

Course ID:	Course Title:	Fall 2021
BUS 280	Marketing	Prerequisite: BUS 100
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Moez Allidina	First Day of Classes:	September 8
Days:	Mondays	Email:	Moez.Allidina@ambrose.edu	Last Day to Add/Drop:	September 19
Time:	6:00 – 9:00 PM	Phone:	n/a	Last Day to Request Revised Exam	November 1
Room:	n/a	Office:	n/a	Last Day to Withdraw:	November 22
Lab/ Tutorial:	n/a	Office Hours:	By appointment	Last Day to Apply for Extension:	November 23
Final Exam:	Office of the Registrar will publish Final Exam Schedule		By appointment	Last Day of Classes:	December 13

Course Description

This course introduces the fundamental concepts and principles of marketing including topics such as analysis of customer behaviour, market segmentation and trend analysis. The 4 Ps (Product, Price, Promotion and Place) in the marketing mix will be introduced and various marketing strategies catering to different industries will also be examined by means of case studies.

Expected Learning Outcomes

It is the aim of the course that students acquire the following skills:

1. Learn and understand core ideas, theories, models and methods of the modern marketing discipline.
2. Solve marketing challenges by applying learned principles of the discipline and relying on their creative & critical thinking and developing lifelong learning skills.
3. Learn and practice being a marketing practitioner – i.e. someone who appreciates the interconnectedness of the marketing function with other functional areas of an organization, and uses the logic of customer-centered thinking to understand and respond to the needs and wants of the target market. In this way companies are able to build and maintain long-term critical connections with their customers.
4. Develop and strengthen sense of self-efficacy in making marketing and other business decisions and in analysing & presenting resulting outcomes to superiors.
5. Critically analyze marketing situations, consider various elements of the marketing mix, specific marketing tools and related theory, and bring them together into implementable sets of decisions that offer appropriate marketing solutions.

Textbook / eText

Armstrong, G., Trifts, V. and Buchwitz, L., 2021. Marketing: An Introduction. 7th ed. Canada: Pearson.

(Note: the 6th edition is acceptable, but you are responsible for ensuring that you are reading the correct chapters.)

Additional assigned readings (TBD)

Course Requirements and Evaluation:

Course grading and evaluation will be conducted according to the following:

Class Participation and Attendance	10%
Market Survey Assignment	10%
Real-Life Case Analysis: Success and Failures of Brands	10%
Marketing Plan (Final Project with Presentation)	15%
Midterm 1 (Covers first third of course)	15%
Midterm 2 (Covers second third of course)	15%
Final Exam (Comprehensive with greater focus on last third of course)	25%

Note: To pass the course, students must achieve an overall grade of at least 50% overall, as well as, achieve an average of 50% on the exam component of the course.

Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle. Late assignments will lose 10% per day late. Assignments will not be accepted more than five days late.

In the case of legitimate or approved absence, and at the instructor's discretion, the assignment date may be rescheduled if practicable. In the alternative, the marks may be reallocated to other components of the course grade.

Attendance/Participation:

Students are expected to attend and participate in the various activities.

Class Participation and Attendance:

A key component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters and chapter review summaries ahead of time, completing exercises (as assigned) in advance of in-class discussions, and actively participating in these discussions. The skills needed to participate effectively in class and present your ideas are the same skills required to participate effectively in the marketplace. The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that these circumstances can be considered.

Grading Rubric – Class Participation and Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (40%) (Excludes certain excused absences such as Ambrose athletic team practices and out-of-town games)	Misses no more than two classes (100%)	Misses three classes (80%).	Misses four classes (60%)	Misses five or more classes (40%); misses six or more classes (0%)
Group Discussions and Contribution Quality (60%) Pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's or class' perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

Graded Discussion

It is expected that you read the chapter prior to every class so that you are able to actively participate in class discussions. Case Studies will be assigned and you will be asked to present, following which there will be discussion. You will need to attend at least eight sessions.

The assessment for this discussion will involve a specifically graded class participation. Your participation (3% for this discussion) will be graded as follows: Very Active (minimum three insightful comments) – 95%; Active (minimum two insightful comments) 85%; Moderate (two comments, but limited engagement or passion) – 75%; Modest (one insightful comment) – 60%; Inactive (attends but no comments or insightful comments) – 30%; Did Not Attend – 0%.

ASSIGNMENTS

1) Market Survey

Purpose:

To develop an understanding of real products and brands sold in the market and organizations and product categories.

Instructions:

- Choose an existing product sold in the market preferably at a grocery store. For example, toothpaste.
- Find out which consumer good company does the product belong to.
- Research company history and its various consumer goods sold in the market.
- Write a short essay describing your findings.
- Present your research.

Note: This is an individual assignment and you will be graded based on your knowledge and actual findings.

The assignment is due on October 18.

Assignment #1: Format and Style

The essay should include:

- Title Page.
- 1 page essay (between 800 – 1000 words).
- 1.5 line spacing.
- 12-Point Font Size (Arial or Time New Roman).
- Essay is to be submitted in Moodle prior to the start of class on October 18th.

2) Real-Life Cases (Product Success / Failure)

Purpose:

To assess success and failures of certain brands including those that failed at first, and what lessons you can learn from them.

Instructions:

- The name of Product or Brand shall be given to you in class to research on.
- Make a presentation with your findings.
- Further discussion on the marketing perspective on brand success and failure.

Note: You may choose to work individually or in pairs, but you will be graded based on your understanding.

The assignment is due on November 22.

Assignment #2: Format and Style

The essay should include:

- Address the required elements as outlined in the rubric.
- Title Page.
- 1 page essay (between 800 – 1000 words).
- 1.5 line spacing.
- 12-Point Font Size (Arial or Time New Roman).
- Essay is to be submitted in Moodle prior to the start of class on October 18th.

The presentation should include the following elements:

- Address the required elements as outlined in the rubric.
- Use PowerPoint or an alternative presentation application.
- The duration of your presentation can be up to a maximum of 10 minutes.
- Presentation is to be made in class on October 18th.

Tip: Practice using the 10-20-30 rule of PowerPoint as advocated by Guy Kawasaki.

3) Marketing Plan

Purpose:

To put theory to practice by writing a Marketing Plan for a product or service.

Instructions:

- Choose a product or service to launch.
- Prepare a detailed Marketing Plan covering all contents.
- Prepare a 15-20 minute presentation on the Marketing Plan for your product or service.
- Deliver an engaging presentation followed by 5 minutes of Question and Answer session.

Note: This is a group project but you will be graded based on your understanding.

The assignment is due on December 13.

Assignment #3: Format and Style

The final report should include:

- Address the required elements as outlined in the rubric.
- Title Page.
- There is no need for citations within the report.
- 1.5 line spacing.
- 12-Point Font Size (Arial or Time New Roman).
- Headings and subheadings.
- 1000 – 1400 words.
- Report is to be submitted in Moodle prior to the start of class on December 13th.

The presentation should include the following elements:

- Address the required elements as outlined in the rubric
- Use PowerPoint or an alternative presentation application
- The duration of your presentation can be up to a maximum of 20 minutes
- Presentation is to be made class on December 13th

Tip: Practice using the 10-20-30 rule of PowerPoint as advocated by Guy Kawasaki.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

NOTE: Some faculty include more, such as, the percent grade (see below). This can work for some, but by using the above information, it may make the final assessment easier.

% Grade	Grade	Interpretation	Grade Points
95% to 100%	A+	Excellent	4.00
90% to 94%	A		4.00
85% to 89%	A-		3.70
80% to 84%	B+	Good	3.30
76% to 79%	B		3.00
72% to 75%	B-		2.70
68% to 71%	C+	Satisfactory	2.30
64% to 67%	C		2.00
60% to 63%	C-		1.70
55% to 59%	D+	Poor	1.30
50% to 54%	D	Minimal Pass	1.0
0% to 49%	F	Failure	0.00

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.