# Unit Outline

## PRINCIPLES OF MARKETING

<table>
<thead>
<tr>
<th><strong>Unit Number:</strong></th>
<th>MK101</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of Study:</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td>Academic Writing</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>Sheridan College 18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000</td>
</tr>
</tbody>
</table>
| **Student Workload:** | 168 hours (12 hours per week over 14 weeks)  
Seminars – 36 hours (3 hours per week over 12 teaching weeks)  
Private Study – 132 hours (9 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks) |
| **Learning Management System:** | Canvas (canvas.sheridan.edu.au) |

| **Unit Coordinator:** | Dr Ray Dallin  
Phone: 9221-8170  
Email: rdallin@sheridan.edu.au |
| **Course Coordinator** | Mr Matthew Bambach  
Phone: 9221-8170  
Email: mbambach@sheridan.edu.au |
Introduction
Principles of Marketing is an introductory unit that will cover the main concepts and theories that underlie marketing thinking and practice. It will require students to not only understand these concepts but also learn how to apply them in modern organisations, both private and public.

The unit provides the theory base of marketing, introducing students to the marketing concept, the exchange process, the marketing environment, creating and capturing customer value, buying behaviour in consumer and organisational market, customer segmentation, targeting and positioning, developing the marketing mix, implementation and control of marketing programmes, extending the fundamentals of marketing to global marketing applications and finally examining the concepts of sustainable marketing – now and in the future – through socially and responsible marketing actions.

Bachelor of Business Learning Outcomes
The Sheridan College Bachelor of Business has been accredited by the Tertiary Education Quality and Standards Agency (TEQSA) as meeting the standards set by the Australian Qualifications Framework (AQF).

Bachelor Degrees qualify individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work, and provide a pathway for further learning. Upon successful completion of the Bachelor of Business you (the student) will be able to:

- Demonstrate your understanding of a broad and coherent body of knowledge, with an emphasis on the underlying principles and concepts of one or more disciplines within the field of business.
- Exercise your cognitive skills successfully to critically analyse, synthesise and consolidate information, concepts and theories from multi-disciplinary perspectives.
- Critically evaluate the scholarship and professional practice of one or more disciplines within the field of business in the light of contemporary research, of workplace practice, and of perspectives grounded in Christian scholarship.
- Communicate your understanding of current knowledge and professional practice of one or more disciplines to others through structured assignments, projects and presentations in a variety of learning contexts.
- Demonstrate your intellectual independence through creative intellectual contributions to the study and/or practice of one or more disciplines within the field of business.
- Apply research-based knowledge, skills and concepts from one or more disciplines within the field of business to analyse problems and propose creative solutions across a diverse range of scenarios.
- Demonstrate your capacity to seek knowledge and truth with persistence, independence, rigour, and integrity.
- Evaluate the relevance of Christian faith and practice to the pursuit of knowledge in the field of business.
- Model self-discipline, ethical decision-making, servant leadership and respect for the dignity of individuals and groups in various settings.

Each unit you take in the Bachelor of Business program will contribute towards the fulfilment of these broader learning outcomes.
Principles of Marketing Learning Outcomes
On successful completion of this unit, you will be able to:

A. Identify the key concepts and principles used in contemporary marketing both in local and
global markets
B. Apply marketing concept to “real world” situations
C. Recommend marketing strategies in “real world” situations
D. Enhance problem-solving skills in marketing by offering a set of analytical tools (i.e.,
frameworks, concepts, models, and techniques)
E. Describe the key elements of the marketing mix and how the marketer can exercise control
over these mix variables in creating an offering for exchange
F. Demonstrate sound verbal and written marketing communication skills,

Graduate Attributes
Study does more than equip you with knowledge in a specific academic field. It can also have a
transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who
undergoes the discipline of study lives through certain types of experiences where certain
skills are developed through habitual study: framing an issue, solving problems, learning
how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see
important distinctions instead of blurring them, and so on. The disciplines of study also aids
in the development of certain virtues and values; for example, a desire for the truth, honesty
with data, an openness to criticism, self-reflection and an ability to get along nondefensively
with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate
Attributes” (GAs). GAs don’t necessarily follow in a direct line from learning outcomes (LOs) but are
shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next
page, are integrated into the College’s assessments and cultivated in all the College’s learning
activities. They describe the kind of personal characteristics we hope you will exhibit when you
graduate. If in future your referees use these kinds of descriptors when writing about you, we will
consider this a sign of a successful higher education.
## Sheridan College Graduate Attributes

**College Vision Statement**

To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...

<table>
<thead>
<tr>
<th>College Graduate Attributes</th>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheridan College graduates will be...</td>
<td>See unit assessment schedule for alignment with specific assessments.</td>
</tr>
</tbody>
</table>

### 1. Lovers of truth who:

- a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.
- b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.
- c. Identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.

**Methods of Evaluation**

- Assignments
- Projects
- Tests & Exams
- Research
- Academic Integrity Policy

### 2. Seekers of wisdom who:

- a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.
- b. Exercise sound, fair and ethical judgment in study and workplace learning environments.
- c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.

**Methods of Evaluation**

- Assignments
- Projects
- Tests & Exams
- Research
- Academic Integrity Policy
- Peer review

### 3. Innovative thinkers who:

- a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.
- b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.
- c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.

**Methods of Evaluation**

- Assignments
- Projects
- Tests & Exams
- Research
- Peer review

### 4. Effective communicators who:

- a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.
- b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.
- c. Promote respect, hospitality and understanding towards cultures and groups.

**Methods of Evaluation**

- Assignments
- Projects
- Tests & Exams
- Research
- Peer review

### 5. Independent learners who:

- a. Perform tasks to the best of their own abilities and strive for a high academic standard.
- b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.
- c. Take responsibility for their own learning and research.

**Methods of Evaluation**

- Assignments
- Projects
- Tests & Exams
- Research

### 6. Servant leaders who:

- a. Model respectful and ethical behaviour in team environments.
- b. Serve the local, national and global community.
- c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.

**Methods of Evaluation**

- Assignments
- Projects
- Research
- Peer review
- Student-led activities
Course Structure

Academic Calendar
Bachelor Degrees are 3-year programs at Sheridan College. Units are delivered in 15-week trimesters. Each trimester comprises 12 weeks of teaching, two non-teaching study weeks, and an examination week.

Trimesters 1 and 3 are dedicated coursework trimesters. If you are enrolled full-time, you will take 3-4 core or elective units during this trimester.

Trimester 2 is a dedicated research trimester. Whether you are enrolled full-time or part-time, your only formal study during Trimester 2 will be a single research-related unit relevant to your field of study. The schedule provides a focused opportunity to acquire valuable research skills, and to practise applying those skills under the direction of the College faculty.

The Trimester 2 schedule also offers you some freedom to pursue personal, professional and learning goals outside of your formal coursework. The College provides a range of informal extra-curricular programs during this trimester for you to gain life experience and enhance your employability. A description of these programs can be found on the College website at http://sheridan.edu.au/index.php/home/academic-calendar.

The table below provides an example of a standard academic program for the Bachelor of Business.

<table>
<thead>
<tr>
<th>SAMPLE B.BUS. PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-TRIMESTER</strong></td>
</tr>
<tr>
<td><strong>YEAR 1</strong></td>
</tr>
<tr>
<td>(24 credit points)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>YEAR 2</strong></td>
</tr>
<tr>
<td>(24 credit points)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>YEAR 3</strong></td>
</tr>
<tr>
<td>(24 credit points)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>(72 credit points)</td>
</tr>
</tbody>
</table>

Seminars
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.
Private Study Expectations
You should expect to spend an additional nine (9) hours per week of private study, immersing
yourself in the course material and completing the assessment requirements. Reading and
preparation for each course week should be done prior to or during the early part of each course
week. Students may choose to begin reading over the weekend prior to each course week, keeping
a notebook of insights and questions to contribute during the week’s discussion.

Consultation
At Sheridan College, instructors make themselves available during office hours for individual
consultations for a minimum of 25% of the total time spent teaching the unit. For this unit, the
instructor will nominate an additional one (1) hour either before or after class to be available for
individual student queries. The specific times will be set after discussions with the class on the
first day.

IT Resources
The internet is an extraordinary resource for students and using it effectively contributes to the
nurturing of the College’s graduate attributes in each student. We encourage you to bring your
electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as
a learning resource. As a courtesy to your classmates, please keep these learning devices on
“silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Piccadilly Square West campus, if
you wish to meet there in study groups or for private study. You can also access printers, scanners
and photocopiers at the office.

Location
The unit will be taught at Suite 18, 7 Aberdeen Street, Perth WA 6000
Time: TBA
Room: TBA

Learning Resources
Prescribed Reading(s)
Pearson.

Supplementary Reading(s)
You may find some of the texts listed below useful for additional explanation and for assistance in
writing essays. Copies of these texts have been placed in the Reserve Section of the Sheridan
College Library.
perspective, 3rd edn, Prentice Hall, Singapore.
Education.


Students can also find relevant journal articles in the following journals:

- Journal of Marketing
- Journal of Marketing Research
- Journal of Consumer Research
- International Journal of Research in Marketing
- Harvard Business Review
- Marketing Science
- Journal of Retailing
- Journal of the Academy of Marketing Science
- Harvard Business Review
- Management Science
- Journal of Services Research
- Journal of Business Research
- Journal of Advertising
- Australian Business Monthly
- Business Review Weekly
- Journal of Advertising Research
- International Journal of Advertising
- Journal of Public Policy and Marketing
- Sloan Management Review
- Journal of Business
- International Journal of Research in Marketing
- Psychology and Marketing
- Advances in Consumer Research Proceedings
- Journal of Research for Consumers
- Journal of Personal Selling and Sales Management
- Industrial Marketing Management
- Decision Sciences
- Journal of Consumer Psychology
- Journal of International Business Studies
- Journal of Product Innovation Management
- Journal of International Marketing
- European Journal of Marketing
- Journal of Health Care Marketing
- Journal of Consumer Marketing
- Journal of Services Marketing

College Library Resources

In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. Academic OneFile from Cengage Gale (now active)
2. Oxford University Press Arts and Humanities Collection (now active)
3. EBSCO collections (to be activated from 1 February 2017), including:
   - Business Source Premier
   - Academic Search Premier
   - Humanities International Complete
Science and Technology Collection

4. **Informit collections** (to be activated from 1 February 2017), including:
   - Business Collection
   - HSS Collection

**Cunningham Library**

Sheridan College is an institutional member of the *Australian Council of Educational Research’s Cunningham Library.*

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books


**Aberdeen Street Campus Reserve Collection**

A growing physical reserve library of books will be maintained at the Aberdeen St campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

**Public Libraries**

You will have signed up with the *State Library of WA (SLWA)* and the *National Library of Australia (NLA)* when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines. For business these include:

- Business Advisors Guide
- EBL (EBook Library)
- EconLit
- Informit Business Collection
- Academic Search Premier
- Business Source Premier
- EBSCO
- Emerald Journals
- GIBLIN: Giblin Working Papers
- IBIS World
- MasterFile Premier
- MEDGE: Management and Environment Information
- Regional Business Books
Other Free Resources
Access to free full-text journals can also be found through the following sites, among many others:

- VOCEDplus (www.voced.edu.au/journalbrowse)
- Stanford University’s Highwire site (http://highwire.stanford.edu/lists/freeart.dtl)
- Directory of Open Access Journals (http://www.doaj.org/)
- Open Directory Project (http://www.dmoz.org/Reference/Education/Journals)

Community Memberships
If those are insufficient for research purposes, community memberships are also available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available at the following university and other higher education libraries:

- Curtin University: ($70.40) https://library.curtin.edu.au/borrowing/non-curtin-borrowers/community-borrowers.cfm
- Murdoch University: ($99) http://library.murdoch.edu.au/Our-services/Community-members/
- University of Notre Dame ($40) http://library.nd.edu.au/content.php?pid=50125&sid=642804
- UWA http://www.is.uwa.edu.au/about/visitors-friends/visitors#community

Please note: For some universities, community members may only be able to access online resources while logging in from a terminal within the university library itself.

Learning Support
Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>LOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>30%</td>
<td>Week 6</td>
<td>A,B,C,D,F</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>Marketing Plan</td>
<td>30%</td>
<td>Week 12</td>
<td>A,D,C,D,E,F</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>Week 13</td>
<td>A,B,E,F</td>
<td>1,2,3,4,5,6</td>
</tr>
</tbody>
</table>

Explanation of Assessments
Sheridan College assessments are designed both to measure your successful demonstration of the full range of learning outcomes within the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments to satisfy the unit requirements.
Case Study

Students will be given a marketing case study by the lecturer or the students can choose to select their own case study from a supplied list of case studies with the approval of the lecturer. The Case Study analysis should be 1000 - 1500 words in length. The students will also be required to do a case oral presentation worth 5% of the total grade allocated to the case assignment.

The case oral presentation will be given in class and should be no longer than 15 minutes. Prior to the presentation the student should submit a two-page referenced case summary; and submit a copy of the presentation (i.e. slides used) to your lecturer.

Students can work with other students in analysing and discussing the case but must submit and present the case orally as an individual.

LOs Assessed: A, B, C, D, F

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the Main Issues/Problems</td>
<td>Has not grasped the issues in this assignment</td>
<td>Evidences a basic grasp of the issues in this assignment</td>
<td>Has begun to grasp the issues in this assignment</td>
<td>Evidences a grasp of the issues in this assignment</td>
<td>Evidences a sound grasp of the issues in this assignment</td>
</tr>
<tr>
<td>Analysis of the Issues</td>
<td>No analysis or engagement of the issues</td>
<td>Attempts to engage with the issues in this assignment</td>
<td>Demonstrates engagement with the issues in this assignment</td>
<td>Demonstrates ability to engage with the issues in this assignment</td>
<td>Demonstrates pronounced ability to engage with the issues in this assignment</td>
</tr>
<tr>
<td>Comments on Solutions or Strategies</td>
<td>Demonstrates no ability to propose solutions, or comment on solutions or proposed solutions in this assignment</td>
<td>Attempts to propose appropriate solutions, or comment on solutions or proposed solutions in this assignment</td>
<td>Proposes appropriate solutions, or appropriately comments on solutions or proposed solutions in this assignment</td>
<td>Demonstrates ability to propose appropriate solutions, or evaluate solutions or proposed solutions in this assignment</td>
<td>Demonstrates pronounced ability to propose appropriate solutions, or evaluate solutions or proposed solutions in this assignment</td>
</tr>
<tr>
<td>Engagement with a Range of Scholarly Viewpoints</td>
<td>No evidence of engagement with scholarly viewpoints</td>
<td>Shows awareness of relevant scholarly viewpoints</td>
<td>Evidences engagement with a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a wide range of scholarly viewpoints</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>Poor spelling and grammar characterize the work</td>
<td>Many errors in spelling and grammar evidenced in paper</td>
<td>Some grammatical or spelling errors evidenced in the paper</td>
<td>Few grammatical or spelling errors are noted in paper</td>
<td>Consistently uses correct grammar with rare misspellings</td>
</tr>
</tbody>
</table>
Marketing Plan

Students will prepare a marketing plan for a small-business or new product based on the marketing plan framework that will be discussed in class. The purpose of this marketing planning exercise is to give students a broader understanding of marketing, its subdivisions and its role in successful marketing.

The following will be required to complete the project:

• The plan is to be created following the outline provided in class, including a description of the existing situation, target market (highlighting key customer learnings), company objectives and existing competitors in the marketplace.

• Identify the customers for the business or specific product or service and describe these consumers in relevant ways (demographics, lifestyles, knowledge of product, needs satisfied, etc.). If a new product or service explain why it would be appropriate for the target market selected. This step will involve market research (one-on-one interviewing of a small group of potential users of the product or service).

• Outline marketing mix strategies for the small-business/new product or service. This discussion will include the following:
  
  o In a table summarise the marketing mix for each product, including product, price, distribution and communication.
  
  o For each market segment targeted, describe the product positioning strategies and any changes you intend to make to your product(s).
  
  o Justify you marketing mix strategy using appropriate tools and models, and evidence from scholarly journals, to explain your decisions.

• Your plan should include how you are integrating web marketing into your marketing plan and strategy.

Word Limit: 1000-1500 words.

LOs assessed: A, B, C, D, E, F
## Marketing Plan Rubric (AQF Level 5)

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure/ Business Format</strong></td>
<td>The plan is not well organised with no clear headings, and no use of formal cover page/presentation folders, etc.</td>
<td>Much of the plan is disorganised. Poor use of cover page/presentation folders, etc.</td>
<td>Some disorganized sections of the plan. Some subheadings not used well. No use of cover page/presentation folders, etc.</td>
<td>Well organized. Marketing plan with clear headings most of the time. Good use of cover page/presentation folders, etc.</td>
<td>Professional looking submission with no errors in grammar, spelling, etc. Marketing plan is well organised, easy to follow. Excellent use of cover page/presentation folders, etc.</td>
</tr>
<tr>
<td><strong>Executive Summary</strong></td>
<td>The executive summary does not clearly communicate the critical elements of the marketing plan so that it reads as a standalone document.</td>
<td>The executive summary includes most, but not all of the critical elements of the marketing plan. Some of the information provided in the summary is unnecessary or trivial to understanding the plan. The summary is no more than two pages long.</td>
<td>The executive summary is well organised and communicates most of the elements of the marketing plan but misses out on one or two critical elements. All of the information in the summary is necessary</td>
<td>The executive summary clearly communicates the critical elements of the marketing plan so that it reads as a stand-alone document. The length of the executive summary is sufficient to cover the critical information, but no more than two pages long.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Little to no content included in the plan... can’t even be contradictions or problems because so little has actually been written</td>
<td>Many sections of the plan include detailed content that is well thought out. Most of the elements complement each other and work together well. The strategies have some problems in actual implementation that have not been considered</td>
<td>Some sections of the plan include detailed content. Some of the elements complement each other, but there are contradictions in strategies/ideas; The strategies have some problems in actual implementation that have not been considered</td>
<td>Most sections of the plan include detailed content that is well thought out. Most of the elements complement each other and work together well. The strategies appear as though they would work in practice.</td>
<td>Each section of the plan includes detailed content that is thorough, well thought out and examines possible challenges and roadblocks to the plan. All the elements complement each other and work together well. The strategies appear as though they would work in practice.</td>
</tr>
<tr>
<td><strong>Engagement with a Range of Scholarly Viewpoints</strong></td>
<td>No evidence of engagement with scholarly viewpoints</td>
<td>Shows awareness of relevant scholarly viewpoints</td>
<td>Evidences engagement with a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a wide range of scholarly viewpoints</td>
</tr>
<tr>
<td><strong>Situational Analysis</strong></td>
<td>No situational analysis is given</td>
<td>Situational analysis given but lacking in detail of critical components</td>
<td>An analysis is done but some of the elements provided are unnecessary</td>
<td>An analysis of the organisation, the industry competition and customers is done but a few critical elements are missing</td>
<td>A detailed analysis of the organisation, the industry competition and customers is done across the full range of critical elements</td>
</tr>
</tbody>
</table>
Final Exam
The final exam will be a 2-hour exam assessing all the material covered in the unit. There will be two sections:

**Section A**: Short answer questions. You will be given 5 questions and you have to answer 4 questions only. Each question will be worth 5% giving a total of 20% of the overall mark for this unit. Students should spend about 1 hour for this section.

**Section B**: Essay questions. You will be given 4 essay topics and you have to select 2 essays only. Each essay will be worth 10% giving a total of 20% of the overall mark for this unit. Students should spend about 1 hour for this section.

Details of what to expect will be provided at the exam revision session.

The final exam is a compulsory part of the assessment process, however the final mark is an aggregate of ALL the assignments i.e. achieve a satisfactory performance (≥ 50%) overall in all the assessable components of the unit.

*LOs assessed: A, B, E, F*
Guidelines for Written Assignments

These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail before you commence your assignment. If you have any questions please ask your instructor to assist you. Do not ask other students, as they may not give you the correct information.

Presentation

- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used to identify the main points in your discussion and may be underlined.

- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity

- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware that there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Your lecturer will discuss this with you during your class. Please note also that Sheridan College deploys plagiarism-detection mechanisms. The Sheridan College Academic Integrity Policy is found at [http://sheridan.edu.au/index.php/home/policy-library](http://sheridan.edu.au/index.php/home/policy-library).

- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. A guide to using the APA referencing style is posted on Canvas.

Submission

- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your lecturer before the due date, and provide documentation from a medical practitioner, or the student counsellor as to why you cannot adhere to the stated due date.

- Any assignment submitted after the due date without the instructor’s permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.

- You must keep a copy of the completed assignment when you submit the original document for marking.

- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.

- All assignments must be submitted to assignments@sheridan.edu.au.

Assessment Moderation

- Your major assessment may also be marked by an external examiner, in addition to your instructor. This is common practice in higher education and is designed to ensure that your marks are equivalent to students being assessed at other higher education institutions.
## Unit Outline

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS COVERED</th>
<th>READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
</table>
| 1    | **Introduction to Unit**  
Welcome, Unit Outline & Structure: Administration procedures; Discussion on assessments;  
**Introduction to Marketing: Creating and Capturing Customer Value**  
What is marketing; Understanding marketplace and customer needs, Designing a customer driven market strategy; Constructing marketing programmes; Building profitable customer relationships  
Web Design Project - Introduction  
Assignment due dates agreed | Kotler Ch.1  
Levitt, 197  
Appropriate supplementary readings |  |
| 2    | **Organisation and Marketing Strategy: Partnering to build customer relationships**  
Organisation wide strategic planning, Defining marketing’s role; Planning marketing; Partnering marketing, marketing strategy and the marketing mix | Kotler Ch. 2  
Appropriate supplementary readings | Case Study selection and lecturer approval of case study |
| 3    | **Analysing the marketing environment**  
The organisation’s micro and macro environment; Responding to the marketing environment  
**Managing Marketing Information to Gain Customer Insight**  
Marketing information and customer insights; Assessing marketing information needs; Developing marketing information; Marketing research; Analysing and using marketing information | Kotler Ch. 3,4  
Appropriate supplementary readings | Marketing plan – Environment analysis |
| 4    | **Understanding Consumer and Buyer Behaviour**  
Consumer marketing and consumer behaviour; Business markets and business buyer behaviour | Kotler Ch. 5  
Appropriate supplementary readings | Marketing Plan – Customer Analysis |
|      | **In-Trimester Study Week** |  |  |
| 5    | **Designing a Customer –Driven Strategy and Mix**  
Creating value for target customers; Segmentation, targeting, differentiation and positioning | Kotler Ch. 6  
Appropriate supplementary readings | Review Quiz (no marks)  
Marketing Plan – target markets identified |
| 6    | **Designing a Customer –Driven Strategy and Mix (cont.)**  
Products, Services, Brands; Developing new products and managing product life-cycle;  
**Designing a Customer –Driven Strategy and Mix (cont.)**  
Pricing; Marketing channels | Kotler Ch. 7,8  
Appropriate supplementary readings | Marketing Plan – Product/ service concept developed |
| 7    | **Designing a Customer –Driven Strategy and Mix (cont.)**  
Retailing and wholesaling; Advertising and Public Relations; Personal selling; Managing mass communications | Kotler Ch. 9-10  
Appropriate supplementary readings | Marketing Plan – Pricing and channel strategy developed |
| 8    | **Designing a Customer –Driven Strategy and Mix (cont.)**  
Retailing and wholesaling; Advertising and Public Relations; Personal selling; Managing mass communications | Kotler Ch. 11,12  
Appropriate supplementary readings | Marketing Plan – Advertising plan developed |
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Reading</th>
<th>Miscellaneous</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>Designing a Customer – Driven Strategy and Mix (cont.)</td>
<td>Kotler Ch. 13 Appropriate supplementary readings</td>
<td>Marketing Plan – Selling strategy developed</td>
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<td>Personal selling and sales promotion</td>
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<tr>
<td>10</td>
<td>Designing a Customer – Driven Strategy and Mix (cont.)</td>
<td>Kotler Ch. 14 Appropriate supplementary readings</td>
<td>Marketing Plan – Direct marketing considerations developed Case Study Presentations</td>
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<td>Direct and online marketing</td>
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<tr>
<td>11</td>
<td>Extending Marketing – Sustainable Marketing; Social Responsibility</td>
<td>Kotler Ch. 16 Appropriate supplementary readings</td>
<td>Marketing Plan – completed. Case Study - due Marketing Plan – Class Presentation</td>
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<td>Social criticisms of marketing, consumerism, environmentalism, public actions to regulate marketing</td>
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<td>12</td>
<td>Review</td>
<td></td>
<td>Marketing Plan - due</td>
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<td>Pre-Exam Study Week</td>
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<tr>
<td>13</td>
<td>Examination</td>
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