

MACQUARIE  
UNIVERSITY



FACULTY OF  
BUSINESS AND ECONOMICS

**MKTG101**  
**Marketing Fundamentals**

**Semester 2, 2010**

*Department of Business*

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

<b>Year and Semester:</b>	<b>Semester 2, 2010</b>
<b>Unit convenor:</b>	<b>Dr Jana Bowden</b>
<b>Prerequisites / Corequisites:</b>	<b>None</b>

**Students in this unit MUST read this unit outline carefully at the start of semester.**

It contains important information about the unit and tips on getting through the assessments. 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
- Customer Relationship Management
- Social Marketing
- Marketing Strategy Project
- Marketing Seminar

## PRIZES

- A prize is available to the top performing student in MKTG101 for academic excellence in the unit. The prize is the “**John Wiley & Sons Excellence in Marketing Fundamentals**”. The prize consists of a cash prize of \$1000.
- [http://www.businessandconomics.mq.edu.au/undergraduate\\_degrees/prizes\\_scholarships](http://www.businessandconomics.mq.edu.au/undergraduate_degrees/prizes_scholarships)

## 2.0 TEACHING STAFF

- Unit Convenor:
  - 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)
- Lecturers
  - Dr Jana Bowden
  - Email: [jana.bowden@mq.edu.au](mailto:jana.bowden@mq.edu.au)
  - Mrs Lan Snell
  - Email: [lansnell@bigpond.net.au](mailto:lansnell@bigpond.net.au)
  - Dr Ray Welling
  - Email: [Ray.Welling@gmail.com](mailto:Ray.Welling@gmail.com)
- Tutors
  - Ms Lucy Miller: [lucy.miller@mq.edu.au](mailto:lucy.miller@mq.edu.au)
  - Mr. Peter Mossemeneer [peter.mossemeneer@hotmail.com](mailto:peter.mossemeneer@hotmail.com)
  - Mr. Paul Silverberg [paul.silverberg@au.imptob.com](mailto:paul.silverberg@au.imptob.com)  
And [paulsilverberg@yahoo.com.au](mailto:paulsilverberg@yahoo.com.au)
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  - Mr. Greg Smith [greg@lifestylemoneycoach.com.au](mailto:greg@lifestylemoneycoach.com.au)
  - Ms Cecilia Soh [sohcecilia7@gmail.com](mailto:sohcecilia7@gmail.com)

## 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 9<sup>th</sup> August 2010.

Students are expected to attend and participate in all tutorials during the semester. Attendance and participation in tutorials will contribute to 10% 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 9<sup>th</sup> August 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 2<sup>nd</sup> August 2010. Once you are included in a tutorial, you should attend that tutorial and 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 9-10am. Consultation outside of these times is by appointment only (email Jana). Dr Ray Welling and Mrs. Lan Snell are available for consultation via email.

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. Your tutor is your primary point of contact.

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 unit convenor as a last resort.

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

### **4.1 Two Required Textbooks**

The two textbooks to accompany this unit are:

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

Hartley, R. (2009), *Marketing Mistakes & Successes*, John Wiley & Sons, Australia

You can buy these two books bundled from the Co-Op Bookshop on campus at a cheaper rate. You can also buy the Hartley text in either a hard copy or soft copy standalone version. The options are below:

#### **Elliott Textbook (bonus e-version) and Hartley Textbook:**

ISBN: 9781742465395 - ELLIOTT/MARKETING (AUS) + EBOOK + HARTLEY MARKETING MISTAKES 11TH EDITION HARD COPY TEXT

#### **Elliott Textbook (bonus e-version) and Hartley e-version:**

ISBN: 9781742465401 - ELLIOTT/MARKETING (AUS) + EBOOK + HARTLEY MARKETING MISTAKES 11TH EDITION EBOOK

#### **Hartley Textbook:**

ISBN: 9780470169810 HARTLEY MARKETING MISTAKES 11TH EDITION HARD COPY TEXT

#### **Hartley e-version:**

HARTLEY MARKETING MISTAKES EBOOK purchased standalone from our website. Go to this link <http://au.wiley.com/WileyCDA/WileyTitle/productCd-EHEP000187.html>

Please note that the Elliott textbook 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 suffice.

### **4.2 Highly Recommended Reading**

#### **Writing Skills**

The major assessment for this unit revolves around writing an essay about a specific topic in marketing. This essay allows students to develop their research and writing skills.

With regard to the development of writing skills students are advised to read the following resources available in the library in the reserve section. There are ten copies of each available for loan. If you wish to own your own copy, you are also welcome to purchase a copy from the Co-Op Bookshop on campus. These resources will be of great use to you throughout your studies, not just in MKTG101.

Burton, L. 2010. *An Interactive Approach to Writing Essays and Research Reports in Psychology*, John Wiley & Sons, Australia

McMillan, K. & Weyers, J. 2010. *How to Write Essays & Assignments*, Pearson Education, United Kingdom.

These are three excellent sources of information which cover topics such as; writing style, critical thinking, essay writing, referencing, academic reading, structure, and plagiarism.

### **Researching Skills - Journals**

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

You can access these resources through the Library home page. Under 'research' select search for 'journals' and type the name of the journal.

### **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.

Blackboard is the most effective way to get in contact with tutors and students of the unit in order to find answers to your questions. 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.

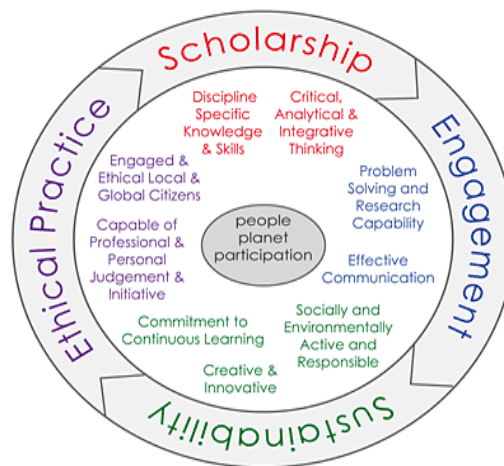
### **6.2 Graduate Capabilities – Critical, Analytical and Integrative Thinking**

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 week’s 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	Conducted during week 8 lectures 4th October.	10%	A, D	1, 2, 3, 4



Choice)				
Group Case Study Presentation (20 Minutes)	Presented during tutorials. See weekly schedule on page 13 for dates.	15%	A, B, D, E	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12
Essay (2,000 words)	Due in softcopy to Blackboard Turnitin 1st Nov 5pm sharp, due to Blackboard E-Assignment Drop box Friday 4th Nov by 12 midday sharp.	25%	A, B, C, D, E	1, 2, 3, 4, 5, 6, 11, 12
Final Examination	See University Examination Timetable.	40%	A, B, D	1, 2, 3, 4, 5, 7, 8
Tutorial attendance, participation, question completion	Week 2-13 inclusive	10%	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 8 of the Unit. This week commences on the 4th October, 2010 after the term break. Students will be given one hour to complete the test.

Please note: Monday the 4<sup>th</sup> of October is a public holiday. Classes are therefore cancelled for Monday 4<sup>th</sup> October only. Students enrolled in the Monday lecture will complete the multiple choice test the following week in the lecture on Monday the 11<sup>th</sup> October. All test versions are different therefore students will not be disadvantaged in any way.

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 only. It will not test the video cases.

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 15%**

Students will be placed into groups of 4 in teaching week 2 commencing the 9th August 2010. Each student group will then be assigned a specific case study from the Hartley 'Marketing Mistakes and Successes' 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. This may include journal article research as well as industry research (the Global Market Information Database is useful in this latter regard). The case study presentation must not exceed 20 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 and active class debate. A significant proportion of the grade assigned for this presentation task will relate to students' ability to comprehensively analyse and present the case material as well as to include class members in their presentation. Students may utilize question and answer time, class activities, games, split class debates etc which are designed to educate and involve the audience in the case material.

Each member must be actively and equally involved in the preparation and presentation of the case. 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, page references and set questions). The marking guide is contained in **Appendix F**.

It is the student's responsibility once placed into their case group to exchange name, email and phone contact details with one another. It is the student's responsibility to initiate contact with one another from the first week of the semester in order to prepare the case as a group.

NB. If there has been no contact from a group member by the close of week 4, that group member will no longer be able to participate in a group assessment and will receive a zero grade for this component.

Note: Knowledge of the cases set for this unit will assist with answering the short answer and essay section of the exam.

### **8.2.3 Essay 25%**

Students are required to complete an individual essay during the course.

The essay topic is as follows:

#### **Consumer Behaviour**

“The key to a company's survival and growth in a highly competitive marketplace is its ability to identify and satisfy unfulfilled consumer needs better than the competition”.

Define and discuss consumer needs, motivation, and goals and explore the way in which these jointly influence consumption behaviour. Illustrate your answer by comparing and contrasting the purchase and use of one of the following SERVICES: Twitter, ANZ/Commonwealth Bank, McDonalds with the purchase of one of the following GOODS: Coca-Cola softdrink, Harley Davidson Motorbike, Apple electronics. You must support your answer with a minimum of 6 peer reviewed journal articles.

The essay word limit is **2,000** words. This word limit is a strict one and exceeding it will lead to penalty. You may use sub-headings throughout your essay to structure it.

It is expected that you would have:

- **A minimum of 6 scholarly journal articles** – failure to use a minimum of **scholarly journal articles in your essay will result in an automatic Fail Grade for this assessment**

It is insufficient to rely on your textbook to answer the essay. 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. Tips on how to write and reference an academic essay are outlined in **Appendix E**. The marking guide is contained in **Appendix G**.

**Your essay must be submitted in two stages VIA BLACKBOARD for MKTG101:**

**STAGE 1:** Submit softcopy to the plagiarism detection system 'Turnitin' VIA BLACKBOARD before the deadline on Monday 1st November, 5pm sharp. Please see instructions below.

**STAGE 2:** Submit essay softcopy to the Assignment Dropbox VIA BLACKBOARD for MKTG101 before the deadline on Thursday 4<sup>th</sup> November, 12 midday sharp.

Submissions received after the 1<sup>st</sup> November 5pm sharp Turnitin 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 soft copy of your essay must include the following:**

- **University cover sheet. Available online.**
- **Title Page with full official student name (last name in CAPITALS), student ID number, tutors name, tutorial day, tutorial time and tutorial room number.**
- **Any essay not submitted to Turnitin will not be marked.**
- Essays will be marked electronically via the Assignment Dropbox on Blackboard, annotated with comments from the marker and your grades will be available for viewing on My Grades VIA BLACKBOARD
- The marking guides for the specialist essay topic in marketing are found in the appendix of this outline

### ***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). In order to familiarise you with Turnitin, we will undertake a practice run in week 4.

**8.2.4 Attendance, Verbal Participation, Written completion of Applied Question Homework (10%)**

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. You are also required to actively and informally debating the case study presentations each week with the presenting group (see **Appendix C** for set case questions for presenting group).
- Completing weekly homework - a half page bullet point written answer to the applied questions **in advance** of your tutorial in readiness for tutorial discussion when **randomly** called upon by the tutor (see **Appendix D page 16** for set applied questions). Your tutor will also collect these for review.

This will facilitate your learning and prepare you for the final exam. A maximum attendance mark of 10% 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 the applied questions or to the case for that week.

The following chart shows the allocation of marks for attendance, and participation in class including completion of homework during the semester:

<p>Attendance at a minimum of 10 out of 12 tutorials</p> <p>0 = 3 or more missed tutorials without Doctors certificate                  2 = missed 1 or 2 tutorials and didn't participate actively                  4 = missed 1 or 0 tutorials and didn't participate actively                  6 = missed 1 or 0 tutorials, minimal participation                  8 = missed 1 or 0 tutorials, good participation                  10 = missed 1 or 0 tutorials, excellent participation</p> <p>NB. 3 or more missed tutorials without medical certification results in a 0% grade</p> <p><b>NB. 'Participation' means verbal participation in class (opinions, debate, and commentary) as well as written completion of applied question homework.</b></p>	<p>10%</p>

## 9.0 FINAL EXAMINATION

Students are required to sit a final examination for the Unit. This examination is worth 40% of your course assessment. The final examination will consist of three parts: (1) 30 multiple-choice questions; (2). 3 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:

1 Essay	40%
30 Multiple Choice Questions	30%
3 Short Answer Questions	30%
<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 short answer section of the exam and the essay section will ask you to discuss specific marketing theory from the unit and to also use an example to support your answer. The example may be drawn from the **major case videos shown during the lectures, from the major cases drawn from the Hartley case text, or from your personal experience. The video cases and cases from the Hartley text are therefore considered examinable material.**

**The University Examination period commences 15<sup>th</sup> November 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>

## 12.0 ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at: [http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

## 13.0 GRADES

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

## 14.0 GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

[http://www.businessandconomics.mq.edu.au/for/new\\_and\\_current\\_students/undergraduate/admin\\_central/grade\\_appeals](http://www.businessandconomics.mq.edu.au/for/new_and_current_students/undergraduate/admin_central/grade_appeals)

## 15.0 SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at:

[http://www.mq.edu.au/policy/docs/special\\_consideration/procedure.html](http://www.mq.edu.au/policy/docs/special_consideration/procedure.html)

## 16.0 IT CONDITIONS OF USE

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.



## APPENDIX A

### Learning Activities Schedule – Lecture Schedule

**All scheduled video cases are examinable & will only be shown once during the scheduled lecture.**

<b>Week</b>	<b>Week Commencing</b>	<b>Lecture Topic</b>	<b>Readings</b>
1	2 Aug	Introduction to Marketing Video Case: Well Being	Chapter 1
2	9 Aug	<i>Librarian presentation:</i> <i>Database Research</i> Marketing Environment & Marketing Analysis	Chapter 2
3	16 Aug	Market Research Video Case: Research Design at LSPMA	Chapter 3
4	23 Aug	Consumer Behaviour Video Case: The Cool Hunters	Chapter 4
5	30 Aug	Business Buying Behaviour Video Case: Lextant Corporation	Chapter 5
6	6 Sept	Markets: Segmentation, Targeting and Positioning Video Case: Amex Blue	Chapter 6
7	13 Sept	Product Video Case: The Starbucks Experience	Chapter 7
8	4 Oct	<b>MULTIPLE CHOICE TEST (During Lecture)</b>	Not Applicable
9	11 Oct	Price Video Case: & New Balance Pricing Strategy	Chapter 8
10	18 Oct	Promotion Video Case: BMW Motors – The Ultimate Driving Machine	Chapter 9
11	25 Oct	Place (Distribution) Video Case: Netflix	Chapter 10
12	1 Nov	Services Marketing Video Case: The Mayo Clinic	Chapter 11 Unit and Lecturer Evaluations
13	8 Nov	Exam Review & Tips	

*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 following the affected lecture.*

## APPENDIX B

### Learning Activities Schedule – Tutorial Schedule

Week	Week Commencing	Lecture Topic	Tutorial Activities & Homework
1	2 Aug	Introduction to Marketing Video Case: Well Being	No tutorial
2	9 Aug	<i>Librarian presentation:</i> <i>Database Research</i> Marketing Environment & Marketing Analysis	Introduction Form Groups <i>Allocate case studies</i> <i>&amp; practice article</i>
3	16 Aug	Market Research Video Case: Research Design at LSPMA	Practice Article: take outs, paraphrasing, referencing, Turnitin.
4	23 Aug	Consumer Behaviour Video Case: The Cool Hunters	Practice Article: Turnitin results, essay structure
5	30 Aug	Business Buying Behaviour Video Case: Lextant Corporation	Homework Due: Applied Question 1 & 2
6	6 Sept	Markets: Segmentation, Targeting and Positioning Video Case: Amex Blue	<b>Case Study 1</b> Homework Due: Applied Question 3
7	13 Sept	Product Video Case: The Starbucks Experience	<b>Case Study 2</b> Homework Due: Applied Question 4
8	4 Oct	<b>MULTIPLE CHOICE TEST (During Lecture)</b>	<b>Case Study 3</b> Essay Consultations
9	11 Oct	Price Video Case: & New Balance Pricing Strategy	<b>Case Study 4</b> Homework Due: Applied Question 5
10	18 Oct	Promotion Video Case: BMW Motors – The Ultimate Driving Machine	<b>Case Study 5</b> Homework Due: Applied Question 6
11	25 Oct	Place (Distribution) Video Case: Coca-Cola	Essay Consultations
12	1 Nov	Services Marketing Video Case: The Mayo Clinic	<b>Case Study 6</b> Homework Due: Applied Question 7
13	8 Nov	Exam preparation	Revision & Tutor Evaluation

## APPENDIX C

### Learning Activities Schedule – Case Studies

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

Listed below is the case schedule.

- 'Group Presentation' refers to the questions that the presenting group are required to answer.

<b>Wk</b>	<b>Date</b>	<b>Case Number and Name</b>	<b>Pg.</b>
6	6 Sept	CASE 1 Cola Wars: Coca-Cola vs Pepsico  Group Presentation: Questions 1, 2, 10 on page 84	63
7	13 Sept	CASE 2 Euro Disney: Building a successful format  Group Presentation: Questions 2, 4, 6 on page 249	233
8	4 Oct	CASE 3 McDonalds: Rebirth through moderation  Group Presentation: Team Debate Exercise question 1 on page 146	129
9	11 Oct	CASE 4 Harley Davidson: Creating an enduring mystique  Group Presentation: Question 5 on page 159 AND Invitation to Research questions: Has the cult following remained strong? Are many women being attracted to Harleys on page 160	147
10	18 Oct	CASE 5 Starbucks: A paragon of growth and employee benefits forms storm clouds  Group Presentation: Questions 2, 5, 7 on page 44	42
12	1 Nov	Southwest Airlines: Success is finally contested  Group Presentation: Questions 1, 5, 6,	300

## APPENDIX D

### Tutorial 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. Your tutor will then collect your response, look over it and if sufficient, mark you as having completed the homework for that task. Your tutor will provide you with brief written feedback on your homework each week to ensure you are answering appropriately.

<b>Week</b>	<b>Date (w/c)</b>	<b>Applied Question – prepare 1/2 page written/typed bullet point answer</b>
5	30 aug	Visit a store for the Apple electronics brand or visit their website. Thinking about the importance of perceived value in marketing, discuss how Apple uses Product, Price, Place and Promotion to create value for the consumer.
5	30 aug	Imagine you are a market researcher employed to investigate students' perceptions of teaching effectiveness on MKTG101. What research methods would you employ and why?
6	6 sept	Choose a recent non-habitual purchase that you have made i.e. a product or a service that you do not purchase very often. Discuss your purchase with reference firstly to the 5 stages of the consumer decision making process.
7	13 sept	Find one print advertisement that you believe is targeted at a particular segment. Develop a segmentation profile for one of the segments your product is targeting.
9	11 oct	Thinking about Facebook or MySpace: 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.
10	18 oct	How does the model of communication help in explaining how an advertisement works? Analyse a current advertising campaign in your answer.
11	25 oct Note: Read ch 11	Define the concept of a 'servicescape' or physical evidence. Discuss one example of a servicescape that you are familiar with. What consumer perceptions of the brand is this servicescape trying to achieve?

## APPENDIX E

### Essay Writing: An Overview

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.

Figure 1.1 below outlines the broad approach that you should take to constructing your essay.

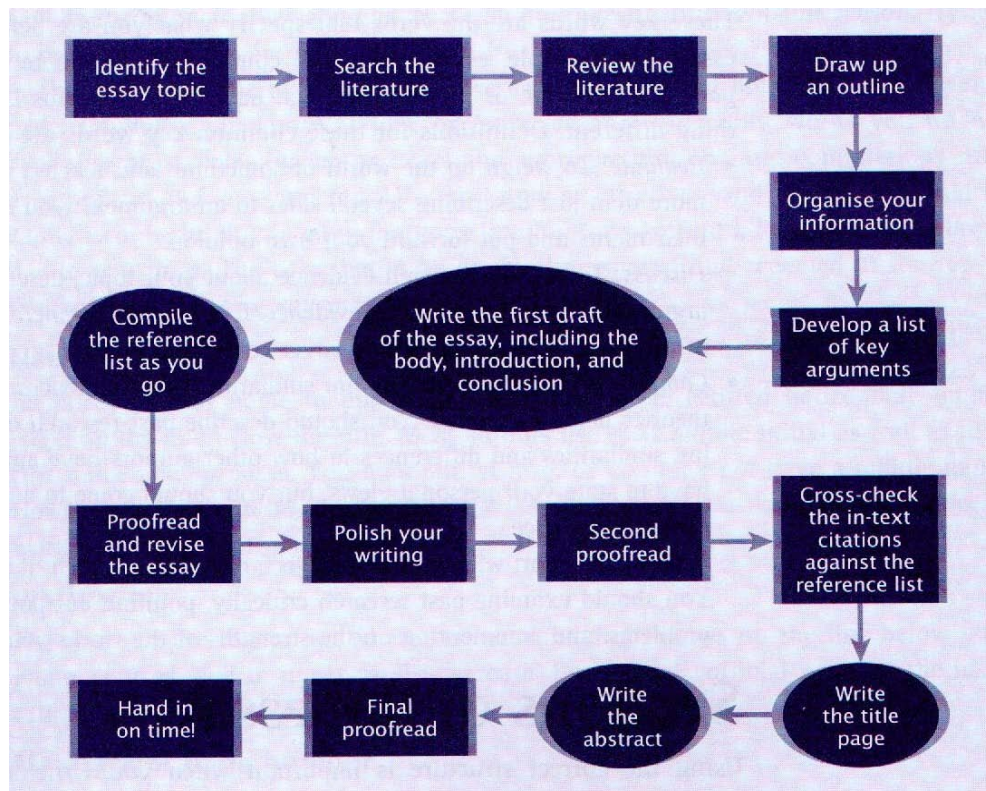


Figure excerpted from the following source: Burton, L. 2010. *An Interactive Approach to Writing Essays and Research Reports in Psychology*, Australia: John Wiley & Sons.

The material that follows was adapted from Burton, L. 2010. *An Interactive Approach to Writing Essays and Research Reports in Psychology*, Australia: John Wiley & Sons.

### **STEP 1. Identifying the essay topic**

The essay question has been given to you so your task is to read it very carefully to ensure that your answer addresses the question that you have been asked. Examine the keywords that it contains. These keywords specific what you are being asked to do i.e. discuss, define, evaluate, compare, review.

- Evaluate: weigh the evidence and reach a clear conclusion. Judge the merit of arguments in the literature and put forward your own opinion
- Discuss: present evidence about your topic. Describe arguments for and against.
- Compare/contrast: look for similarities and differences between theories examined. You do not state your personal opinion, however you do need to reach a conclusion based on the evidence.
- Review: report widely on a topic. Adopt a critical perspective on past and current research identifying strengths and weaknesses.

### **STEP 2. Writing the Introduction**

The introduction outlines the topic that you are going to address, states the purpose of the essay and outlines the main points you will argue. It is typically only a few paragraphs long and is designed to capture the reader's interest and attention. Tips on writing an introduction are provided next:

- Keep it short – one or two paragraphs
- It sets the framework for the essay
- It is a roadmap for the reader – it tells them what you are reviewing, why you are reviewing it and how you intend to proceed with your arguments
- Ensure that you do not use first person language i.e. “i will argue...”. You should only use third person language “Research evidence indicates that” or “In this essay it will be argued that...”
- Your argument should be based on the research evidence that you have read and not on your personal opinion

### **STEP 3: Structuring the body of the essay**

Getting the structure right in essay writing is critically important. Your essay should be logical in its structure. It should progress by considering research on the topic, developing an argument and then reaching a clear conclusion. Your first step in structuring the essay after having read some research on the topic should be to develop an outline. This outline should show what it is that you are going to discuss and how you will develop your arguments. You might list out theories you will cover and where you will cover them.

For example Figure 1.2 below shows a sample outline for a sample essay topic as follows: Define and discuss the concept of relationship marketing. Is a satisfied customer sufficient for customer retention?

## Introduction

Definition of relationship marketing  
Consequences of relationship marketing  
Approaches to creating strong relationships

## Loyalty/Retention

Consequences of loyalty  
Types of loyalty – attitudinal & behavioural

## Strategies used in relationship marketing

### Commitment

Importance  
Types of commitment - calculative and emotional commitment

### Trust

Importance  
Types of trust

### Involvement

Importance  
Types of involvement – situational & enduring

## Satisfaction

Importance  
Consequences  
Criticisms of measurement

## Engagement

Importance  
Description  
Advantages of engagement

## Relationship between commitment, trust, involvement, satisfaction and engagement.

Critique of relevant research  
Future research direction

## Conclusion

### **STEP 4. Organising the Information to Start Writing**

Now that you have an outline of what it is that you need to write about and how you will structure your essay, you now need to start the writing process. Organising your information throughout your essay is essential. Some tips are provided next:

- Keep similar points or concepts close together. You may use one paragraph or a few paragraphs to explain related ideas
- Only present one broad concept per paragraph and try not to introduce many new ideas into that paragraph.
- Once you have finished discussing related concepts use a linking paragraph to move to the next concept.
- Ensure that your paragraphs build logically upon each other.

## STEP 5. Paraphrasing

Why is referencing important? Referencing is important for two main reasons. Firstly it allows you to acknowledge the source of the information that you have included in your work. Whenever you use someone else's ideas in your essay, you must in-text cite their work. Secondly, in-text citations within your essay allow the reader to identify the original source of the idea.

Referencing therefore ensures that you do not commit plagiarism. Plagiarism is the copying of other authors ideas and passing them off as your own. Its something to be avoided as it is equivalent to cheating. Plagiarism will lead to an essay grade of zero. In MKTG101 we use Turnitin to assist us in the process of identifying plagiarism.

In order to avoid plagiarism you need to undertake paraphrasing. This means rewriting the original idea in your own words to explain the idea. Think about the following example. The original sentence taken from Bowden (2010) said:

Similar to satisfaction, delight may also be influenced by the customer's anticipatory expectations. That is, in highly hedonic service contexts where customers have high anticipatory expectations shaped by strong brand equity and strong word of mouth recommendation, the customer may expect to be delighted.

It is not appropriate to simply change a few words in every sentence and then place an in-text citation at the end of the sentence. You would be guilty of plagiarising if you wrote:

In highly hedonic service contexts here there is strong brand equity and strong word of mouth recommendation, delight, like satisfaction can be influenced by the customer's anticipatory expectations (Bowden, 2010).

In order to avoid plagiarism you need to put the ideas into *your own words* and cite the original author of the idea:

Bowden (2010) found that the nature of the service context strongly influenced customer's expectations of the service delivered. Where customers' a priori expectations were considered to be high and where brand equity played a significant role in shaping these expectations, customers expected to feel delighted by the service.

Practice your paraphrasing skills with the following pointers:

- Read an original paragraph from one of your journal articles
- Take notes on the key points made
- Now express these points in your own words
- Compare your rewritten paragraph to the original authors – check that the meaning is retained, but ensure that the way you have expressed your paragraph is sufficiently different
- Acknowledge the author of the idea in your rewritten version by indicating the authors surname and the year of the articles publication



## STEP 6. In-Text Citations

An in-text citation is an acknowledgement of the sources that you have used in your essay. In an in-text citation you write the authors surname and the year that the article was published in. In MKTG101 we use the Harvard author-date convention of referencing and in text citations. This is a specific style as illustrated below.

The citation can be placed at the start of a sentence, or at the end of a sentence where you have used other author's ideas.

At the end of a sentence the in-text citation is placed in parentheses and is separated by a comma:

The study concluded that delight was not an important determinant of customer loyalty (Bowden, 2010).

At the start of a sentence, the author's name becomes a part of the sentence itself:

Bowden (2010) found that delight was not an important determinant of customer loyalty.

If there are three or more authors of the article you have read you simply cite the first authors name and then add the words *et al.* This is a latin abbreviation for "and others." A full stop must be included after the "al.".An example of this is as follows:

The study concluded that delight was not an important determinant of customer loyalty (Bowden et al. 2010).

Quotations are a special case of citation. Quotations used in MKTG101 essays should be short and limited to one or two sentences in length. It is advisable to limit the number of quotations that you use to around 5 per essay. Quotations should be placed inside quotation marks and cited using the authors name, year of publication and the page from which the quotation came from.

"Delight may be influenced by the customer's anticipatory expectations. That is, in highly hedonic service contexts where customers have high anticipatory expectations shaped by strong brand equity and strong word of mouth recommendation, the customer may expect to be delighted" (Bowden, 2010, p. 13).

You should always try to read original sources rather than relying on the summaries that other authors have provided you with. However sometimes you may need to include a secondary source in your in text referencing. Citing a secondary source requires you to acknowledge two sets of authors – that is, the authors of the article you are reading (primary source) and the original source which you have not read (secondary source). For example:

Delight is defined as a distinct and separate evaluative response to the satisfaction response (Oliver et al. 1997 cited in Bowden, 2010).

In the reference list (to be discussed next) you would only include the article that you have actually read. So using the above example you would only include Bowden, 2010.

### **STEP 7. Developing an Argument**

In your essay you will often be required to develop an argument based on the literature that you have read. You will then be required to draw a conclusion based on this argument. The higher the quality of the argument, the higher the quality of the conclusion. Some tips on developing an argument are provided next:

- Discuss all sides of an argument by presenting research evidence to support different viewpoints on your topic
- Discuss the implications of the research evidence that supports these different viewpoints.

### **STEP 8. Concluding**

The conclusion summarises your main points. You should not introduce any new material in the conclusion that have not already been discussed. In the conclusion you describe the answers to the research topic that was set.

The information above was adapted from the following text which is in the reserve section of the library and which is also available for purchase from the Co-op Bookshop on campus: Burton, L. 2010. *An Interactive Approach to Writing Essays and Research Reports in Psychology*, John Wiley & Sons, Australia

### **STEP 9. Reference List – Journal articles & Books**

A reference list provides the reader of your essay with full publication details of all of the sources that you have used in your essay. Like the in text citations, a reference list allows the reader to identify where you have obtained your information from and to retrieve it if necessary. A reference list only includes those sources you have actually cited in-text. It does not include sources you have simply read but have not used in your essay. Reference lists should be compiled in alphabetical order.

Journal articles are your primary source of material for this essay task. A journal article reference includes the following, author's surname, first name initial, year of publication, title of publication, journal title from which the publication came, volume of journal, issue number of journal and page references for the article. An example is provided next:

Bowden, J., 2009. Customer Engagement: A Framework for Assessing Customer-Brand Relationships. The Case of the Restaurant Industry. *Journal of Hospitality Marketing & Management*, 18 (6), 574-596.

It is important that each of these elements in the reference are presented exactly as above. This includes ensuring that the journal title is in italics; that a full stop and a

comma follows the authors initial; that a full stop follows the title of the article; that the issue number is in brackets etc.

Books are your second source of material for this essay. A book reference includes the following; authors name, first name initial, year of publication, title of publication, name of publisher and location. An example follows:

Author, A., 2010. *Title of Book*. City, State: Name of Publisher.

**You may wish to use the referencing convention for Harvard Author-Date as presented in the above. This style is based on that of McMillan, K. and Weyers, J., 2010. *How to Write Essays & Assignments*, United Kingdom: Pearson Education.**

ALTERNATIVELY you may wish to refer to the Macquarie University Referencing resource website (Monash University, University of Queensland, University of Leeds, University of Western Cape):

<http://www.library.mq.edu.au/research/referencing.html>

For further information on referencing and essay writing it is highly recommended that you obtain a copy of one of the following texts from the reserve section of the library or from the Co-Op Bookshop.

Burton, L. 2010. *An Interactive Approach to Writing Essays and Research Reports in Psychology*, John Wiley & Sons, Australia

McMillan, K. and Weyers, J., 2010. *How to Write Essays & Assignments*, United Kingdom: Pearson Education.

Grade

# 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

<u>High Distinction</u> 85-100%	<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>
<u>Distinction</u> 75-84%	<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"/> No <input type="checkbox"/>		Pagination	Yes <input type="checkbox"/> No <input type="checkbox"/>	

## Specialist Topic Marketing Essay Marking Criteria

### CRITERIA

### MARK

#### **Introduction:**

Introduces the topic, details the purpose and structure of the assignment concisely		<b>/5</b>
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#### **Content & Analysis:**

Comprehensive analysis and discussion of the peer reviewed literature (minimum of 6 journal articles included) relevant to the research topic		<b>/30</b>
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Themes in the literature were identified, integrated and critically evaluated		<b>/30</b>
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Arguments and conclusions about the topic were justified and product or service examples comprehensively applied with reference to the literature		<b>/15</b>
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#### **Presentation:**

Logically and clearly structured content, correct use of headings and sub-headings		
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Sentence & paragraph construction, clarity, readability, succinctness, spelling, grammar, punctuation		<b>/5</b>
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Appendices, tables and figures are appropriately presented		
--	--	--

#### **Conclusion:**

Summarises the key findings in a concise yet comprehensive manner		<b>/5</b>
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#### **Referencing:**

List of references and in-text referencing is presented in accordance with the Harvard Author-Date referencing style		<b>/10</b>
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<b>Total</b>		<b>/100</b>
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## APPENDIX F

### MARKING GUIDE FOR CASE STUDY PRESENTATIONS

Case Study Name and No.:

Student Names:

*Knowledge and theory:* The presentation demonstrated a clearly informed, rigorous, well supported approach which drew on relevant theoretical contexts to underpin a developed argument.

1	2	3	4	5
Poor	Patchy	Satisfactory	Good	Excellent

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*Clarity of expression:* The presentation was delivered in a style that was logical and easy to follow. The arguments advanced were easily understood and waffling was minimal.

1	2	3	4	5
Poor	Patchy	Satisfactory	Good	Excellent

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*Professionalism:* The presentation was delivered in well rehearsed and professionally presented style which demonstrated good use of visual aids and limited reliance on note reading.

1	2	3	4	5
Poor	Patchy	Satisfactory	Good	Excellent

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*Class Discussion & Involvement:* The presentation was delivered in way in which audience members actively participated and interacted with the presenting group.

1	2	3	4	5
Poor	Patchy	Satisfactory	Good	Excellent

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**INDIVIDUAL GROUP MEMBER FEEDBACK (Presentation style):**

Presenter 1:

Presenter 2:

Presenter 3:

Presenter 4:

Presenter 5:

**GRADE:**

**/10**

NB: all members contributions to the preparation and delivery of the presentation will be subject to an individual and confidential group peer review process. Forms can be downloaded from Blackboard. Note: All group members must present.