

MCS*1000
INTRODUCTORY
MARKETING F18 (1)
Fall 2018 (0.5 Credits)



COLLEGE of BUSINESS
AND ECONOMICS
DEPARTMENT OF MARKETING
AND CONSUMER STUDIES

Instructor(s):

Archie Bonifacio

Teaching Assistant:

TBD

Class Times and Location

Lecture Section 01 Tuesday 07:00pm - 08:50pm ROZH103

You will be enrolled in one of the following seminar times. You will form groups among your seminar classmates for course projects.

Seminar 0101 Friday	10:30am-11:20am MACS129
Seminar 0102 Friday	11:30am-12:20pm MACS129
Seminar 0103 Friday	12:30pm-01:20pm MACS129
Seminar 0104 Friday	01:30pm-04:20pm MACS129
Seminar 0105 Friday	03:30pm-04:20pm MACS129

If you have questions that cannot be answered during the lecture or seminars, please feel free to email me at abonifac@uoguelph.ca to set up an appointment.

Course Philosophy and Approach

The simplest way to succeed in this class is to complete the assigned reading before class, and then listen and discuss the concepts in lecture. The simulations will complement your learning by applying hands-on what you covered in the lectures.

Course Description

This course covers the marketing of both products and services. Students will be introduced to the theoretical concepts through lectures and class discussions and have the opportunity to apply these concepts through case analysis and discussion.

Students will examine the process of marketing which includes: analyzing, planning, implementing, coordinating, and controlling programs involved in the conception, pricing, promotion, and distribution of products, services, and ideas designed to create and maintain beneficial exchanges with target markets for the purpose of achieving public and private organizational objectives.

Course Learning Outcomes (CLO)

1. Students will be able to explain the marketing process and its impact to implications to consumers, organizations, stakeholders and society.
2. Students will be able to create a basic marketing plan to demonstrate their understanding of market analysis and planning in both the product and service situations.
3. Students will be able to apply marketing research and consumer behaviour concepts across a broad spectrum of situations, small and large firms as well as profit and not-profit organizations.
4. Students will be able to work collaboratively as marketing teams to develop decision-making and analytical skills through the application of simulations and presentations.
5. Students will be able to critically reflect upon their own consumer behaviour as it relates to social responsibility and ethical issues.

Teaching and Learning Practices

This course uses a variety of materials and resources. One of your primary resources will be the course website (<http://courselink.uoguelph.ca>). All announcements, required and recommended readings, assignments and updates will be posted here. You will also be able to access any handouts you may have missed through this site. You will find that most of your questions can be answered through the information posted as well as discussion groups. You will be required to purchase a textbook with an online access package.

The required textbook is one of either:

Marketing: An Introduction, Sixth Canadian Edition Plus MyLab Marketing with Pearson eText -- Access Card Package, 6/E

Armstrong, Kotler, Trifts & Buchwitz

©2017 | Published: 02/05/2016

ISBN-10: 0134470524 | ISBN-13: 9780134470528

<http://catalogue.pearsoned.ca/educator/product/Marketing-An-Introduction-Sixth-Canadian-Edition-Plus-MyLab-Marketing-with-Pearson-eText-Access-Card-Package/9780134470528.page>

Marketing: An Introduction, Updated Sixth Canadian Edition with Integrated B2B Case Plus MyLab Marketing with Pearson eText -- Access Card Package, 6/E

Armstrong, Kotler, Trifts & Buchwitz

©2018 | Published: 01/07/2017

ISBN-10: 0134695062 | ISBN-13: 9780134695068

<http://catalogue.pearsoned.ca/educator/product/Marketing-Introduction-Updated-Sixth-Canadian-Edition-Integrated-B2B-Case-Plus-MyLab-Marketing-Pearson-eText-Access-Card/9780134695068.page>

Course Assessment

Assignment	Weight	Learning Outcome
Student Engagement (20%)		
Research Component	4%	3
Dynamic Study Modules	6%	1,2,3,4
In-class Learning Catalytics Questions	10%	1,2,3,4
Seminar (40%)		
Group Contract	4%	1,2,3,4
Marketing Plan Pitch Presentation	5%	2
Marketing Plan Final Submission	15%	2
Simulations	16%	1,2,3,4
Examination (40%)		
Personal Reflection Submission	5%	5
Final Examination	35%	1, 2, 3, 4
Total	100%	

Student Engagement

There are three components to the student engagement mark: a research component, dynamic study modules and in-class quizzes. **These components must be completed by their assigned deadlines.**

Research Component (4%)

The research component of the course can be earned by participating in research studies throughout the semester. The research option requires you to work with the department of Marketing and Consumer studies using a system called SONA. If you choose this option, please contact them directly with any questions about this aspect of the course. SONA is completely administered by MCS's administrative office as it deals with ensuring the grades are inputted once the students complete the study.

Marks for SONA and your Research Component will be uploaded after the term is complete.

Specific details of how to complete this requirement will be posted on CourseLink. If you choose not to participate in a research study, then there is a second option of reviewing two journal articles that are then graded by a teaching assistant.

Dynamic Study Modules (6%)

Dynamic Study Modules are available to enhance your studying experience. **Students may complete the modules at their own pace, but in order to be eligible for marks, the dynamic study module must be complete before the lecture on the same chapter. After the lecture, students may still complete these modules, but they will not be eligible for grades. Please take accountability for your missed assignments. Because technology can fail, please complete your assigned work well in advance.**

In-class Learning Catalytic Questions (10%)

Please bring appropriate technology to each lecture and be prepared to access the MyLab Marketing tool. During the lecture you may be asked to participate in questions using Learning Catalytics. These questions must be completed in class. Some questions will be worth marks. Completing the dynamic study modules will help prepare you for the questions during the lectures.

Seminars

During your seminars, you will work on marketing simulations. **Please be registered and organized in groups by the end of your second seminar on.**

Group Contract and Simulations (20%)

Students will form groups and set working expectations with one another. This will result in a group contract signed by all group members and worth 4% of each group member's final grade. Simulations are worth 2%

each and are submitted individually. Students may collaborate with their groups while completing them during the seminar.

A group contract is an agreement between you and your group members to meet certain levels of expectations. Although there is no set format for the group contract, in order to achieve full marks for your submission, your group contract must include the following items. Your group members:

- *Have all read the MCS1000 course outline thoroughly and understand it.*
- *Will be accountable for their own performance and each team member's performance.*
- *Agree to meet weekly regularly during their scheduled seminar time.*
- *Provided contact information to one another.*
- *Commit to delivering work on time and will not request consideration for late submissions.*

The group contract and all applications submissions need to be signed with original signatures, scanned and uploaded to the DropBox. Any breach of the group contract may result in the entire group losing the group contract mark. Please choose your group members carefully. **If a group is disbanded, the group contract mark will be forfeited.**

Students will be asked to submit their assignments through DropBox. **Dropbox submissions after the stated deadline will not be marked. Dropbox submissions without original signatures will either not be marked or have marks deducted.**

IMPORTANT

Teaching Assistants will not make changes to teams unless a formal request is made and all team members agree to the change.

Furthermore, groups will work together to develop a new product for an existing company and launch a marketing plan. They may choose any company, but it should be unique from other groups in their seminar. Groups will develop a marketing pitch for the new product and then submit a final marketing plan to be developed at the end of the term.

Marketing Pitch (5%)

During your seminars, you will be asked to develop a product pitch. This pitch will be consist of --

- Brand Selection, Brand and Market Key Facts (earn up to 1%)
- Key Competitor "Gap" Analysis and New Product Ideation (earn up to 1%)
- New Product Pitch (earn up to 3%)

Marks will be awarded on thorough and complete response to assigned questions; correct application of marketing theory; and mechanics (spelling, sentence structure, clarity of communication). The marketing pitch will tie into your final marketing plan. The marketing pitch will be graded as a presentation conducted during one of your seminars mid-term.

Final Marketing Plan (15%)

The final marketing plan is a culmination of your findings and learning from the course. It is to be a detailed plan of how you bring your product to market. Keep your comments succinct and brief in APA format. Reference information from the textbook, lectures and other marketing articles to create a final report of no more six pages excluding references and appendices.

Late submissions will be penalized 25 per cent of their grade within the first 24 hours. Any submissions that are 24 hours past the deadline will not be graded.

Examination

Personal Reflection (5%)

During the final lecture, students will be asked to submit a personal reflection on how their consumer behaviour is impacted by social responsibility and marketing ethics. Students will be given 1 hour to submit this reflection. It is 5% of your grade.

Final Examination (35%)

There will be a final exam covering material from the class sessions, cases, and assignments. The exam is closed-book and closed notes. It will usually consist of multiple choice and short answer type questions. The final exam, comprising 35% of the overall course grade, will cover the material from the entire course. For the final exam, you must check with the university Web site / academic calendar for times, dates and locations of the final exam.

Examination conflict: Students are responsible for ensuring that they do not have a time conflict with examinations in other courses. You are not permitted to enrol in this course if you have a time conflict with another course.

When writing the final exam you must --

1. Write your name and student number on all documents including the exam question sheet and the Scantron sheet.
2. Write the appropriate version code from your final exam on the Scantron sheet.

If you do not write your name and student number on all documents or if you put the wrong final exam version code on the Scantron sheet you will automatically be penalized a reduction of 5 points on your grade for the exam.

Additional Evaluation Details

All assignment deadlines are absolute. Extensions will only be granted on the basis of extenuating circumstances. Keep a copy of all of your graded work until final marks have been recorded. You may be asked to resubmit your work at any time.

Communication with your Sessional Lecturer and Teaching Assistants

Enrolment of this class could be as high as 300 to 350 students and our goal is to ensure that your questions are answered in an effective manner. Following the protocol below will help you get a prompt response to your inquiries and concerns.

- This course has a Web site (see <http://courselink.uoguelph.ca/>). Please post any questions you may have to the discussion area, or feel free to speak to the lecturer or the teaching assistants during classes or seminars.
- Please read all previous postings or consult a classmate prior to posting a new question.
- Demonstrate your diligence and commitment to this course, by ensuring you have exhausted all avenues of addressing your issue before reaching out to your TA or professor.
- If your matter is personal in nature, please e-mail Archie Bonifacio at (abonifac@uoguelph.ca).
- Always use your <uoguelph.ca> account for registering in online components of this class. Failing to do so may cause problems in grade synchronization with CourseLink.

Course Schedule

Date	Topic, Readings and Modules	Other Deliverables and Expectations	
UNDERSTANDING THE MARKET PLACE AND CONSUMERS			
Week 1 Sep 11 ^(T)	Lecture	Marketing: Creating and Capturing Customer Value (Ch 1) Company and Marketing Strategy: Partnering to Build Customer Relationships (Ch 2)	Course overview and expectations. Introduction to course text and resources. Learning Catalytics Questions (Ch 2)
	Seminar	Introduction to Pearson MyLab Marketing.	Register for Pearson MyLab Marketing.
Week 2 Sep 18 ^(T)	Lecture	Managing Marketing Information to Gain Customer Insights (Ch 5)	Learning Catalytics Questions (Ch 5)
	Seminar	Organize into groups. Simulation 5: Big Data	Review of group work including presentation and final marketing plan. Group Contract.
Week 3 Sep 25 ^(T)	Lecture	Understanding Consumer and Business Behaviour (Ch 6) Segmentation, Targeting and Positioning (Ch 7)	Learning Catalytics Questions (Ch 6, 7)
	Seminar	Simulation 6: Consumer Behaviour	
CUSTOMER-DRIVEN MARKETING STRATEGY AND THE MARKETING MIX			
Week 4 Oct 2 ^(T)	Lecture	Developing and Managing Products and Services (Ch 8) Brand Strategy and Management (Ch 9)	Learning Catalytics Questions (Ch 8) Learning Catalytics Questions (Ch 9)
	Seminar	Simulation 8: New Product Development (Oct 2) Simulation 8: Product Life Cycle (Oct 9)	Ensure your TA has reviewed your finalized presentation and it is submitted to the dropbox by the end of your seminar.
Week 5 Oct 16 ^(T)	Lecture	Pricing: Understanding and Capturing Customer Value (Ch 10)	Learning Catalytics Questions (Ch 10)
	Seminar	10-minute group presentations on marketing plan	Presentations.
Week 6 Oct 23 ^(T)	Topic	Marketing Channels (Ch 11), Retailing and Wholesaling (Ch 12)	Learning Catalytics Questions (Ch 11, 12)
	Seminar	Simulation 12: Plans and Planning Tools	
Week 7 Oct 30 ^(T)	Lecture	Communicating Customer Value: Advertising and Public Relations (Ch 13), Personal Selling and Sales Promotion (Ch 14)	Learning Catalytics Questions (Ch 13, 14)
	Seminar	Simulation 13: IMC	
Week 8 Nov 6 ^(T)	Lecture	Direct, Online, Social Media, and Mobile Marketing (Ch 15),	Learning Catalytics Questions (Ch 15)
	Seminar	Simulation 15: Online Marketing	
Week 9 Nov 13 ^(T)	Lecture	Sustainable Marketing, Social Responsibility, and Ethics (Ch 3)	Learning Catalytics Questions (Ch 3)
	Seminar	Simulation 3: Management and Ethics	
Week 10 Nov 20 ^(T)	Lecture	Reflection Submission	Submit reflection paper to drop box by the end of the lecture (8:50PM).
	Seminar		Marketing Plan must be submitted to the dropbox by the end of your seminar.
SUSTAINABLE MARKETING, SOCIAL RESPONSIBILITY AND ETHICS			
Week 11 Nov 27 ^(T)	Lecture	Course Review	
	Seminar		
Week 12 Nov 29 ^(Th)	Lecture	Course Review	

Note: The schedule of learning activities may require modification from time to time. Any changes will be announced in class and/or on the CourseLink site.

University Policies

All students are expected to abide by the University's academic regulations in the completion of their academic work, as set out in the undergraduate calendar (see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml>). Some regulations are highlighted below:

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community – faculty, staff and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

To better understand your responsibilities, read the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml> You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counselor.

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Academic Consideration

Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on Academic Consideration in the Undergraduate Calendar (http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

Religious Holidays

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml>

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#).

University Grading Scheme

This course follows the University grading scheme outlined in the University Calendar:

A+	90-100%	Excellent: An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
A	85-89	
A-	80-84	
B+	77-79	Good: A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
B	73-76	
B-	70-72	
C+	67-69	Acceptable: An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
C	63-66	
C-	60-62	
D+	57-59	Minimally acceptable: A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
D	53-56	
D-	50-52	
F	0-49	Fail: An inadequate performance.

Code of Conduct – The Top Ten

As a student in the Department of Marketing and Consumer Studies, College of Management and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through ground-breaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of our students (indeed – all members of our community) to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career.

The following conduct is expected of all of our students:

1. Come to class prepared to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity (avoid all forms of academic misconduct).
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.
4. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
5. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class. Turn off your cell phone at the start of each class.
6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don't talk while others have the floor.
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
9. When making a presentation, wear business dress.
10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).