

**City University of Hong Kong**

**Information on a Course  
offered by Department of Marketing  
with effect from Semester A in 2012 / 2013**

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**Part I**

**Course Title:** \_\_\_\_\_ Principles of Marketing \_\_\_\_\_

**Course Code:** \_\_\_\_\_ FB5601 \_\_\_\_\_

**Course Duration:** \_\_\_\_\_ 1 Semester \_\_\_\_\_

**Credit Units:** \_\_\_\_\_ 2 \_\_\_\_\_

**Level:** \_\_\_\_\_ Postgraduate \_\_\_\_\_

**Medium of Instruction:** \_\_\_\_\_ English \_\_\_\_\_

**Prerequisites:** \_\_\_\_\_ NIL \_\_\_\_\_

**Precursors:** \_\_\_\_\_ NIL \_\_\_\_\_

**Equivalent Courses:** \_\_\_\_\_ NIL \_\_\_\_\_

**Exclusive Courses:** \_\_\_\_\_ MKT5601 Principles of Marketing \_\_\_\_\_

\_\_\_\_\_ MKT5610 Marketing Strategy and Planning \_\_\_\_\_

## Part II

### Course Aims

The purpose of this course is to help students master the basic concepts and practices of modern marketing in a practical way. Case studies and group project will be heavily used to achieve this objective. Active class participation and personal experience sharing thus are strongly encouraged. Specifically,

1. Familiarize the students with marketing concepts and application in real business situations.
2. Enable students to develop and implement successful marketing planning for a real business company.

### **TEXTBOOK (Suggested but not required)**

Marketing Management: Text and Cases (7<sup>th</sup> Edition), 2000  
Douglas J. Dalrymple  
Leonard J. Parsons  
John Wiley & Sons, Inc.

Strategic Marketing Problems: Cases and Comments (11<sup>th</sup> Edition), 2007  
Roger A. Kerin  
Robert A. Peterson  
Pearson Prentice Hall

### **COURSE ASSESSMENT**

Class Participation	<b>20%</b>
Project I	<b>35%</b>
Project II	<b>45%</b>
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Total	<b>100%</b>

## Course Intended Learning Outcomes (CILOs)

*Upon successful completion of this course, students should be able to:*

No.	CILOs	Weighting (if applicable)
1.	Analyze the customers, competitors and other business environments for marketing planning. (DEC- related Ability)	1
2.	Critically discuss the marketing concepts and their applications in real business organizations (DEC-related Attitude)	2
3.	Demonstrate competence in selecting, analyzing and evaluating the practice of marketing strategy in business organizations (DEC- related Ability)	3
4.	Apply both managerial judgment and analytical approaches to current marketing problems and issues and suggest solutions. (DEC- related Accomplishment)	2
5.	Work productively as part of a team, and in particular, communicate and present qualitative and quantitative information effectively in written and electronic formats in a collaborative environment. (DEC- related Attitude)	2

(1: least important CILO; 2: more important CILO; 3: most important CILO)

## Teaching and Learning Activities (TLAs)

*(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)*

### TLA1: Seminar

Concepts and general knowledge of marketing are explained through lectures and classroom discussions. Students are given exercises that cover relevant topics and are encouraged to work-along with the lecturer and their peers. These exercises help students to visualize the applications of the concepts.

### TLA2: Readings

Students are required to pre-read the assigned chapters and also other relevant materials provided by the lecturer before coming to classes. These readings provide students opportunity to think through the concepts and their applications.

### TLA3: Group Presentations

Presentations by individual groups to the class on various marketing topics and/or the chosen marketing plan. Other students are encouraged to raise questions for the presenting groups.

CILO No	TLA1: Seminar	TLA2: Readings	TLA3: Group Presentations
CILO1	2	2	
CILO2	1	2	
CILO3	2	2	1
CILO4	2	1	2
CILO5	2		2

(1: minor focus on the ILO; 2: main focus on the ILO)

### **Assessment Tasks/Activities**

*(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)*

#### AT1: Class Participation (20%)

A minimum of **70%** attendance is required to pass the course. You are also required to attend all **presentation** sessions.

Most classes are accompanied with cases, small questions, and/or quizzes to help you better understand the course materials. You are expected to actively participate in the class discussion. Your contribution to the class discussion will **significantly** influence your class participation grade.

#### AT2: Project I (35%)

The project is designed to assess the student's grasp on strategic marketing thinking and analytical techniques in marketing planning, as well as student's ability to apply them to solve business problems.

#### AT3: Project II (45%)

### Presentation

Students need to present to the class a summary of the project within a time limit. The presentation is designed to gauge students' communication and presentation ability on marketing information as well as working effectively as a team. Peer evaluation will be conducted.

## Report

Based on the above analyses of the case, the student groups will further develop marketing plan and strategies to solve the problems and achieve the marketing objectives following the decisions and recommendations in the presentation. It is to assess students' depth understanding of critical marketing concepts and their ability to integrate various marketing concepts and strategies into to a coherent plan of actions.

<b>CILO No</b>	<b>AT1: Class Discussion (20%)</b>	<b>AT2: Project I : Report (35%)</b>	<b>AT3: Project II : Presentation and Report (45%)</b>
CILO1	1	2	1
CILO2	1	2	2
CILO3	2	2	1
CILO4	1	1	2
CILO5	1	2	2

(1: minor focus on the ILO; 2: main focus on the ILO)

## Grading of Student Achievement:

### Grading Criteria of Assessment Task 1: Class Discussion

<b>Excellent</b> A+ A A-	<b>Good</b> B+ B B-	<b>Adequate</b> C+ C C-	<b>Marginal</b> D
<p>1. Able to always present and communicate marketing ideas excellently in oral and/or written format to analyze customers, competitors, and other business environments in weekly classes.</p> <p>2. Proactively participate in class discussion by offering innovative ideas and asking questions related to the practice of marketing strategy in business organizations.</p>	<p>1. Able to frequently present and communicate marketing ideas acceptably in oral and/or written format to analyze customers, competitors, and other business environments in weekly classes.</p> <p>2. Proactively participate in class discussion by offering some innovative ideas and asking questions related to the practice of marketing strategy in business organizations.</p>	<p>1. Occasionally present and communicate marketing ideas in oral and/or written format to analyze customers, competitors, and other business environments in weekly classes.</p> <p>2. Occasionally active when urged to participate in class discussion by offering some acceptable ideas and asking limited questions related to the practice of marketing strategy in business organizations.</p>	<p>1. Occasionally present and communicate marketing ideas fairly in oral and/or written format to analyze customers, competitors, and other business environments in weekly classes.</p> <p>2. Reactively participate in class discussion by offering very limited ideas and asking very few questions related to the practice of marketing strategy in business organizations.</p>

### Grading Criteria of Assessment Task 3: Project Presentation

<b>Excellent</b> A+ A A-	<b>Good</b> B+ B B-	<b>Adequate</b> C+ C C-	<b>Marginal</b> D
<p>1. Present and communicate marketing information effectively and excellently in oral and electronic format.</p> <p>2. Show excellent coverage of materials and contents and demonstrate excellent time management skills.</p> <p>3. Provide quality answers to questions raised in the presentation Q &amp; A session.</p>	<p>1. Present and communicate marketing information effectively in oral and electronic format.</p> <p>2. Show good coverage of materials and contents and demonstrate good time management skills.</p> <p>3. Provide good answers to questions raised during the presentation Q &amp; A session.</p>	<p>1. Present and communicate marketing information acceptably in oral and electronic format (with some areas need improvement).</p> <p>2. Fair coverage of materials and contents and acceptable time management skills.</p> <p>3. Provide acceptable answers to questions raised during the presentation Q &amp; A session.</p>	<p>1. Marginally present and communicate marketing information in oral and electronic format (with major areas need improvement).</p> <p>2. Marginal coverage of materials and contents and poor time management skills.</p> <p>3. Provide fair answers to questions raised during the presentation Q &amp; A session.</p>

*Grading Criteria of Assessment Task 2 and 3: Project Report*

<b>Excellent</b> A+ A A-	<b>Good</b> B+ B B-	<b>Adequate</b> C+ C C-	<b>Marginal</b> D
<p>1. Show excellent ability to integrate major marketing concepts to analyze the consumers' behaviors, competitors, and business environments deeply, and consolidate lots of insights and implications for strategy formulation.</p> <p>2. Demonstrate excellent ability to apply the marketing principles and develop outstanding and attractive marketing programs to tackle current marketing problems and issues.</p> <p>3. Present and organize marketing information excellently in an a business report format.</p>	<p>1. Be able to integrate major marketing concepts to analyze the consumers' behaviors, competitors, and business environments and suggest some implications for strategy formulation.</p> <p>2. Demonstrate good ability to apply the marketing principles and develop effective marketing programs to tackle current marketing problems and issues.</p> <p>3. Present and organize marketing information in an organized business report format.</p>	<p>1. Show acceptable command of most aspects by integrating major marketing concepts to analyze the consumers' behaviors, competitors, and business environments and partially able to link them up with strategy formulation.</p> <p>2. Demonstrate acceptable ability to apply the marketing principles and develop fair marketing programs to tackle current marketing problems and issues.</p> <p>3. Present and organize marketing information fairly in a business report format.</p>	<p>1. Show marginal command of a few aspects of major marketing concepts to analyze the consumers' behaviors, competitors, and business environments but unable to link them up with strategy formulation.</p> <p>2. Demonstrate marginal ability to apply the marketing principles and develop marginal marketing programs to tackle current marketing problems and issues.</p> <p>3. Present and organize marketing information fairly in a business report format.</p>

**Part III**

**Keyword Syllabus**

Marketing Environment; Competitor Analysis; Competitive Advantage; Buying Behaviour; Market Segmentation; Targeting; Positioning; Marketing Mix; Product Strategy; Product Life Cycle; Services Marketing; Pricing Strategy; Placing/Distribution Strategy; Integrated Marketing Communication; Global Marketing; e-Marketing; Marketing Ethics.

## Recommended Reading /Text(s)

Kotler, Philip (2003), *Marketing Management* (11 edition), Prentice Hall.

Kotler, Philip, Swee Hoon Ang, Siew Meng Leong, and Chin Tiong Tan (2005), “Principles of Marketing: An Asian Perspective”, *Prentice Hall*.

Porter, M.E. (1980), “Competitive Strategy: Techniques for Analysing Industries and Competitors”, *New York: The Free Press*.

Achrol, R. and Kotler, P. (1999), “Marketing in the Network Economy”, *Journal of Marketing*, 63 (Special Issue): 146-161.

Doney, P. and Cannon, J. (1997), “An Examination of the Nature of Trust in Buyer-Seller Relationships”, *Journal of Marketing*, 61 (April): 35-51.

Dyer, J. and Singh, H. (1998), “The Relational View: Cooperative Strategy and Sources of Interorganizational Competitive Advantage”, *Academy of Management Review*, 23 (October): 660-680.

Eisenhardt, K. and Tabrizi, B. (1995), “Accelerating Adaptive Processes: Product Innovation in the Global Computer Industry”, *Administrative Science Quarterly*, 40 (March): 84-110.

Houston, Franklin S. (1986), “The Marketing Concept: What It is and What It is Not”, *Journal of Marketing*, April, 81-7.

Klein, S., Frazier, G. L., and Roth, V. J. (1990), “A Transaction Cost Analysis of Channel Integration in International Markets”, *Journal of Marketing Research*, 27 (May): 196-208.

Kohli, A., Shervani, T., and Challagalla, G. (1998), “Learning and Performance Orientation of Salespeople: The Role of Supervisors”, *Journal of Marketing Research*, 35 (May): 263-275.

Kotler, Philip, and Alan Andreasen (1991), “The Growth and Development of the Nonprofit Sector”, *Strategic Marketing for Nonprofit Organizations*, 4<sup>th</sup> ed., Englewood Cliffs, New Jersey: Prentice Hall, 1-34.

Lehmann, Donald R. and Russell S. Winer (1994), “Analysis for Marketing Planning”, *Burr Ridge, Illinois, U.S.A.: Richard D. Irwin, Inc.*, Chapter 1, 1-17.

Luk, S. (1998), “Structural Changes in China’s Distribution System”, *International Journal of Physical Distribution and Logistics Management*, 28 (1): 44-67.

Morgan, R. and Hunt, D. (1994), “The Commitment-Trust Theory of Relationship Marketing”, *Journal of Marketing*, 58 (July): 20-38.

Rindfleisch, A. and Heide, Jan B. (1997), “Transaction Cost Analysis: Past, Present, and Future Applications”, *Journal of Marketing*, 61 (October): 30-54.

Leung, T. K. P., Y. H. Wong, and Syson Wong (1996), “A Study of Hong Kong Businessmen’s Perceptions of the Role ‘Guanxi’ in the People’s Republic of China”, *Journal*



*of Business Ethics*, 15, 749-58.

Su, Chenting and James E. Littlefield, "Entering Guanxi: A Business Ethical Dilemma in Mainland China?" *Journal of Business Ethics*, 2001, Vol. 33 No. 3, 199-210.

Heide, Jan B. (1994), "Interorganizational Governance in Marketing Channel", *Journal of Marketing*, January, 71-85.

Johnston, Russell and Paul R. Lawrence (1988), "Beyond Vertical Integration - The Rise of the Value-Adding Partnership", *Harvard Business Review*, July-August, 94-101.

Weinberger, Marc G., H. Spotts, L. Campbell, and A. L. Parsons (1995), "The Use and Effect of Humor in Different Advertising Media", *Journal of Advertising Research*, May-June, 44-55.

Alba, Joseph, John Lynch, Barton Weitz, Chris Janiszewski, Richard Lutz, Alan Sawyer and Stacy Wood (1997), "Interactive Home Shopping: Consumer, Retailer, and Manufacturer Incentives to Participate in Electronic Marketplaces", *Journal of Marketing*, 61 (July), 38-53.

Hoque, Abeer Y. and Gerald L. Lohse (1999), "An Information Search Cost Perspective for Designing Interfaces for Electronic Commerce", *Journal of Marketing Research*, 36 (August), 387-94.

Peattie, K. and Ratnayaka, M. (1992), "Responding to the Green Movement", *Industrial Marketing Management*, 21,103-10.

Roberts, J. A. (1996), "Will the Real Socially Responsible Consumer Please Step Forward?", *Business Horizons*, 39(1), 79-83.

#### Recommended Journals and Websites

*Journal of Marketing*  
*Journal of Marketing Research*  
*Journal of Consumer Research*  
*Journal of the Academy of Marketing Science*  
*Journal of International Marketing*  
*International Journal of Research in Marketing*  
*Journal of Advertising*  
*Journal of Advertising Research*  
*Harvard Business Review*  
*Sloan Management Review*

[www.emkt.com.cn](http://www.emkt.com.cn) (for China Marketing studies)

## **ACADEMIC INTEGRITY**

As a program which helps to create business and government leaders, the Faculty of Business has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Chair, B. Com. Committee. Students who participate in any form of cheating and/or plagiarism may be required to withdraw from the Faculty of Business.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our Faculty.

Acts of academic dishonesty include, but are not limited to, the following:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
- copying the answers of another student in any test, examination, or take-home assignment.
- providing answers to another student in any test, examination, or take-home assignment.
- taking any unauthorized materials into an examination or term test (crib notes).
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing test prior to the time and date of the sitting.
- changing name or answer(s) on a test after that test has been graded and returned.
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructor(s) involved.