

MARKETING 1

2018-19 Academic Year

Program	Year	Semester
BITM-Business Administration-Accounting Advanced Diploma	1	1
BITM-Business Administration-Human Resources Advanced Diploma	1	1
BITM-Business Administration-Marketing Advanced Diploma	1	1
BITM-Business Administration-Finance Advanced Diploma	1	1
BITM-Business-Finance Diploma	1	1
BITM-Business Fundamentals Certificate	1	1
BITM-Business-Accounting Diploma	1	1
BITM-Business-Accounting Diploma-Transfer to UOIT Bachelor of Commerce (Hons)	1	1
BITM-Business-Entrepreneurship and Small Business Diploma	1	1
BITM-Business-Marketing Diploma-UOIT Transfer	1	1
BITM-Business-Human Resources Diploma	1	1
BITM-Business-Human Resources Diploma-Transfer to UOIT Bachelor of Commerce (Hons)	1	1
BITM-Business-Marketing Diploma	1	1
BITM-Business-Supply Chain and Operations Diploma - UOIT Transfer	1	1
BITM-Business-Entrepreneurship and Small Business Diploma-UOIT Transfer	1	1
BITM-Business-Supply Chain and Operations Diploma	1	1

Course Code: MKTG 1200	Course Equiv. Code(s): MKTG 1205, MKTG 1250, MKTG 1280, MKTG 1290, MKTG 1301, MKTG 1307, MKTG 1311, MKTG 4210, MKTG 1306
Course Hours: 42	Course GPA Weighting: 3
Prerequisite: N/A	
Corequisite: N/A	
Laptop Course: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Delivery Mode(s): In class <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid <input type="checkbox"/> Correspondence <input type="checkbox"/>	
Authorized by (Dean or Director): Marianne Marando	Date: July 2018

Prepared by		
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Course Description:

This foundational business course is aimed at giving students a practical introduction and understanding of the marketing process and the activities of marketers. The material covered will teach the student the basis of marketing planning and principles which are necessary for any type of successful business decision and enterprise—product or service, large or small, profit or not-for-profit. The creation of customer value, an analysis of the changing business environment and its impact, identification of the customer and an understanding of their decision making, as well as marketing research methods and their linkage to effective marketing strategies will be examined and applied.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes No

PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Define the marketing mix.
- CLO2 Describe the creation of value and the process for satisfying customer needs and wants while practicing ethical and socially responsible marketing.
- CLO3 Prepare an Environmental Scan selecting appropriate factors to consider from all 5 uncontrollable factors in the environment.
- CLO4 Identify how internal and external influences affect the consumer purchase decision process.
- CLO5 Explain the importance of accurate research, demonstrating the role, designs and steps used to conduct marketing research.
- CLO6 Apply research findings to an appropriate marketing decision.
- CLO7 Explain positioning and its relation to brand identity and create a perceptual map.
- CLO8 Distinguish the characteristics of organizational buying.
- CLO9 Describe the strategic marketing process and its importance to successful marketing and business plans.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Term Test #1	CLO1, CLO2, CLO3, CLO9	EES1, EES2, EES4, EES10	15
Term Test #2	CLO4, CLO5, CLO6, CLO7, CLO8	EES1, EES2, EES4, EES10	20
MindTap Chapter Activities assigned throughout the semester	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8, CLO9	EES1, EES2, EES5, EES6, EES10	15
In-class assignments to be assigned by section professor throughout the term	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8, CLO9	EES1, EES4, EES5, EES6	20
Term Project (Common to all sections)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO9	EES1, EES6, EES7, EES8, EES9, EES10, EES11	30
Total			100%

Notes:

1. The evaluation criteria for all written assignments may include up to 20% for spelling, grammar, and mechanics as stated in the evaluation guidelines for all Business Communication courses.
2. There will be no make-up tests, tutorials, or assignments. If you miss a test you are responsible to contact the professor before the test or within 24 hours after the test is written. At the Professor's discretion: if proper notice has been delivered by e-mail or voicemail prior to the test the professor will work with the student to make alternate arrangements to write the test.
3. Teamwork and collaboration are important skills in business, and the bulk of a marketing professional's activities involve working in teams and communicating with colleagues. You will be involved in group-based assignments, for which no individual assignments will be accepted. Success in group projects is dependent on developing good group dynamics and having equitable contributions from all team members. Guidelines for managing good group dynamics will be distributed in class.

Not all team members may contribute equally in all team situations. As part of the group project submission, groups may be asked to complete a performance appraisal and marks allocation process which will determine the allocation of the grade among group members.

4. Previously submitted assignments will not be accepted.
5. All research used should be cited 'in text' as well as in the works cited section of the assignment (if required) and needs to follow APA or MLA formats.
6. In addition to adhering to Durham College's Academic Integrity and Plagiarism policy outlined in the Student Handbook, students must also produce and submit original work. Submissions cannot include more than 20% quoted material. Critical thinking and analysis must be provided to support information that is quoted and presented.

Required Text(s) and Supplies:

1. Lamb, Charles, W., MKTG 4CE. 4th Canadian Ed., Nelson.
ISBN13: 978-0-17-685480-5 (Textbook + online access to e-book and Nelson MindTap resources).
OR
ISBN10: 0-17-685480-0 (online access to e-book and MindTap resources).

Recommended Resources (purchase is optional):

N/A

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

<p>General College policies related to</p> <ul style="list-style-type: none">+ Acceptable Use of Information Technology+ Academic Policies+ Academic Honesty+ Student Code of Conduct+ Students' Rights and Responsibilities can be found on-line at http://www.durhamcollege.ca/academicpolicies	<p>General policies related to</p> <ul style="list-style-type: none">+ attendance+ absence related to tests or assignment due dates+ excused absences+ writing tests and assignments+ classroom management can be found in the Program Guide (full time programs only) in MyCampus http://www.durhamcollege.ca/mycampus/
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Course Specific Policies and Expectations:

General College policies related to

- Acceptable Computer Use
- Academic Policies
- Academic Honesty
- Student Code of Conduct
- Students' Rights and Responsibilities

can be found on-line at:

<http://www.durhamcollege.ca/policies>

General Program policies related to

- attendance
- absence related to tests or assignment due dates
- excused absences
- writing tests and assignments
- classroom management

can be found in the Program Guide.

Course Specific Policies and Expectations:

ATTENDANCE:

Attendance has been shown to be the best predictor of student success. Students are expected to attend classes, tests and other form of evaluation. It is also expected that students will actively participate in class activities and discussions. A student missing topics will be less able to complete subsequent assignments.

Students are responsible for knowing all course requirements and instruction given in class. Handouts will not be available in subsequent classes. Students are encouraged to form support groups of three to four people for classes. The purpose of the support group is to encourage students to rely on each other for assistance in obtaining missed handouts, understanding instructions and any other material reviewed in class.

Any arrangements to make up for missed assignments will be at the sole discretion of the course professor.

ACADEMIC INTREGITY: Refer to Student Handbook

Professors may request electronic files of written submissions. Plagiarism detection software may be used by the professor. Any work that has been plagiarized will receive a mark of zero.

If it is determined that a student has shared work with or copied from another student, all students involved will receive a mark of zero for the assignment or test.

Details of such incidents will be forwarded to the Dean. Refer to your Student Handbook under section "Academic Integrity" for the consequence of such action. This is a student responsibility to review. Ask the class professor if you are unsure.

CONDUCT:

Any misconduct, as outlined but not limited to the items below, will not be tolerated and could result in disciplinary action. It is expected that all members of the learning environment conduct themselves in a professional manner at all times.

1. Habitual lateness for class. Arrive on time and be prepared to begin class.
2. Cheating (or suspicion of).
3. No cell phones, PDAs, MP3s, or other electronic devices.
4. Laptops to be used for educational purposes only during class time.
5. Inappropriate behaviour (swearing, vulgarity, disrespect toward professor/students)

EMAIL:

Emails must be professional in appearance and content. Inappropriate emails will be retained by the professor and a copy forwarded to the Dean for appropriate action and also included in the student's academic file. Emails not written using business correspondence, including proper spelling and grammar may not receive a response.

MARKS:

Any student wishing to discuss any of his/her marks related to this course should communicate directly with their section professor.

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic format (i.e. MyCampus or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>
6. Students who may require academic supports due to any type of disability, should contact the Access and Support Centre in SW 116
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>.
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours:	3	Delivery:	In Class
1	Course Learning Outcomes			
	CLO1			
	Essential Employability Skills			
	EES1, EES2, EES8			
	Intended Learning Objectives			
	Course Introduction & Expectations -Review course outline and program learning outcomes -Overview of in-class labs, assignments and term project -Classroom protocol -Course expectations Chapter 1 An Introduction to Marketing - Understand the focus of marketing and explain the marketing process - Define the marketing mix - Describe the evolution of marketing			
	Intended Learning Activities			
Introductions, lecture, discussion, cases, on-line activities, handouts.				
Resources and References				
Chapter 1 Course Outline, text, ebook, online				
Evaluation			Weighting	
Test #1			35%	
Term Project				
MindTap Reading Activities (15% - assigned throughout the semester)				
In-Class/online activities (20% - assigned throughout the semester)				

Wk.	Hours: 3	Delivery: In Class
2	Course Learning Outcomes CLO1, CLO2	
	Essential Employability Skills EES1, EES2, EES7, EES8, EES10	
	Intended Learning Objectives Chapter 1 An Introduction to Marketing -Explain the progression of marketing including Customer Relationship Management and Experiential Marketing - Define Corporate Social Responsibility -Exploration of Marketing Career Options Chapter 2 Marketing and the Environment, Social Responsibility & Ethics -Describe an environmental scan -Understand the importance of monitoring change in a marketing environment	
	Intended Learning Activities Lecture, discussion, cases, on-line activities, handouts.	
	Resources and References Chapter 1 & Chapter 2 Text, ebook, online resources	
	Evaluation Test #1 Term Project MindTap Reading Activities (Total: 15%) In-Class/online activities	

Wk.	Hours: 3	Delivery: In Class
3	Course Learning Outcomes CLO2, CLO3	
	Essential Employability Skills EES1, EES2, EES7, EES8, EES10, EES11	
	Intended Learning Objectives Chapter 2 Marketing and the Environment, Social Responsibility & Ethics -Examine how demographics, socio-cultural, economic, political and technological trends that affect marketers	
	Intended Learning Activities Lecture, discussion, cases, on-line activities, handouts.	
	Resources and References Chapter 2 Text, ebook, online resources	
	Evaluation Test #1 Term Project MindTap Reading Activities In-Class/online activities	

Wk.	Hours: 3	Delivery: In Class
4	Course Learning Outcomes CLO2, CLO3	
	Essential Employability Skills EES1, EES2, EES4, EES7, EES8, EES9, EES10, EES11	
	Intended Learning Objectives Chapter 2 Marketing and the Environment, Social Responsibility & Ethics -Examine how demographics, socio-cultural, economic, political and technological trends affect marketers -Recognize the impact of competition on companies and marketing programs -Understand how regulatory forces encourage free market competition and protect consumers	
	Intended Learning Activities Lecture, discussion, cases, on-line activities, handouts.	
	Resources and References Chapter 2 Text, ebook, online resources	
	Evaluation Test #1 Term Project MindTap Reading Activities In-Class/online activities	

Wk.	Hours: 3	Delivery: In Class
5	Course Learning Outcomes CLO9	
	Essential Employability Skills EES1, EES4, EES7, EES10	
	Intended Learning Objectives Chapter 3 Strategic Planning for a Competitive Advantage -Describe strategy developed at all 3 levels of an organization -Explain concepts of business, mission and goals, and their importance to the organization -Explain how strategic direction is set -Describe 4 market product strategies Term Project Reviewed (30%) -Outline -Report -Presentation -Peer Review	
	Intended Learning Activities Lecture, discussion, cases, on-line activities, handouts.	
	Resources and References Chapter 3 Text, ebook, online resources	
	Evaluation Test #1 Term Project (30%) MindTap Reading Activities In-Class/online activities	

Wk.	Hours: 3	Delivery: In Class
6	Course Learning Outcomes CLO9	
	Essential Employability Skills EES1, EES4, EES7, EES10	
	Intended Learning Objectives Chapter 3 Strategic Planning for a Competitive Advantage -Describe 3 phases of Strategic Marketing 1. Planning Phase- SWOT , Market-Product Focus, Marketing Program 2. Implementation 3. Evaluation Review: Test #1	
	Intended Learning Activities Lecture, discussion, cases, on-line activities, handouts.	
	Resources and References Chapter 3 Text, ebook, online resources	
	Evaluation Test #1 Term Project MindTap Reading Activities In-Class/online activities	

Wk.	Hours: 3	Delivery: In Class
7	Course Learning Outcomes CLO5, CLO6	
	Essential Employability Skills EES1, EES2, EES4, EES5, EES7, EES10, EES11	
	Intended Learning Objectives Term Test #1: Chapters 1,2 & 3 Chapter 5 Marketing Research -Understand the use and benefits of a marketing information system -Explain the role and challenges of market research -Describe 3 areas of research classification	
	Intended Learning Activities Term Test #1 Lecture, discussion, cases, on-line activities, handouts.	
	Resources and References Chapters 1, 2 & 3 (review) Chapter 5 Text, ebook, online resources	
	Evaluation	
Test #1 Chapters: 1, 2 & 3 (15%) Term Project MindTap Reading Activities In-Class/online activities		15%

Wk.	Hours: 3	Delivery: In Class
8	Course Learning Outcomes CLO4, CLO5, CLO6	
	Essential Employability Skills EES1, EES4, EES5, EES6, EES7	
	Intended Learning Objectives Chapter 5 Marketing Research -Describe a step by step approach to market research -Explain how secondary and primary data are used in marketing -Understand how to access information -Explain uses of market research tools Chapter 6 Consumer Decision Making -Describe the stages in the consumer purchase decision process -Examine the impact of Situational and Psychological influences on consumer behaviour	
	Intended Learning Activities Lecture, discussion, cases, on-line activities, handouts.	
	Resources and References Chapters 5 & 6 Text, ebook, online resources	
	Evaluation Test #2 Term Project MindTap Reading Activities In-Class/online activities	

Wk.	Hours: 3	Delivery: In Class
9	Course Learning Outcomes CLO4, CLO7	
	Essential Employability Skills EES1, EES2, EES5, EES7, EES10	
	Intended Learning Objectives Chapter 6 Consumer Decision Making -Examine the impact of Socio-cultural influences on consumer behavior Chapter 8 Segmentation, Targeting & Positioning -Identify the different forms of market segmentation: Mass, Segment, Niche and Individualized marketing -Explain the steps in market segmentation - Understand how to create target market profiles based on 4 segmentation variables: geographics, demographics, psychographics and behaviouristics	
	Intended Learning Activities Lecture, discussion, cases, on-line activities, handouts.	
	Resources and References Chapters 6 & 8 Text, ebook, online resources	
	Evaluation Test #2 Term Project MindTap Reading Activities In-Class/online activities	

Wk.	Hours: 3	Delivery: In Class
10	Course Learning Outcomes CLO7	
	Essential Employability Skills EES1, EES4, EES7, EES10	
	Intended Learning Objectives Chapter 8 Segmentation and Targeting - Understand how to create target market profiles based on 4 segmentation variables: geographics, demographics, psychographics and behaviouralistics - Determine the importance of Product Positioning and its affect on marketing mix strategies - Understand how to create and use a perceptual map	
	Intended Learning Activities Lecture, discussion, cases, on-line activities, handouts.	
	Resources and References Chapter 8 Text, ebook, online resources	
	Evaluation Test #2 Term Project MindTap Reading Activities In-Class/online activities	

Wk.	Hours:	3	Delivery:	In Class
11	Course Learning Outcomes CLO8			
	Essential Employability Skills EES1, EES6, EES8			
	Intended Learning Objectives Chapter 7 Business Marketing -Describe the nature and size of organizational markets -Describe how organizations buy, characteristics, process and on-line and how it differs from consumer buying Review: Term Test #2			
	Intended Learning Activities Lecture, discussion, cases, on-line activities, handouts.			
	Resources and References Chapter 7 Text, ebook, online resources			
	Evaluation Test #2 Chapters: 5, 6, 7 & 8 (20%) Term Project MindTap Reading Activities In-Class/online activities			
Wk.	Hours:	3	Delivery:	In Class
12	Course Learning Outcomes CLO4, CLO5, CLO6, CLO7, CLO8			
	Essential Employability Skills EES1, EES2, EES4, EES5, EES7, EES10			
	Intended Learning Objectives Term Test #2: Chapters 5, 6, 7 & 8			
	Intended Learning Activities Term Test #2			
	Resources and References Chapters: 5, 6, 7 & 8 (Review) Text, ebook, online resources			
	Evaluation Test #2			Weighting 20%

Wk.	Hours: 3	Delivery: In Class
13	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7	
	Essential Employability Skills EES1, EES8, EES9, EES10, EES11	
	Intended Learning Objectives Term Project Due Term Project Presentations	
	Intended Learning Activities Presentations, Term Project & Peer Review	
	Resources and References Text, ebook, online resources	
	Evaluation Term Project Term Project Presentation	Weighting 20%
Wk.	Hours: 3	Delivery: In Class
14	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO9	
	Essential Employability Skills EES1, EES8, EES9, EES10, EES11	
	Intended Learning Objectives Term Project Presentations Peer Evaluation Due	
	Intended Learning Activities Presentations, Term Project & Peer Review	
	Resources and References Text, ebook, online resources	
	Evaluation Term Project Presentation & Peer Evaluation	Weighting 10%