

**City University of Hong Kong
Course Syllabus**

**offered by Department of Media and Communication
with effect from Semester B 2018/19**

Part I Course Overview

Course Title:	<u>Fundamentals of Marketing Communication</u>
Course Code:	<u>COM5111</u>
Course Duration:	<u>One Semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

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	<p>Key and innovative concepts and practical marketing knowledge are explained through lectures and classroom / online discussions.</p> <p>Case studies will be supplemented to illustrate how to practice the learned concepts.</p>	✓	✓	✓	✓	✓	3 hours/week
Readings	<p>Students are required to pre-read the assigned chapters and also other relevant materials such as cases provided by the lecturer before coming to classes.</p> <p>These readings provide students with key concepts to understand how the other companies apply the key concepts and innovative ideas, if any.</p>	✓	✓	✓	✓		
Individual (or paired) Project / Simulation game	<p>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.</p> <p>Or, this individual project could be substituted by a simulation game played by a group of students.</p> <p>Student(s) can analyze and visualize the applications of the concepts.</p>	✓	✓	✓	✓	✓	
Group Projects	<p>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.</p>	✓	✓	✓	✓	✓	

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%	

In-class exercise / student activities may be given out to enhance learning experience.

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-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual (or paired) Project / Simulation game	<p>Individual (or paired) Project: CAPACITY to UNDERSTAND and APPLY practical marketing concepts in formulating a marketing plan for a (fictional and innovative) product either for a profit-making or non-profit making organization.</p> <p>Simulation game: Based on the outcome(s) of the simulation game.</p>	<p>Demonstrate a superior capacity for critically analyzing the internal issues and external environment with persuasive sales pitch.</p> <p>Excellent capacity in APPLY practical marketing concepts in formulating the required marketing plan.</p> <p>Simulation game: The top 15% score.</p>	<p>Demonstrate a strong capability to integrate relevant concepts and theories in analyzing the internal issues and external environment and come up with the sufficiently required marketing plan.</p> <p>Simulation game: The second top 35% score.</p>	<p>Demonstrate an adequate capacity in analyzing the internal issues and external environment and come up with an acceptable marketing plan.</p> <p>Simulation game: The third top 35% score.</p>	<p>Demonstrate a limited capacity in analyzing the internal issues and external environment and come up with a marginally acceptable marketing plan.</p> <p>Simulation game: The bottom 15% score.</p>	<p>Exhibit no understanding of the internal issues and external environment faced in the company and demonstrate little capacity in analysis.</p> <p>Show no capability to integrate relevant concepts and theories in coming up with a marketing plan.</p> <p>Simulation game: Show no effort at all.</p>
2. Group Project I: Case Analysis	<p>ABILITY to ANALYZE, COMPARE and CRITICIZE the marketing strategies for a pair of real companies based on analytical techniques, business needs, operating environment and marketing concepts learned in class.</p>	<p>Demonstrate a superior capacity in contributing marketing concepts and knowledge in the analysis.</p>	<p>Demonstrate a well capacity in contributing marketing concepts and knowledge in the analysis.</p>	<p>Demonstrate a reasonably well capacity in contributing marketing concepts and knowledge in the analysis.</p>	<p>Demonstrate a fairly capacity in contributing marketing concepts and knowledge in the analysis.</p>	<p>Demonstrate badly in contributing marketing concepts and knowledge in the analysis.</p>

3. Group Project II 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.	Excellent presentation of research material with all necessary information provided in a logical and easy to comprehend manner.	Good presentation of research material with sufficient information provided in a logical and easy to comprehend manner.	Clear presentation of research material with some information provided in a logical or easy to comprehend manner.	Acceptable presentation of research material with little information provided and hard to understand.	Provide no sign of research material and a clumsy presentation. Show little or no effort in conducting the research and preparing the presentation.
4. Group Project II: Marketing Concept Study	CAPACITY to SEARCH credible 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.	Excellent academic writing of research material with all necessary information provided in a logical and easy to comprehend manner.	Good academic writing of research material with sufficient information provided in a logical and easy to comprehend manner.	Clear writing of research material with some information provided in a logical or easy to comprehend manner.	Acceptable writing of research material with little information provided and hard to comprehend.	Provide no sign of research material and a clumsy writing. Show little or no effort in conducting the research and preparing the paper.

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. (2018). <i>Principles of Marketing</i> (17th, Global ed.). Harlow, England: Pearson.
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., Tan, C.T., Yau, O.H.M. & Leong, S.M. (2017). <i>Principles of Marketing: An Asian Perspective</i> (4 th ed.). 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.a.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.