

**City University of Hong Kong
Course Syllabus**

**offered by Department of Media and Communication
with effect from Semester B 2016/17**

Part I Course Overview

Course Title: Fundamentals of Marketing Communication

Course Code: COM5111

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

The purpose of this course is to provide students with the basic concepts, tools and techniques used in contemporary marketing so that students can apply them to real life problem solving and decision making. Case studies, group project, active class participation and personal experience will be heavily used to achieve this objective. Specifically, this course aims to

1. Discover innovative marketing concepts and application in real business situations.
2. Design and implement creative marketing planning for a real business company.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Analyze the customers, competitors and other business environments for creative marketing planning.	10%	✓	✓	
2.	Discover marketing concepts and their applications in real business organizations	20%	✓	✓	
3.	Apply and execute competence in selecting, analyzing and evaluating the practice of marketing strategy in business organizations	30%	✓	✓	✓
4.	Create both managerial judgment and innovative approaches to current marketing problems and issues.	20%		✓	✓
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.	20%		✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lectures and class / online participations	Key and innovative concepts and practical marketing knowledge are explained through lectures and classroom / online discussions.	✓	✓	✓	✓	✓	3 hours/week
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 with the opportunity to understand the key & innovative concepts and their applications.	✓	✓	✓	✓		
Individual (or paired) Project / Simulation game	Each or two students are given a direction, an event/issue or a real case that cover relevant topics and are encouraged to discuss with the lecturer. Or, this individual project could be substituted by a simulation game played by a group of students. Student(s) can analyze and visualize the applications of the concepts.	✓	✓	✓	✓	✓	
Group Projects	Individual groups work on various creative marketing events, marketing plans and/or marketing concepts. They are also encouraged to raise critical questions to explore new and creative ideas amongst groups.	✓	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
Individual (or paired) Project / Simulation game: This assessment provides students with the opportunity to discover ideas effectively; learn and analyze creative and practical marketing concept and decision.	✓	✓	✓	✓	✓	40%	
Group Project I: Case Analysis: The project is designed to assess the student's grasp on strategic innovative marketing thinking and analytical techniques in marketing planning, as well as student's ability to apply them to solve business problems.	✓	✓	✓	✓		20%	
Group Project Presentation: Students need to present to the class a summary of the Group Project II 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.					✓	10%	
Group Project II: Marketing Concept Study: This project assesses students' ability in doing a comprehensive literature review and come up with a conceptual map of the concept and be able to discuss its marketing implications in real marketing decision-making situations. The project could also use to assess students' in-depth understanding of some critical and creative marketing concepts and their ability to integrate the concepts into a conceptual framework through observations of and/or studying several real business cases. Within-group peer evaluation will be conducted to assess each student's contribution to the completion of the project.	✓	✓	✓	✓	✓	30%	
Examination: NA						100%	

Grading of Student Achievement:

Courses are graded according to the following schedule:

Letter Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent:	Strong evidence of creative thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	3.3 3.0 2.7	Good:	Evidence of grasp of subject, some evidence of critical creativity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	2.3 2.0 1.7	Adequate:	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	1.0	Marginal:	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	0.0	Failure:	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.
P		Pass:	"Pass" in a pass-fail course. Courses to be graded on a pass-fail basis for a programme are specifically identified under the programme in the course catalogue.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual (or paired) Project / Simulation game	Individual (or paired) Project: CAPACITY to UNDERSTAND and APPLY practical marketing concepts and decisions in formulating a marketing strategy for either a profit-making or non-profit making organization. Simulation game: Based on the outcome(s) of the simulation game.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group Project I: Case Analysis	ABILITY to PROPOSE a realistic marketing plan for a real company based on analytical techniques, business needs and operating environment.	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Group Project Presentation	ABILITY to EXPLAIN a sophisticated marketing concept in an easy to follow and understandable manner within a limited time frame by all the group members.	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Group Project II: Marketing Concept Study	CAPACITY to SEARCH creditable and relevant journal articles or presentable cases. ABILITY to ORGANIZE and EXPLAIN a marketing concept by engaging an in-depth literature review and/or drawn upon real case studies.	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Marketing Environment; Competitor Analysis; Competitive Strategies; Buying Behaviour; Market Segmentation; Targeting; Positioning; Marketing Mix; Product Strategy; Product Life Cycle; Service Marketing; Pricing Strategy; Placing/Distribution Strategy; Integrated Marketing Communication; Global Marketing; e-Marketing; Marketing Ethics, Creativity, Innovative method.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Kotler, P., & Armstrong, G. (2016). <i>Principles of Marketing</i> (16th, Global ed.). Harlow: Pearson Education.
2.	Kotler, P. & Keller, K.L. (2016). <i>Marketing Management</i> (15th ed.). Harlow, Essex, England: Pearson.
3.	Kotler, P., Armstrong, G., Ang, S.H., Leong, S.M., Tan, C.T. & Yau, O.H.M. (2012). <i>Principles of Marketing: An Asian Perspective</i> . Singapore: Pearson/Prentice-Hall.
4.	Kerin, R.A. & Peterson, R.A. (2013). <i>Strategic Marketing Problems: Cases and Comments</i> (13th, International ed.). Harlow: Pearson Education.
5.	Kerin, R.A., Hartley, S.W. & Rudeluis, W. (2015). <i>Marketing</i> (12th ed.). New York, NY: McGraw-Hill Education.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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

Andreasen, A. & Kotler, P. (2014). The Growth and Development of the Nonprofit Sector. In Andreasen, A. & Kotler, P. (2014), *Strategic Marketing for Nonprofit Organizations* (7th ed, Chapter 1). Harlow: Pearson Education.

Di Muro, F. (2015). Burger King: Developing a Marketing Mix for Growth. *Harvard Business Review*.

Dolan, R.J. (2000). Note on Marketing Strategy. *Harvard Business Review*.

Dyer, J. & Singh, H. (1998). The Relational View: Cooperative Strategy and Sources of Interorganizational Competitive Advantage. *Academy of Management Review*, 23(4), 660-679.

Farris, P.W., Parry, M. & Venkatesan, R. (2016). The Seven Questions of Marketing Strategy. *Harvard Business Review*.

Ginsberg, J.M. & Bloom, P.N. (2004). Choosing the Right Green Marketing Strategy. *Harvard Business Review*.

- Guillermo, A. & Julian Villanueva, J. (2011). Adding Social Media to the Marketing Mix. *Harvard Business Review*.
- Hermann, S., Bilstein, F.F. & Luby, F. (2006). Optimize Your Marketing Mix to Capture the Highest Additional Profit. In Hermann, S., Bilstein, F.F. & Luby, F. (2006). *Manage for Profit, Not for Market Share: A Guide to Greater Profits in Highly Contested Markets* (Chapter 6). Boston, Mass.: Harvard Business School Press.
- Ho Y.W., Radel, K. & Ramsaran-Fowdar, R. (2011). Marketing Objectives and Strategy Formulation. In Ho Y.W., Radel, K. & Ramsaran-Fowdar, R. (2011). *Building a Marketing Plan: a complete guide* (Chapter 5). New York, N.Y.: Business Expert Press.
- Houston, F.S. (1986), The Marketing Concept: What It is and What It is Not. *Journal of Marketing*, 50(2), 81-87.
- Klein, S., Frazier, G. L., & Roth, V. J. (1990). A Transaction Cost Analysis of Channel Integration in International Markets. *Journal of Marketing Research*, 27(2), 196-208.
- Lehmann, D.R. & Russell S.W. (2005). Marketing Planning. In Lehmann, D.R. & Russell S.W. (2005). *Analysis for Marketing Planning* (6th ed. Chapter 1). New York: McGraw-Hill/Irwin.
- Morgan, R.M. & Hunt, S.D. (1994). The Commitment-Trust Theory of Relationship Marketing, *Journal of Marketing*, 58(3), 20-38.
- Peattie, K. and Ratnayaka, M. (1992). Responding to the Green Movement, *Industrial Marketing Management*, 21(2), 103-110.
- Porter, M.E. (1996), What Is Strategy? *Harvard Business Review*.
- Porter, M.E. & Kramer, M.R. (2011). Creating Shared Value. *Harvard Business Review*.
- Rindfleisch, A. & Heide, J.B. (1997). Transaction Cost Analysis: Past, Present and Future Applications. *Journal of Marketing*, 61(4), 30-54.
- Roberts, J. A. (1996). Will the Real Socially Responsible Consumer Please Step Forward?. *Business Horizons*, 39(1), 79-83.
- Venkatesh, S. & Senthilkumar, N. (2015). Impact of Humor Advertising in Radio and Print Advertising - A Review. *International Journal of Engineering Science and Innovative Technology*, 4(2), 276-280. Retrieved from https://mpr.ub.uni-muenchen.de/63979/1/MPRA_paper_63979.pdf
- Weinberger, M.G., Spotts, H.E., Campbell, L. & Parsons, A.L. (1995). The Use and Effect of Humor in Different Advertising Media. *Journal of Advertising Research*, 35(3), 44-56.
- Zhuang, G. (2013). Structural Change in China's Retail Industry in the First Decade of the New Century. *Journal of Marketing Channels*, 20(3-4), 288-324.