

MACQUARIE  
UNIVERSITY



FACULTY OF  
BUSINESS AND ECONOMICS

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# MKTG802 Marketing Communications

## Semester 2, 2010

*Department of Business*

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

**Semester 2, 2010  
E5A 107, Tuesdays, 6pm – 9pm.**

**1.0 ABOUT THIS UNIT**

- Assumed knowledge: Principles of marketing.
- Marketing communications embraces an entire range of activities, media and enterprises, all of which have a role to play in communications in marketing strategy. Given a target customer, a product and a pricing strategy, together with decisions on specific distribution channels, a marketing communications programme is essential if the company's marketing offer is to reach the customer and meet customer expectations. The range of communications options available to an organization is large and, in recent years, has increased. Furthermore, the options are becoming quite specific in their application. It follows that a company's communication programme is an integral component of its marketing strategy. This unit explores marketing communications by considering theoretical issues and practical implications of implementation.
- Unit objectives: students will gain an understanding of the real world skills necessary to plan and execute a marketing communications strategy.

**2.0 TEACHING STAFF**

- **Teaching staff:** Adjunct Professor Robert (Bob) Miller.
- Contact details: Tele 02 9516 3515 or 0417 208 036;  
e-mail [bob.austreet@bigpond.com](mailto:bob.austreet@bigpond.com)
- Consultation availability: Before or after lectures. Bob runs his own marketing consultancy off-campus, but telephone or e-mail questions will be answered within a short time frame.

### 3.0 CLASSES

- Number and length of classes: 3 hours face-to-face teaching each week: 13 x 3 hour lectures plus a 3 hour examination.
- Maximum class size 50 pax.
- The timetable for face-to-face classes can be found on the web site at:  
<http://www.timetables.mq.edu.au/>
  - It is an assessment requirement that students attend 80% of classes listed.

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

- Prescribed text:

**Morgan, A. 2ed. (2009) - *Eating the Big Fish: how challenger brands can compete against brand leaders*. New Jersey: Wiley.**

Recommended texts and readings:

- Anderson, C. (2006) – *The Long Tail*. NY: Hyperion.
- Baggott, C. (2007) – *Email Marketing by the Numbers: how to use the world's greatest marketing tool to take any organization to the next level*. NJ: Wiley.
- Bly, R.W. (2006). *The White Paper Marketing Handbook*. Mason, Ohio: Thomson Higher Education.
- Borelli, A. and Holden, G. (2007) – *Affiliate Millions: make a fortune using search marketing on Google and beyond*. NJ: Wiley.
- Dru, J-M. (1996) – *Disruption*. NY: Wiley.
- Doyle, P. (2000) – *Value-based Marketing*. UK: Wiley.
- Gladwell, M. (2000) – *The Tipping Point*. London: Little, Brown.
- Grey, A & Skildum-Reid, K. (2001) – *The Sponsor's Toolkit*. Sydney: McGraw-Hill
- Heath, C. and Heath, D. (2007) – *Made To Stick: why some ideas survive and others die*. NY: Random House.
- Jones, J. (1992) – *How Much is Enough?* NY: MacMillan.
- Kim, W.C & Mauborgne, R (2005) – *Blue Ocean Strategy*. Boston: Harvard Business School Press.
- McKee, R. (1998) – *Story*. UK: Methuen.
- Ries, A and Ries, L. (2002) – *The Fall of Advertising and the Rise of PR*. NY: Harper Collins.
- Scott, D.M. (2007) – *The New Rules of Marketing & PR: how to use news releases, blogs, podcasting, viral marketing & online media to reach buyers directly*. NJ: Wiley.

- Sutherland, M and Sylvester, A. (2000) – *Advertising and the Mind of the Consumer*. Sydney: Allen & Unwin.
- Trout, J and Ries, A. (1993) – *The 22 Immutable Laws of Marketing*. NY: Harper.

#### Recommended Journal Articles List

##### *The Harvard Business Review -*

- June 03    *Storytelling that moves people*, Robert McKee
- Sept.03    *How to Pitch a Brilliant Idea*, Kimberly D. Elsbach
- Jan.02    *Selling the Brand Inside*, Colin Mitchell
- Oct.01    *Boost Your Marketing ROI with Experimental Design*, Eric Almquist & Gordon Wyner
- May 03    *Diamonds in the Data Mine*, Gary Loveman
- Nov.03    *Wanted: Chief Ignorance Officer*, David Gray
- Dec. 03    *The One Number You Need to Grow*, Frederick F. Reichheld

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### **Recommended Websites**

Australia Post: [www.australiapost.com.au](http://www.australiapost.com.au)

Drayton-Bird [www.draytonbird.com](http://www.draytonbird.com)

Australian Competition & Consumers Commission [www.accc.gov.au](http://www.accc.gov.au)

Useful marketing spreadsheets

<http://cob.jmu.edu/flahertb/merlot/spreadsheets/spreadsheetsresources.html>

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**All** aspects of the **prescribed textbook** will be EXAMINABLE.

All **lecture notes** will be EXAMINABLE.

Lecture notes will be provided as PowerPoint slides on the University's Blackboard website.

All lectures for this unit are digitally recorded and are made available with the relevant PowerPoint slides on i-Lecture.

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## 5.0 UNIT WEB PAGE

Online Learning @ MQ: <https://learn.mq.edu.au>

## 6.0 LEARNING OUTCOMES & GRADUATE CAPABILITIES

- The learning outcomes of this unit are ...

Students who have completed this unit will be expected to have learned to able to develop, execute or review and make recommendations or decisions about the worthiness of marketing communications programmes.

Students will be exposed to a range of practical marketing communications topics:

- Marketing & selling: their relationship
- Role of marketing communications
- Advertising: creating the brief.
- Public Relations.
- Sponsorships
- Conferences and conventions
- Media planning and buying.
- Direct Marketing B-to-B and B-to-C.
- Selling on the internet.
- Word-of-mouth and referrals.
- Brand valuation and return on investment.
- Budget submissions relevant to cash flow predictions.

### 6.1 Learning Outcomes

After successfully completing this course you should be able to:

1. Outline the scope and role of marketing communications in a modern business.
2. Appreciate the role of marketing communications in business or government or N.G.O.s (non-government organisations) and understand that successful marketing communications begin and end with the customer.
3. Assess the marketing communications environment and understand its impact upon corporate strategy and shareholder value.
4. Understand and evaluate the differences between successful and failed marketing communications.
5. Apply marketing communications techniques and theories to develop creative solutions to marketing problems.
6. Critically analyse, discuss, and evaluate the literature on marketing communications in relation to the relevant theories.
7. Critically evaluate and reflect upon specific marketing communications decisions and marketing communications strategies through the use of applied questions and case study analysis.
8. Formulate solutions to marketing communications problems.
9. Brief an advertising agency and a public relations specialist to develop a successful marketing communications campaign.
10. Negotiate with your organisation's senior management for adequate budget support for a marketing communications campaign.

11. Demonstrate use of written skills to integrate key marketing communications 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.

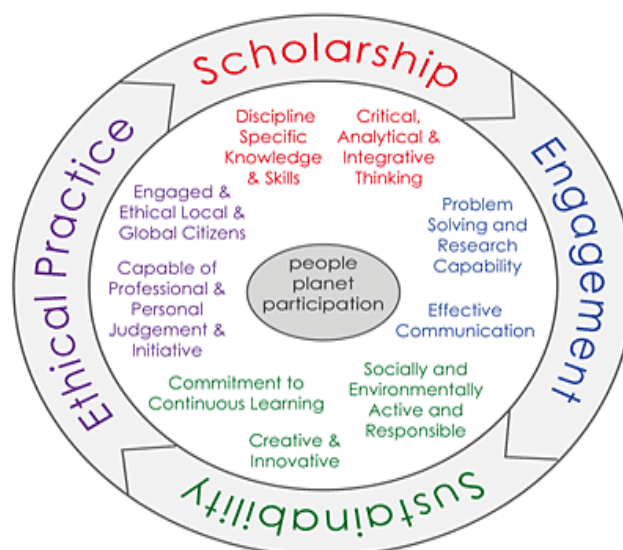
## 6.2 Graduate Capabilities – Critical, Analytical and Integrative Thinking

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 MKTG802 Marketing Communications 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 MKTG802 Marketing Communications unit through both the unit's content and through its assessment.



## 7.0 TEACHING AND LEARNING STRATEGY

- The unit is taught by lecture and major assignment (individual, **not group**) engaging the topics taught in a practical real world scenario.
- What is expected from students? Read in advance; follow current developments in the market place; be able to apply the lessons of the lectures (reflected in the lecture notes) to the major assignment; respond to questions raised during lectures; demonstrate enthusiasm for the subject; challenge the lecturer's assumptions during lectures and explore opposing points of view.

*The Macquarie experience is designed to lead students to a career in the city and a place in the world. It encourages life-long learning and links teaching to cutting-edge research.*

*Macquarie seeks to develop generic skills for students, building flexible outcomes for life and for the workplace over a life's career. These skills include:*

- *foundation skills of literacy, numeracy and information technology;*
- *self-awareness and interpersonal skills, such as the capacity for self-management, collaboration and leadership;*
- *communication skills for effective presentation and cultural understanding;*
- *critical analysis skills to evaluate, synthesise and judge;*
- *problem-solving skills to apply and adapt knowledge to the real world; and*
- *creative thinking skills to imagine, invent and discover.*

Source: Macquarie University Handbook

You are expected to attend all lectures and to contribute to the discussions that are encouraged there. 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 communications 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. 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.

<b>Assessment Task</b>	<b>Due Date</b>	<b>Weight</b>	<b>Graduate Capability</b>	<b>Learning Objectives</b>
Early Warning Test 5 x short essays on Lectures 1, 2, 3, 4 & 5	Conducted during week 6 lectures 7 <sup>th</sup> September.	20%	A, D	1, 2, 3, 4
Applied Essay (4,000 words)	Due in DIGITAL copy online on BlackBoard MIDNIGHT Friday 15 <sup>th</sup> October	30%	A, B, C, D, E	1, 2, 3, 4, 5, 6, 11, 12
Final Examination	TBA November within University exam timetable	40%	A, B, D	1, 2, 3, 4, 5, 7, 8
Classroom attendance, participation, Reflective Journal on Blackboard	Week 1 - 12 inclusive	10%	A, B, D	1, 2, 3, 4, 5, 6, 7, 8, 9, 10



**MKTG 802 Semester 2, 2010 Tuesdays E5A107, 6pm-9pm.**

Lecture	Topics covered	Reading
<b>Lec # 1</b> <b>Aug 3</b>	<b>Introduction to the course and its administration.</b> <b>Review the Major Assignment tasks.</b>  <b>Examine the role of our textbook and its relevance to the Major Assignment.</b>  <b>Explore the role of marketing communications in modern business.</b>	<b>Morgan Ch.13</b>
<b>Lec # 2</b> <b>Aug 10</b>	<b>Advertising: developing a brief that will produce advertising that works.</b>	<b>Trout;</b> <b>McKee</b>
<b>Lec # 3</b> <b>Aug 17</b>	<b>Public Relations: should it lead or follow?</b> <b>Is PR just free advertising or is it much more than that?</b> <b>Conducting product recalls.</b> <b>Managing Corporate reputation.</b> <b>Managing in a PR "crisis".</b>	<b>Ries</b>
<b>Lec # 4</b> <b>Aug 24</b>	<b>Ideas that “stick”...why some ideas survive and others do not.</b>	<b>Heath</b>
<b>Lec # 5</b> <b>Aug 31</b>	<b>Value-based marketing and marcomms Rol.</b>	<b>Doyle</b>
<b>Lec # 6</b> <b>Sept 7</b>	<b>Word-of-mouth referrals: creating epidemics of demand....the most powerful advertising of all.</b>  <b>SHORT ESSAY QUIZ: NINETY MINUTES</b>	<b>Gladwell</b>
<b>Lec # 7</b> <b>Sept 14</b>	<b><i>Sponsorships: how to manage them and how to acquire them.</i></b>  <b><i>NOTE: Mid-Semester Break Sept 20 – Oct 1</i></b>	<b><i>Grey/ Skildum-Reid</i></b>
<b>Lec # 8</b> <b>Oct 5</b>	<b>Selling ideas and products on the internet.</b>	<b>Anderson</b>

Lec # 9 Oct 12	Media planning and buying: how much is enough?  <b><u>ASSIGNMENT DUE Friday 15 October midnight online @ BlackBoard</u></b>	Jones
Lec # 10 Oct 19	Direct marketing B-to-B and B-to-C.	Bly
Lec # 11 Oct 26	Conferences and conventions: coming face-to-face with the market place.	
Lec # 12 Nov 2	Email newsletter marketing techniques	

Lec #13 Nov 9	Review and Revise for Final Examination.	
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## RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

The objective of the major assignment is to encourage students to learn by applying the lessons of the lectures to an imagined 'real world' scenario and demonstrating to the teacher they comprehend the practicalities of conducting a marketing communications exercise.

The objective of the examination is to convince the lecturer that students have learned the lessons of the lectures and text book to the extent that they can demonstrate they can apply them to resolving problems or prove they can recall the basic rules and principles of the subject as taught.

Reflective journals maintained on the unit's Blackboard site provide students with early feedback on their whether or not they have fully understood the basic principles enunciated in lectures.

Personal involvement in discussion within our classroom and active maintenance of reflective journals can earn students up to 10 marks.

### Assessments:

Marks in this unit will be allocated on the following basis –

◆ Final Examination	40%, (i.e. 40 marks)
◆ Early Warning Short Answer Quiz	20% (i.e. 20 marks)
◆ Major Individual Assignment	30% (i.e. 30 marks)
◆ In-lecture & online & Reflective Journal participation	10% (i.e. 10 marks)

**All students are required to pass the final examination to obtain a passing grade for the unit, regardless of accumulated scores.**

- Word length of each form of assessment:

Major assignment...4000 words. Diagrams and illustrations are judged to be equivalent to 200 words.

More words are acceptable if students deem them necessary;

Examination...400 words per answer to essay questions.

- Due date for assignment: **Friday 15<sup>th</sup> October, 2010 ONLINE.**  
Marked work is due to be returned to students W/C 2 November.
- Where students are to hand in their assignments: **Online on unit BlackBoard.**
- Expectations in relation to the presentation of written and/or oral work:
  - All written work to be submitted in typed format, 12pt Arial typeface, 1.5-spaced.
  - References to be in keeping with Harvard guidelines & Macquarie University guidelines as detailed on the student information website.

**INDIVIDUAL ASSIGNMENT COVER SHEET is required for all assignments, available for download from this website**  
[http://www.efs.mq.edu.au/docs/student\\_support/Individual\\_cover\\_sheet.pdf](http://www.efs.mq.edu.au/docs/student_support/Individual_cover_sheet.pdf)

Pages can be simply stapled together at the top left corner, but it is recommended they be enclosed in a folder for safety.

- Work submitted late will be penalised at the rate of 5 marks per day

## EXAMINATION

Exam date, time, location will be:

**TBA in line with the university's examinations timetable.**

Exam duration: 3 hours, plus 10 minutes reading time..

- Format of exam: essay questions. **Answers to be approximately 400 words in length.** Students may choose to answer **any 5 of a choice of 8** questions. Each question is worth 8 marks maximum.
- Policy on whether a pass in the exam is required for a pass in the unit irrespective of accumulated marks: **All students are required to pass the final examination to obtain a passing grade for the unit.**
- Policy on calculators: Calculators, PDAs, cell phones, language translation machines and other electronic aids are **NOT** permitted in the exam.
- Policy on dictionaries: Dictionaries are **NOT** permitted in the 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>

You are advised that it is Macquarie University policy not to set early or delayed 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 University examination period, and can attend the exam at the designated time and place.

## 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>

## Academic Honesty (and Submission to Turnitin.com)

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)

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.

## Referencing Guide

refer to <http://www.lib.monash.edu.au/tutorials/citing/harvard.html>

**the 'In-Text' or Harvard method** - Referencing is a system that allows you to acknowledge others' contribution to your writing. Whenever you use ANY words, ideas or information from ANY source in your assignments, you must reference those sources. There are different ways of referencing. This write-up describes the Harvard method.

## **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)

## **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>

## **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).

## STUDENT SUPPORT SERVICES

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## 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.

## Assessment and Feedback Marking Guide

**Assessment Task:** Specialist Topic Marketing Essay

**Unit Code:** MKTG802

**Student Name:**

**Assessor Name:**

Grade
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**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

<ul style="list-style-type: none"> <li>a coherent and theoretically rigorous argument (learning outcome 11)</li> <li>Use secondary research skills to collect, collate and integrate scholarly peer reviewed journal opinion on applied marketing topics (learning outcome 12)</li> </ul> <p>Secondary Learning Outcomes:</p> <ul style="list-style-type: none"> <li>Outline the scope of marketing and recognise marketing as an organisation-wide philosophy (learning outcome 1)</li> <li>Appreciate the role of marketing in business and understand that marketing begins and ends with the customer (learning outcome 2)</li> <li>Assess the marketing environment and understand its impact upon key theoretic marketing principles including product, pricing, place and promotion (learning outcome 3)</li> <li>Understand and evaluate the differences between marketing a product versus a service (learning outcome 4)</li> <li>Apply marketing techniques and theories to develop creative solutions to marketing problems (learning outcome 5)</li> </ul>
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### 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 communications 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>
<p><u>Credit</u></p> <p>65-74%</p>	<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 communications concepts, theories, and issues. Key literature in marketing communications 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>
<p><u>Pass</u></p> <p>50-64%</p> <p><u>Conceded Pass</u></p> <p>45-49%</p>	<p>The student demonstrates the following;</p> <ul style="list-style-type: none"> <li>Most of the key marketing communications concepts, theories, and issues in the specialist marketing communications 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>



<p><u>Fail</u></p> <p>0-44%</p>	<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>
<p><u>General Comments</u></p>	

### 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
	No	<input type="checkbox"/>		No
				<input type="checkbox"/>