



1. General Course Information

1.1 Course Details

Course Code:	FND109
Course Name:	Introduction to Marketing
Trimester:	Trimester 3, 2020
Program:	Foundation Program
Credit Points:	10
Course Coordinator:	Inez Chai
Document modified:	15.09.2020

Course Description

This course aims to give students an introduction to marketing principles and concepts. This course develops over the trimester, giving students the opportunity to build on their current knowledge of marketing concepts. During this course, students will then use this knowledge to analyse and apply these key marketing concepts to real world scenarios and experiences.

Assumed Knowledge

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Inez Chai	inez.chai@griffithcollege.edu.au
Chris McGowan	Chris.mcgowan@staff.griffithcollege.edu.au

1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

Successful completion of this course indicates that students have obtained an introductory understanding of important marketing principles and concepts in an increasingly competitive marketing environment. The course also embraces the changes that are unfolding for marketing students and provides a thorough understanding of contemporary marketing and how it fits into our dynamic world, both domestically and globally.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Understand basic marketing principles
2. Analyse the marketing environment for new products and product development
3. Apply the 4P's to real life scenarios









2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment		✓	✓	



3. Learning Resources

3.1 Required Learning Resources

Online resources are available on the portal.

3.2 Recommended Learning Resources

For extra resources:

Rix, P., 2010, Marketing: A Practical Approach, 7th ed, McGraw Hill Australia.
ISBN10: 0070287007 - ISBN13: 9780070287006.

Other recommended resources:

Elliott, G, Rundle-Thiele, S, Waller, D, 2016, Marketing, 3rd ed, Wiley, Australia.
ISBN 978-1-118-38900-3

Solomon, S., 2013, Marketing: Real People, real choices 3rd ed. Pearson Australia,
ISBN 9781542561526

Armstrong, G., Adam, S., Denize, S., Kotler, P Principles of Marketing 5th ed, Pearson, Australia. ISBN
9781542531109

Lamb, Charles W. and Hair Joseph F. and McDaniel, Carl and Summers, Jane and Gardiner, Michael (2018)
MKTG4: 4th Asia-Pacific edition. Cengage Learning Australia, Melbourne, Australia

It is recommended that students also regularly read such publications as Professional Marketing, AdNews, B&T Magazine, Retail Weekly, BRW Magazine, newspapers such as the Sydney Morning Herald, Australian Financial Review, The Land, and the Melbourne Age.

Australian Bureau of Statistics - <http://www.abs.gov.au> *note: no charge if accessed in library

Australian New Zealand Standard Industrial Classification (ANZSIC) Codes -
<http://www.swin.edu.au/research/grantinfo/ANZSICcodes.html>

Brisbane Community Profiles - Brisbane City Council Statistical Portrait of Brisbane -
http://www.brisbane.qld.gov.au/BCC:STANDARD:469743980:pc=PC_277

Australian Tax Office (Information about how to start a business, including start-up expenses and legal information) -
http://www.ato.gov.au/businesses/pathway.asp?pc=001/003/039&mfp=001/003&mnu=841#001_003_039

Department of Foreign Affairs and Trade (Country, Economy and regional information) -
<http://www.dfat.gov.au/geo/>

Queensland Government Department of Employment, Economic Development and Innovation (Business development assistance) - <http://www.dtrdi.qld.gov.au/dsdweb/v4/apps/web/content.cfm?id=1581>

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






Teacher and Course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience




	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
Module 1 - Understand basic marketing principles					
1	Course introduction Basic marketing principles	Online worksheet	Students unpack basic marketing principles. Online discussions and brainstorming sessions.		1
2	Demand and Supply	Online videos and worksheet	Students use real life scenarios, games and discussions to learn about supply and demand.	Module 1 - Online short answer assessment 20% (assessed in week 4)	1
Module 2 - Analyse the marketing environment					
3	External environment External micro environment Internal environment	Students read a real life case study to analyse and link to the theory	Online zoom class using padlet to discuss key concepts. Links are made to real life situations. Discussions are used to unpack knowledge.		2
4	Market research Primary vs Secondary evidence Research strategies	Students create their own survey	Questions embedded in slides to allow for experiential and problem based learning.		2
5	Ethics in Marketing What is ethics? Ethical issues in Marketing	Short answer questions	Students use rules vs outcomes approach to analyse and discuss ethical issues in break out rooms.		2
6	What is a consumer? Targeting Segmenting Positioning	Working on Project stage 1	Visual aids, online group discussions and brainstorming sessions to help link theory to current knowledge	Module 2 – Project stage 1 Students create a survey to target, segment and position a new product. (40%)	2

Module 3 – Application of 4P's				
7	What is a product? Product layers Product life cycle	Work on Project stage 2	Small group activities using students resources for content learning.	3
8	Product Management Strategies Branding	Work on Project stage 2	Reflection and in-class activities, and group discussions	3
9	Place What is distribution? Distribution channels	Work on Project stage 2	online discussions linking theory to real life scenarios	3
10	Price Pricing goals Pricing strategies	Work on Project stage 2	online class activities.	3
11	Promotion What is promotion Persuade, inform, remind PPush and pull strategy	Work on Project stage 2	Students are given visual ads to discuss and analyse if they are used to persuade, inform, remind.	3
12	Students share their videos and elevator pitches.			<i>Elevator pitch and group assessment due LO3 & 4 (40%)</i>



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

				
	Evidence of learning	Weighting	Learning outcome	Due Date
1	Online short answer	20%	1	Week 4
2	Project stage 1	40%	2	Week 8
3	Project stage 2	40%	3	Week 12

5.2 Evidence of Learning Task Detail

Online short answer assessment (20%) (LO1)

This will be a 1 hour online short answers quiz to be completed in week 4. There will be 5 questions worth 5 marks each which will ask students to demonstrate a basic understanding of marketing concepts. These questions will allow students to linking basic marketing concepts to real-life scenarios. Students will need to define, explain and give examples to show their knowledge and understanding.

Project stage 1 (40%) (LO2)

Students undertake market research to create a new product. Students will construct a basic survey for a chosen product to segment and identify a target market. Students will have to explain how this survey will help create a new product. Students will then complete a worksheet to evaluate and focus on a target market, segment and position of their product. This is due in week 8.

Project stage 2 (40%) (LO3)

Students continue to create their own product. Each week's students learning activities will be a set of questions that scaffold this project. These weekly activities will link the learning experiences to the marketing project. This will be submitted as a pre-recorded short ad and elevator pitch to be presented to the class in week 12.

5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks of evidence of learning items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sittings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

Reasonable Adjustments for Assessment – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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