li>• Does not provide evidence of the minimum scholarly reading requirements (6).</li> <li>• The work demonstrates little understanding or appreciation of standards required for academic writing. Improvements in terms of clarity, grammar, spelling, quotations, referencing or presentation are required to achieve an acceptable standard. Argument/discussion is fundamentally flawed.</li> <li>• Assessment is not handed in on time.</li> </ul>
<u>General Comments</u>	

### Communication and Referencing

		Good	Need to improve	Comments	
Spelling		<input type="checkbox"/>	<input type="checkbox"/>		
Sentence Structure		<input type="checkbox"/>	<input type="checkbox"/>		
Punctuation		<input type="checkbox"/>	<input type="checkbox"/>		
Vocabulary		<input type="checkbox"/>	<input type="checkbox"/>		
Structure		<input type="checkbox"/>	<input type="checkbox"/>		
Referencing		<input type="checkbox"/>	<input type="checkbox"/>		
Word count	Yes	<input type="checkbox"/>	Pagination	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>		No	<input type="checkbox"/>

## **APPENDIX F**

### **MARKING GUIDE FOR CASE STUDY PRESENTATIONS**

Date:

Tutorial Number, Day and Time:

Case Study Name and No.:

Group Number:

Student Names and IDs:

Quality of Analysis:

Class Discussion & Involvement:

Creativity of Presentation:

Clear Evidence of research (literature & industry):

Minimal evidence of note reading:

**GRADE:**

**/10**

NB: where there is obvious disparity within the group with things such as lack of preparation, cohesion, quality 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.**