



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1003MKT</b>
<b>Course Name:</b>	<b>Introduction to Marketing</b>
<b>Trimester:</b>	<b>Trimester 1, 2022</b>
<b>Program:</b>	Associate Degree in Commerce & Business
	Diploma of Commerce
	Diploma of Hotel Management
	Diploma of Arts & Communication
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Chris McGowan
<b>Document modified:</b>	17th January 2022

### Course Description

Introduction to Marketing is a 10 Credit Point course within the Diploma of Commerce, the Diploma of Hotel Management and the Diploma of Arts and Communication. Introduction to Marketing provides an introduction to understanding the marketing function in organisations. The course focuses on the relationships between the organisation and consumers via the marketing mix (product, price, place and promotion).

### Assumed Knowledge

There is no assumed prior knowledge for students in this course.

## 1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Chris MCGOWAN	<a href="mailto:chris.mcgowan@staff.griffithcollege.edu.au">chris.mcgowan@staff.griffithcollege.edu.au</a>
Jeremy TAN	<a href="mailto:jeremy.tan@staff.griffithcollege.edu.au">jeremy.tan@staff.griffithcollege.edu.au</a>

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

Marketing is not so much a business discipline as a business philosophy. Marketing is about putting both customers and consumers at the centre of a company's thinking. Companies with a marketing focus understand their businesses in terms of the needs and wants of their customers. This course provides the foundational knowledge to help students to formulate, at a basic level, innovative solutions to meet those needs and wants.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Implement knowledge about the concept of marketing, and analyse academic and industry data to evaluate marketing environments and markets
2. Apply *product* and *distribution (place)* considerations to create original solutions for marketing problems by generating tailored marketing strategies for identified market segments
3. Apply *promotion* and *pricing* considerations to create original solutions for marketing problems by generating tailored marketing strategies for identified market segments
4. Recognise factors impacting consumer behaviour and market research as a tool



## 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

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.

### 3.2 Recommended Learning Resources

You may want to read or access additional material to help you with your group marketing project. They may include:

- APA 7th Edition Style Guide tutorial-<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- Journal of Product Innovation Management - available from Proquest or library
- Journal of Product & Brand Management - available from the library
- Journal of Service Research - available from Proquest or library
- Journal of Retailing and Consumer Services - available from the library
- The Journal of Services Marketing - available from Proquest or library
- Journal of Relationship Marketing - available from Proquest
- Australasian Marketing Journal- available from Proquest or library
- Journal of Business Ethics - available from Proquest or library
- Business Ethics Quarterly - available from Proquest or library
- Journal of Marketing - available from Proquest or library
- Journal of Marketing Research - available from Proquest or library
- International Journal of Research in Marketing - available from Proquest or library
- Journal of Business Research - available from the library

- Journal of Consumer Marketing - available from the library
- Business Review Weekly - available from Proquest or library
- 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](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\\_0\\_39](http://www.ato.gov.au/businesses/pathway.asp?pc=001/003/039&mfp=001/003&mnu=841#001_003_0_39)
- 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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [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

#### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. 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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### Attendance

You are expected to actively engage in all learning experiences 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.

#### 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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

## 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 teacher. 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 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%, students are engaged in their learning 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Experiences and Learning Activities

### 4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning experiences	Learning activities	Evidence of learning	Learning outcome
					
	<b>Module 1: Understanding Marketing, Environments, and Markets</b>				
1	<b>An Overview of Marketing and the role of Ethics</b>  <i>Chapters 1 &amp; 3 (pages 27-32)</i>	<i>In class Introductions, Marketing Overview &amp; Ethics Activities, discussions</i>	<i>Portfolio Activities</i>		1
2	<b>Marketing Environment</b>  <i>Elliott et al. Chapter 2</i>	<i>In class Marketing Environments Research Activities, discussions</i>	<i>Portfolio Activities</i>		1

3	<b>Segmenting and Targeting Markets</b>  Chapters 6	<i>In class targeting, positioning and SMART goal Activities, discussions</i>	<i>Portfolio Activities</i>	<i>Portfolio Activity 1 Due [10%] Online Quiz 1 Due [5%]</i>	1
<b>Module 2: Product and Distribution Considerations</b>					
4	<b>Product Concepts &amp; Characteristics of Services</b>  Chapter 8 & 10 (pp 151-152)	<i>In class Branding, product layers and packing design Activities, discussions</i>	<i>Portfolio Activities</i>		2
5	<b>Developing &amp; Managing Products</b>  Chapter 9	<i>In class Product Life Cycle, Diffusion and Development Activities, discussions</i>	<i>Portfolio Activities</i>		2
6	<b>Marketing Channels &amp; Distribution Decisions</b>  Chapter 11	<i>In class distribution channel, intensity and design Activities, discussions</i>	<i>Portfolio Activities</i>	<i>Portfolio Activity 2 Due [15%] Online Quiz 2 Due [5%]</i>	2
<b>Module 3: Promotion and Price Considerations</b>					
7	<b>Promotion (Integrated Marketing Communication)</b>  Chapter 12	<i>In class Integrated Marketing Communications Activities, discussions</i>	<i>Portfolio Activities</i>		3
8	<b>Promotion (Mix)</b>  Chapter 13	<i>In class Promotional Mix Design and benefits Activities, discussions</i>	<i>Portfolio Activities</i>		3
9	<b>Pricing</b>  Chapter 14	<i>In class Pricing goals, strategies and tactics Activities, discussions</i>	<i>Portfolio Activities</i>	<i>Portfolio Activity 3 Due [20%] Online Quiz 3 Due [5%]</i>	3
<b>Module 4: Knowing the Consumer and Market Research</b>					
10	<b>Consumer Decision Making</b>  Chapter 4	<i>In class Consumer Decision Making Process Activities, discussions</i>	<i>Review Portfolio decision making</i>		4
11	<b>Market Research</b>  Chapter 7	<i>In class Market Research Design Activities, discussions</i>	<i>Review a survey</i>	<i>Online Quiz 4 Due [5%]</i>	4
12	<b>Revision and Exam Preparation</b>	<i>Review core concepts and Exam preparation</i>			1,2,3,4



## 5. Evidence of Learning

### 5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Online Quizzes	20%	1,2,3,4	Weeks 3,6,9,11
2	Marketing Portfolio	45%	1,2,3	Weeks 3,6,9
3	Final Examination	35%	1,2,3,4	Exam Period

### 5.2 Evidence of Learning Task Detail

#### 1. Evidence of Learning Task 1: Online Quizzes (20%)

**Task Type:** Online Quiz

**Due Date:** Weeks 3,6,9,11

**Weight:** 20%, Marked out of: 40 overall

**Length: (if applicable)** 20 mins each (x 4 quizzes)

**Task Description:** The **Online Quizzes** are intended to assess comprehension and understanding of marketing concepts covered throughout each module and contribute to a scaffolded approach to student learning throughout the trimester period. Online quizzes will only be open on the last day of each module, for a 24-hour period. Students will have only one 20-minute, timed attempt to complete each Quiz. [4 x 5%].

**Criteria and Marking:** Students are assessed on application and understanding of theory covered.

**Submission:** Online quiz

#### 2. Evidence of Learning Task 2: Marketing Portfolio (45%)

**Task Type:** Marketing Portfolio

**Due Date:** Weeks 3,6,9

**Weight:** 45%, Marked out of: 45 overall

**Task Description:** The **Marketing Portfolio** is a purposeful collection of individual student work. The Portfolio is a collection of selected and organised activities. Students are required to analyse research, construct solutions to marketing scenarios, and generate creative communication and strategy in response to marketing problems. Each Portfolio Activity will be due at the end of each of the first 3 modules.

**Module 1 Activity** – Requires students to research and analyse the current marketing environment, and to understand the company and market needs. This understanding will be used in justifying your decisions relating to selecting a suitable target market, position, and S.M.A.R.T. Goal, based on the Scenario provided in week 1, and the segmentation process. [10%]

**Module 2 Activity** – Builds on the first modules content by following the segmentation process through to development of a product. Students will be required to develop and rationalise a 'new' product based on the week 1 scenario. This will include developing a suitable Product (including type, layers, branding, labelling, and packaging), and Distribution (Place) strategies to help achieve the required S.M.A.R.T. Goal and positioning from the first activity. [15%]

**Module 3 Activity** – This module completes the Marketing Portfolio by completing the Marketing Mix elements of Promotion and Price. Promotional and Pricing goals will need to be created to link with earlier S.M.A.R.T Goal and Positioning requirements. Promotional Mix elements, creative choices and communications will need to be designed whilst linking Pricing strategy and tactics to target market and Scenario needs. [20%]

**Criteria and Marking:** Students are assessed on application and understanding of tasks / Activities provided.

**Submission:** Turnitin via the course site

### 3. Evidence of Learning Task 3: Final Examination (35%)

**Task Type:** Examination

**Due Date:** Exam Period

**Weight:** 35%, Marked out of: 35

**Length:** 1hr 45mins

**Task Description:** The Final Examination is intended to assess understanding and knowledge of the broad range of marketing concepts and the ability to integrate material covered in the course. Further information regarding the final exam will be provided in Week 12.

**Criteria and Marking:** Students are assessed on understanding and application of theory covered throughout the entire trimester

**Submission:** Online exam

## 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 Evidence of Learning Tasks.

### Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of evidence of learning tasks 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

Griffith College Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [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 teachers 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 Evidence of Learning Tasks – 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 Evidence of Learning Tasks 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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