

# COURSE OUTLINE



<b>COURSE NAME:</b> Marketing	<b>COURSE NO:</b> BMKT 161
<b>TERM:</b> Spring 2013	<b>COURSE CREDITS:</b> 3
<b>INSTRUCTOR:</b> E-mail: Phone: Office:	<b>INSTRUCTIONAL HOURS PER WEEK:</b>  <b>4 hours</b>

## COURSE PREREQUISITES:

None

## REQUIRED TEXT and OTHER RESOURCES:

Kerin, Hartley, Rudelius, Clements, Skolnick.  
Marketing the Core. 3<sup>rd</sup> Canadian Edition,  
McGraw-Hill Ryerson, Toronto, 2012.

## COURSE FORMAT:

Two 1.5 hour classes/week  
Minimum one hour/week on line homework  
Office hours for individual help

CLASS WEB SITE: <http://moodle.capilanou.ca>

## SUPPLEMENTAL READING:

Marketing Magazine (library periodical)  
Advertising Age  
On Line Study Guide for use with Marketing Text  
Daily Newspaper  
Various marketing websites  
CARD online

## COURSE OUTCOMES:

### GENERAL OUTCOMES:

The goal of this course is to develop the students' understanding of marketing through studying current marketing theories and examining the Canadian marketing system. Students will apply marketing concepts and principles to current issues in business.

### SPECIFIC STUDENT OUTCOMES:

LEARNING OUTCOMES as related to the four abilities and six levels of comprehension.

Upon successful completion of this course, students will be able to:

**COURSE ABILITIES:**

ABILITIES*	LEARNING OUTCOMES	EXPECTED COMPETENCY LEVELS
COMMUNICATIONS	Develop a feasible, creative marketing plan and present it logically and understandably using acceptable industry terminology.	3
	Use the internet and library databases effectively for in-class exercises and perform secondary research.	3
	Use current computer applications such as MS Power Point to create presentations.	3
	Recognize the appropriate communication style/format for case studies and marketing plans.	2
ANALYSIS AND DECISION-MAKING	Explain the importance of the marketing concept to the long term success of a business.	2
	Interpret and apply marketing theories to today's business problems.	2
	Develop marketing objectives and strategies to achieve them.	2
	Demonstrate an understanding of the uncontrollable and controllable variables and relate them to marketing issues facing business today.	2
	Apply theories of consumer behaviour to understand what motivates people to purchase diverse goods and services.	2
	Understand how to define and segment a market.	2
	Analyze marketing problems through case analysis and class discussion of marketing events.	2
	Identify and accurately interpret the lifecycle stages of a product.	2
SOCIAL INTERACTION	Understand individual interpersonal behaviour to reduce inter-team conflict.	2
	Motivate team members to work at a high level and complete assignments on time.	2
	Understand own behaviour to increase the ability to foster positive interactions with other team members.	2
CITIZENSHIP AND GLOBAL PERSPECTIVES	Differentiate between marketing concepts when applied to profit, not-for-profit and government organizations.	2
	Recognize how regional differences in marketing principles apply to local national and international contexts.	1
	Identify simple theories of ethics and social responsibility, legal practises and societal interests.	1

\*See Faculty of Business – Our Commitment to Assessment and Constructive Feedback for description of the six “Levels” of Comprehension.

**EVALUATION PROFILE:**

Assessment	% of Final Grade	Individual/ Group	CAPabilities Assessed			
			Communications	Analysis & Decision Making	Social Interaction	Citizenship & Global Perspectives
Assignment	10%	I/G	X	X	X	X
Midterm Exam	20%	I	X	X		
Market Plan	20%	G	X	X	X	X
Oral	10%	G	X	X	X	
Instructor Eval*	10%	I and G	X	X	X	X
ePortfolio	<u>5%</u>	I	X			
Final Exam	<u>25%</u>	I	X	X		
<b>Total</b>	100%					

\*Varies by instructor, but there is a component of being in class and actively participating in the discussions and activities that take place and homework and quizzes that are given throughout the term. Typically 5% is for participation and 5% is for homework and quizzes.

**COURSE CONTENT/SCHEDULE:**

WEEK	WEEK OF	TOPICS	CHAPTER READING
1		Marketing Introduction <b>E-Portfolio Assignment Briefing</b>	1
2		The Marketing Environment <b>Assignment - Case study Briefing</b>	2
3		Consumer Behaviour	3
4		Marketing Research Identifying Market Segments and Targets	5 & 6
5		<b>Assignment Due - Case Study (10% of grade)</b> Marketing and Strategic Planning <b>Assignment - Marketing Plan Briefing</b>	15
6		Marketing and Strategic Planning <b>Mid-Term Exam (20% of grade) Chapters 1,2,3,5,6,15</b>	
7		Reading Break – No Classes	
8		Products/Services New Product Development	7 & 8
9		Pricing	9
10		Distribution & Supply Chain Retailing and Wholesaling	10 & 11
11		Integrated Marketing Communications	12
12		Promotional Tools CRM	13 & 14
13		<b>Assignment Due – Start of Presentations of</b>	

		<b>Marketing Plans (10% of grade) Assignments Due - Marketing Plan Report (20% of grade)</b>	
14		<b>Assignments Due - Presentations of Marketing Plans (Continued)</b> Review	
15		<b>Final Exam (25% of grade) set by University</b>	

## **UNIVERSITY POLICIES**

Capilano University has policies on Academic Appeals (including appeal of final grades), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. Copies of these and other policies are published each term as part of the Registration Guide, and they are always available on the University website.

In addition to the policies of the university, the School of Business has the following policies governing the management of our classes and curriculum.

## **SCHOOL OF BUSINESS POLICIES**

### **Examination and Pivotal Presentation Exemption Policy**

All students are required to appear and write their scheduled Mid-Term and Final examinations, and to produce, by the assigned date, all pivotal presentations, individual and/or group, unless they meet one of the following criteria:

#### **“Medical Exemption” will be considered, if:**

Within the ten calendar days prior to a mid-term or final examination, or within ten days of a pivotal presentation, **a student falls ill or is injured.**

**“Falling ill”** is defined as being formally advised by a physician of the need to isolate oneself for the purpose of preventing communication of disease or infection to others; being advised by a physician of compromised immunity that requires isolating oneself from contact with others to prevent communication of disease or infection to themselves, or; being in a physical state of health which so compromises a student’s ability to function, physically or cogitatively, during the ten days prior to the examination or presentation date.

**“Injury”**, for the purpose of Exemption, is defined as sudden, unanticipated physical harm that renders the applicant physically incapable of attending campus or, in such physical distress that the student is specifically advised by their physician to abstain from appearing at their examination or presentation. Students who are prescribed medication(s) to treat their injury and who believe that the medication(s) may be impairing their ability to successfully prepare for or write their examination or presentation may provide written evidence of their concerns as verified by their physician.

#### **“Catastrophic Personal Loss Exemption” will be considered, if:**

Events occur in the student’s life that are of such scope as to sufficiently distract a student from the examination or presentation preparation period, or from appearing at or adequately focusing on, the scheduled examination or presentation itself.

This could include; loss of housing due to eviction, flood or fire; or death of an *immediate* family member. (Defined as a sibling, parent or grandparent, child, partner or spouse, parent or step-

parent, aunt, uncle, niece, or nephew and first cousins.) Immediate family member *does not include* general acquaintances. Circumstances that may qualify as a personal loss could also include an immediate family member being diagnosed with a significantly life-altering or life-threatening illness or injury.

In *all* of the above scenarios, a physician's letter or other specifically requested documentation must be provided to satisfy the Instructor as to the validity of the claim, and must be provided within ten calendar days prior to the date of the exam or presentation. If an instructor agrees with the request for Exemption, the request for *must* be presented by the instructor to their Unit Convenor for consideration and his/her approval. No request for Exemption will be considered approved by virtue of submission, and will remain as merely "under consideration" until approved or rejected by the Unit Convenor. A student applying for an exemption for a specific section which is instructed by the Unit Convenor will have their application reviewed by the Vice-Chair or Chair of the School of Business.

Any student who applies for and receives an Exemption will be assigned a Future Examination or Presentation Date: this date is non-negotiable. Failure to appear on/at the single date and time assigned by the instructor will result in an automatic "0" grade for that exam or assignment. This "0" grade may not be appealed or contested, and will not be changed.

**Attendance:** Regular attendance and punctuality are both essential and expected due to the nature and format of the course materials.

#### **Cheating and Plagiarism:**

Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage. Cheating includes permitting another person to use one's work as their own. Plagiarism is the presentation of another person's work or ideas as if they were one's own. Plagiarism is both dishonest and a rejection of the principles of scholarship. Information about how to avoid plagiarism by proper documentation of sources is available in the Writing Centre and is published on the University website in the University Policies page.

#### **Penalties for Cheating and Plagiarism:**

A grade of '0' for an examination, quiz or assignment or 'F' for the course may be assigned if cheating or plagiarism has taken place. First incidents deemed by the instructor to be particularly serious or second or subsequent incidents of cheating and plagiarism will be dealt with under the provisions of the University Policy on Cheating and Plagiarism (See the University website). All students should familiarize themselves with the University Policy on Cheating and Plagiarism as such behaviour can result in suspension from the University.

#### **Incomplete Grades:**

Incomplete grades will not be given unless special arrangements have been made with the instructor prior to the date set by University Administration.

#### **Professional Behaviour:**

Students must demonstrate a professional attitude and behaviour toward work, fellow students and their instructors. Each student should demonstrate reliability, respect for and co-operation with colleagues. A willingness to work calmly and courteously under difficult conditions as well as a determination to achieve first-class work while meeting deadlines is necessary in the Business Faculty.

Students should have respect for equipment and systems. Students should display a constructive response to criticism.

**Copyright Policy:**

Students are expected to familiarize themselves with and abide by the University's Copyright Policy. The University's Copyright Policy is published in the University website.

**PROGRAM POLICIES – Capilano School of Business**

In addition to the Capilano University and Faculty of Business policies, the Capilano School of Business has the following policies governing the management of our classes and curriculum.

**Missed Exams and Quizzes:**

Missed exams or quizzes will receive a grade of "0" unless PRIOR arrangements (wherever possible) are made with the instructor. Permission to make up an exam will only be given in extraordinary situations such as illness of the student or the death of a close family member. In the School of Business Policies section of this outline, see "Examination & Pivotal Presentation Exemption Policy". A doctor's certificate, or other proof supporting the reason for the absence, will be required.

**English Usage:** All assignments are marked for correct English usage, proofreading and formatting.

**Grading Profile:**

A+	90-100%	B+	77-79	C+	67-69	D	50-59
A	85-89	B	73-76	C	63-66	F	Below 50%
A-	80-84	B-	70-72	C-	60-62		

**COURSE LEVEL POLICIES**

In addition to Capilano University, and the Capilano School of Business policies, the following policies govern the management of this class and its curriculum.

**Assignments:** Homework assignments are due at the **start of class** on the due date unless otherwise advised by your instructor. Late assignments will only be accepted if prior approval for a late submission date has been given by the instructor.

**Programmable Tools:** Please note the use of programmable items such as calculators, dictionaries etc. is forbidden during tests, quizzes, and exams. Cell phones are not to be brought to any test, quiz, or exam.

***Additional clarification/expansion of departmental or faculty level policies are at the discretion of the instructor.***



## **CAPILANO UNIVERSITY VISION, MISSION and GOALS**

### **UNIVERSITY VISION**

Students are drawn to our dynamic and unique programs, passionate faculty, welcoming staff, and close-knit learning environment; graduates are independent learners, thinkers, and doers actively contributing to their communities.

### **UNIVERSITY MISSION STATEMENT**

We are a teaching-focused university offering a wide range of programs and services that enable students to succeed in their current studies, in their ongoing education, in their chosen careers, in their lifelong pursuit of knowledge, and in their contribution as responsible citizens in a rapidly changing and diverse global community.

### **UNIVERSITY GOALS**

Arising from the Mission statement, the Institutional Goals are broadly defined as the general areas of success that are desired for all students. From the Mission, the Institutional Goals are:

- Student success in ongoing education
- Student success in chosen career
- Student success in lifelong pursuit of knowledge
- Student success in contributing as responsible citizens in a rapidly changing and diverse global community

In order to support student success in these areas, the institution has identified seven broad learning outcomes for students in all programs.

These **institutional student learning outcomes** are:

1. Self-directed learning, awareness, and responsibility
2. Up-to-date information gathering and research skills
3. Communication skills
4. Quantitative reasoning ability
5. Group and social interaction skills
6. Creative, critical, and analytical thinking skills
7. Community/global consciousness and responsibility



## **FACULTY OF BUSINESS**

### **MISSION STATEMENT**

To provide students with the necessary skills and abilities to be immediately effective in their employment or further studies, and to possess a sound basis for future progression in their chosen career, in the lifelong pursuit of knowledge, and in their contribution as responsible citizens in a rapidly changing and diverse global community.

### **OUR COMMITMENT TO SKILLS AND ABILITIES**

The Faculty of Business, through the delivery of this course, is committed to the development of skills so that students can perform the tasks of this discipline in an efficient and effective way.

In addition, through the delivery of all courses, the Faculty is committed to the development of core 'abilities' that will prepare students for future career progression in a chosen field. A well rounded graduate, in addition to being able to perform certain tasks, will have the following CAPabilities;

CAPability	Description
Communication	Selects, uses and integrates communication skills to develop informative, explanatory and persuasive presentations to a variety of audiences using oral and written communication and language, quantitative and technological literacy.
Analysis and Decision-Making	Brings a unique perspective to the analysis of organizational issues through systematic thinking and the application and adaptation of frameworks and tools that assist decision-making
Social Interaction	Uses appropriate interpersonal and group theory to deal with interpersonal, team, stakeholder and professional situations to inform, persuade and influence.
Citizenship, Sustainability and Global Perspective	Understands corporate social responsibility within organizational contexts and the social role and impacts of organizations. Understands sustainability within organizational contexts, decisions and business practices. Assesses the interrelationships between business models and decisions and the social and natural environments in which they operate. Integrates personal, professional and community values in a decision-making context as a member of an organization. Works effectively with interdependence and diversity by framing issues in the broader global context, understanding the social and cultural roots of business, governments and other organizations and by providing managerial support as part of a global strategy.

## OUR COMMITMENT TO ASSESSMENT AND CONSTRUCTIVE FEEDBACK

The Faculty of Business is committed to providing feedback that rewards excellence and motivates personal development. We use a mixture of personal, peer and professional assessment so that students have a diverse view of their progress in skills and abilities development. It is important to use feedback to enhance the quality of learning.

The assessment model is designed to give a fair reflection of the letter grade earned, as well as a road map for personal skill and ability development. For each skill and ability in the course students will be assessed as to the level of comprehension demonstrated. Grades are a function of how students have met course expectations as to those levels of comprehension.

### SIX "LEVELS" of comprehension

<b>KNOWLEDGE</b>	
<b>1. Recognize</b>	Be able to identify the components of a framework or tool.
<b>2. Define</b>	Be able to describe the aspects of the components of the framework or tool.
<b>APPLICATION</b>	
<b>3. Use</b>	Be able to manipulate the framework or tool to cause a result.
<b>4. Interpret Results</b>	To understand the result of the manipulation in a meaningful way.
<b>JUDGMENT</b>	
<b>5. Situational Use</b>	To be able to identify situations where the framework or tool should be applied, and then apply the framework or tool, including using the results effectively.
<b>6. Adaptation</b>	To be able to creatively adapt the framework or tool such that its use will maximized in a given situation.

*Revised March 2012*