



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	FND109
<b>Course Name:</b>	Marketing
<b>Trimester:</b>	Trimester 2, 2024
<b>Program:</b>	Foundation Program
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Chris McGowan
<b>Document modified:</b>	1 <sup>st</sup> May 2024

### 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 analyze and apply these key marketing concepts to real world scenarios and experiences.

### Assumed Knowledge

n/a

## 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@griffithcollege.edu.au">chris.mcgowan@griffithcollege.edu.au</a>
Danielle Millington	<a href="mailto:danielle.millington@griffithcollege.edu.au">danielle.millington@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 laptop, or tablet (mobile phones are not suitable). 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

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 Marketing principles, Environments, and Research.
2. Create a viable target market by using market segmentation theory.
3. Apply the Marketing Mix (4P's) to address marketing problems.
4. Evaluate Marketing concepts and apply them to specific scenarios.



## 2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		✓
	Creativity and Future Thinking		✓



## 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: 4<sup>th</sup> 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 - <https://www.abs.gov.au/> \*note: no charge if accessed in library

Australian New Zealand Standard Industrial Classification (ANZSIC) Codes - <https://www.dcceew.gov.au/environment/protection/npi/reporting/industry-reporting-materials/anzsic-code-list>

Brisbane Community Profiles - Brisbane City Council Statistical Portrait of Brisbane - <https://www.brisbane.qld.gov.au/about-council/governance-and-strategy/business-in-brisbane/business-opportunities/brisbane-community-profiles>

Australian Tax Office (Information about how to start a business, including start-up expenses and legal information) - <https://www.ato.gov.au/Business/Starting-your-own-business/>

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

### 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

As you progress from the Foundation program to Diploma studies with Griffith College you will note some changes to the terminology used about your learning. This includes **Before Class** = Learning Content; **Classwork** = Learning Experiences; **Homework** = Learning Activities and **Assessment** = Evidence of Learning. We have therefore included both in the below information.

#### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the **Before Class** (Learning Content) prepared by your teacher which is found on the course site. Make sure you complete the **After Class** (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 **Classwork** (Learning Experiences) which underpin the learnings in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the **Before Class** and **After Class** outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook..

## Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' This time is critical for you to seek assistance from your teacher. You must book these consultation sessions as part of your weekly learning to assist you to succeed in your studies.

## 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 **Before Class** (Learning Content), **Classwork** (Learning Experiences), **After Class** (Learning Activities) and **Assessment** (Evidence of Learning). **Before Class** work will be engaged with prior to the scheduled **Classwork** (your weekly class). This will ensure you are prepared for the scheduled class by being aware of the content and vocabulary to be covered and therefore will be able to actively participate in the session. **After Class** (Learning Activities) are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for **Assessment** (Evidence of Learning Tasks) in the course.

In addition, **Missed Class** learning material is provided in the course, providing support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled class perhaps due to illness or other commitments. The Missed Class learning material should also be used in conjunction with Before Class and After Class resources.

## Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course content even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course learning material and completing the homework 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%. You will be notified should your attendance fall below this, and required to enter into a Return to Study Plan. Students are required to be engaged in their learning and to maintain a GPA equal or greater than 3.5 to not be at risk of exclusion. [please see Griffith College Policy Library - [Program Progression Policy](#) - section 2.3 and 2.4 for more information on progress to avoid probation and exclusion].

## 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.

## Expected Course Workload

No. of timetabled Hours per Week*	No. Personal Study Hours per week**	Total Workload Hours per week
4	6	10

\*Total time spent per week in Direct Class Contact time

\*\*Minimum Total time students are expected to spend per week on studying, completing assignments, and/or Consultation time (which should be booked with your teacher directly)

## Academic Communication Skills 1 (FND101) & Academic Communication Skills 2 (FND102)

No. of timetabled Hours per Week*	No. Personal Study Hours per week**	Total Workload Hours per week
5	5	10

\* Total time spent per week in Direct Class Contact time






\*\*Minimum Total time students are expected to spend per week on studying, completing assignments, and/or Consultation time (which should be booked with your teacher directly)



4. Weekly Guide: Before Class (Learning Content), Classwork (Learning Experiences) and Homework (Learning Activities) and Assessment (Evidence of Learning)

1. Understand Marketing principles, Environments, and Research.
2. Create a viable target market by using market segmentation theory.
3. Apply the Marketing Mix (4P's) to address marketing problems.
4. Evaluate Marketing concepts and apply them to specific scenarios.

The information below lays out how your learning will be organised throughout the trimester:

Week	Before Class (Learning Content)	Classwork (Learning Experiences)	Homework (Learning Activities)	Assessment (Evidence of Learning)	Learning Outcome
					
<b>Module 1: An Overview of Marketing, Environments, and Research</b>					
1	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b>  Course Introduction Basic marketing principles</p>	Students unpack basic marketing principles. Online discussions and brainstorming sessions.	Online Activities and Exercises		1, 4
2	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> Marketing Environment</p> <p>Internal External Micro External Macro</p>	Key concepts are covered and discussed in class. Links are made to real life situations, and in class Activities will be undertaken.	Online Activities and Exercises		1, 4
3	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> Market Research Primary vs Secondary Research strategies</p>	Key concepts are covered and discussed in class. Links are made to real life situations, and in class Activities will be undertaken.	Students create their own survey	Module 1 - Online Individual Quiz (15%)  (Due Friday week 3)	1, 4

<b>Module 2: Understanding Target Markets, Segmentation, Services and Ethics</b>					
<b>4</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> Segmentation Targeting Positioning</p>	Key concepts are covered and discussed in class. Links are made to real life situations, and in class Activities will be undertaken.	Online Activities and Exercises		2, 4
<b>5</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> Understanding Consumer &amp; Business Markets</p>	Key concepts are covered and discussed in class. Links are made to real life situations, and in class Activities will be undertaken.	Online Activities and Exercises		2, 4
<b>6</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> Services &amp; Ethics</p>	Key concepts are covered and discussed in class. Links are made to real life situations, and in class Activities will be undertaken.	Online Activities and Exercises	Module 2 – Individual Assessment (25%)  (Due Friday week 6)	2, 4

<b>Module 3: Applying The Marketing Mix (4P's)</b>					
<b>7</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> <b>Product Planning</b> Product Layers, Adoption &amp; Diffusion, Product life cycle</p>	Key concepts are covered and discussed in class. Links are made to real life situations, and in class Activities will be undertaken.	Work on the Partnered Assessment	Partnered Assessment Submission	3, 4
<b>8</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> <b>Product Management</b> Strategies Branding Packaging &amp; Labelling</p>	Key concepts are covered and discussed in class. Links are made to real life situations, and in class Activities will be undertaken.	Work on the Partnered Assessment	Partnered Assessment Submission	3, 4
<b>9</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> <b>Place</b> Distribution &amp; Intermediaries Distribution channels Intensity &amp; Channel members</p>	Key concepts are covered and discussed in class. Links are made to real life situations, and in class Activities will be undertaken.	Work on the Partnered Assessment	Partnered Assessment Submission	3, 4
<b>10</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> <b>Promotion</b> Communication Goals Promotional Mix Influencing Factors</p>	Key concepts are covered and discussed in class. Links are made to real life situations, and in class Activities will be undertaken.	Work on the Partnered Assessment	Partnered Assessment Submission	3, 4
<b>11</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> <b>Price</b> Pricing goals Price Influences Pricing strategies</p>	Key concepts are covered and discussed in class. Links are made to real life situations, and in class Activities will be undertaken.	Work on the Partnered Assessment	Partnered Assessment Submission	3, 4
<b>12</b>	<p><b>Before class:</b> Online vocabulary activities</p> <p><b>In class topics:</b> <b>Partnered Assessment Presentations</b></p>	Final presentation of Partnered Assessment and Final Exam Preparation.		Module 3 – Partnered Assessment (35%)	2, 3, 4





## 5. Assessment (Evidence of Learning)

### 5.1 Assessment Summary (Evidence of Learning Summary)

	Assessment	Weighting	Learning Outcome	Due Date
1	Online Individual Quiz	15%	1, 4	Week 3
2	Individual Assessment	25%	1, 2, 4	Week 6
3	Partnered Assessment	35%	2, 3, 4	Weeks 7-12
4	Final Exam	25%	1, 2, 3, 4	Exam Week

### 5.2 Assessment Task Detail (Evidence of Learning)

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

#### 1. Assessment Task 1: Online Individual Quiz (15%)

**Task Type:** Online quiz

**Due Date:** Week 3, date to be confirmed on course site

**Weight:** 15%, Marked out of: 15

**Length:** 1 hour

**Task Description:** The Individual quiz will be a timed 1 hour, online short answers assessment, to be **completed in week 3**. There will be 3 questions in the quiz, with each question being worth 5 marks. The questions will ask students to demonstrate a basic understanding of marketing concepts that have been covered in that module. These questions may allow students to link basic marketing concepts to real-life scenarios. Students will need to define, explain, and give examples to show their knowledge and understanding.

**Criteria and Marking:** Students are assessed on their understanding and application of marketing principles, marketing environments, and market research.

**Submission:** online quiz/exam

#### 2. Assessment Task 2: Individual Assessment (25%)

**Task Type:** Written Assessment

**Due Date:** Week 6, date to be confirmed on course site

**Weight:** 25%, Marked out of: 25

**Task Description:** Students will be asked to identify and describe a clear target market in the Australian marketplace, for a product area they have been allocated. To do this, students will need to follow the required market segmentation, targeting and positioning theory.

**Criteria and Marking:** Students are assessed on their ability to create a viable target market by using market segmentation theory.

**Submission:** Turnitin via the course site.

### 3. Assessment Task 3: Partnered Assessment (35%)

**Task Type:** Video Advertisement and learning activities

**Due Date:** Weeks 7-12, date to be confirmed on course site.

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

**Task Description:** Students will be required to partner up with another student to complete this assessment. Each partnership will require you to create a marketing mix for a new product in the Australian marketplace through weekly homework submissions. The marketing mix will be used to help create a short 2-3 minute promotional video for your new product.

**Criteria and Marking:** Students are assessed on their ability to apply the Marketing Mix (4P's) to create an innovative product for a specific target market and promote this new product.

**Submission:** Padlet wall and Turnitin via the course site.

### 4. Assessment Task 4: Final Examination (25%)

**Task Type:** Online Exam

**Due Date:** Exam Week

**Weight:** 25%, Marked out of: 25

**Length:** 2 hours

**Task Description:** The Final Examination will be an Individual assessment that is structured around the concepts covered in this course. These concepts include the 4 marketing mix elements of Product, Place (Distribution), Promotion and Price. The exam may consist of Short Answer questions and Multiple-choice questions. Students will need to define, explain, and give examples to show their knowledge and understanding

**Criteria and Marking:** Students are assessed on their ability to understand, evaluate, and apply various Marketing concepts that have been covered throughout this course.

**Submission:** Supervised Online Exam

In order to pass this Course, students must:

**A. Attempt all assessment items**

**B. Demonstrate assurance of learning of all learning outcomes through graded Assessment Tasks.**

## 5.3 Late Submission

An Assessment 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 Assessment Task by 5% of the maximum mark applicable for the Assessment Task, for each calendar day that the task is late. Assessment tasks submitted more than seven calendar 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 Assessments (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 Assessment Tasks

1. Marks awarded for in-trimester assessment tasks, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final assessment 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 assessment** tasks including the final exam will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of assessment 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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