This course introduces students to the concepts and skills needed to create and critique effective marketing. Marketers in all organisations require an understanding of the many facets of marketing, beyond simply advertising or communications. The American Marketing Association defines marketing as:

“Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.”

The course focuses on the role of marketing and its importance in contemporary organisations and society. During the session, students will critically explore marketing principles, concepts and models from a practical perspective. Beyond studying the theory of marketing, students will analyse a variety of real-world examples and case studies. Organisations need to create a balanced, coordinated marketing mix, where all elements of its marketing activities work together. Marketing also requires combining qualitative and quantitative analysis to gain an understanding and reveal insights into the internal and external environment. To achieve this, the course uses a combination of lectures, class discussion, case studies, assignments and exams. The remainder of this syllabus describes
the course and students responsibilities.

**Desired Outcomes**

After successfully completing this course students should be able to:

1. Appreciate the role of marketing as an organisation-wide philosophy and understand that marketing begins and ends with the customer.
2. Critically analyse, discuss, evaluate and integrate the literature on marketing theories to create a coherent and theoretically rigorous argument.
3. Critically evaluate and reflect upon specific marketing decisions and marketing strategies through the use of applied questions and case study analysis.
4. Critically examining problem areas, developing feasible marketing investment decision options, developing key recommendations, and communicating this strategic thinking to others through the use of quantitative and qualitative methods.

**Graduate Capabilities – Critical, Analytical and Integrative Thinking**

Graduate Capabilities are a mix of cognitive capabilities, as well as personal, interpersonal, and social capabilities. In addition to the abovementioned learning outcomes, the NYU Introduction to Marketing course has been designed to develop your skills within the specific graduate capability area of *critical, analytical and integrative thinking*. During this course, our graduates will apply the following:

A) Problem solving using Critical, Analytical and Integrative Thinking
B) Effective Communication through a range of mediums including written, digital and personal presentation.
C) Marketing Discipline Specific Knowledge and Skills
D) Collaborative and team based capabilities in the research, analysis, problem solving and delivery of solutions.

<table>
<thead>
<tr>
<th>Assessment Components</th>
<th>Details</th>
<th>Week Due</th>
<th>%</th>
<th>Learning Outcome</th>
<th>Graduate Capability</th>
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<tbody>
<tr>
<td></td>
<td>Class Participation</td>
<td>Throughout</td>
<td>10</td>
<td>1,2,3</td>
<td>A,B,C,D</td>
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<tr>
<td></td>
<td>Marketing Simulation</td>
<td>5</td>
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<td>Computer Game</td>
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<td>Midterm Exam</td>
<td>7</td>
<td>15</td>
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<td>Case Study Report</td>
<td>9</td>
<td>25</td>
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<td>Group Presentations of</td>
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<td>Case Study</td>
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<td>Final Exam</td>
<td>Exam Week</td>
<td>25</td>
<td>1,2,3,4</td>
<td>A, B, C</td>
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There is a total of 85% of assessment as individual and 15% as group work.
Class Participation: 10%
You will learn the most from this class if you and your classmates participate fully. You all have different experiences and insights, and a great deal of what you learn in class is from each other. You make no contribution with silence. The skills you acquire from participating in class and with your group will serve you well in your future positions, whether you pursue marketing as a career or not. Class participation means contributing to class discussion in a way that benefits your classmates and helps them learn. You don’t have to speak frequently or in every class to earn the highest possible class participation grade.

Marketing Simulation Computer Game 10%
The marketing simulation computer game is completed in class. It is an individual assessment of each student’s ability to apply quantitative analysis to managing a products brand in the marketplace. The simulation draws on initial marketing concepts covered in the first 4 weeks, while also allowing students the experience of being a brand manager to segment, target and position their brand in the marketplace.

Midterm Exam: 15%
The exams will consist of short answer and brief essay questions on materials drawn from the textbook, cases, lectures, and guest speakers.

Written Case Study Report: 25%
The case study gives you the opportunity to apply what you are learning to complex problems taken from actual business situations, with some aspect of quantitative analysis. The word length is 2000.

Case Study Group Presentation: 15%
Each group will have their own individual case to analyse, make recommendations and present to the class. The presentation will be performed as a group, with a group mark out of 15%. The presenting group will also run a class discussion and Q&A with the other students. One group per week will present from weeks 10-14.

Final Exam: 25%
The exam will cover the entire course. You will not be permitted to take the exam early. Some questions may be based on the guest speaker presentations. Tips on how to study for the final will be posted on NYU Classes.

Failure to submit or fulfill any required course component will result in failure of the class.

Grading Policy
At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an “A” or “A-
“grade. In core classes of less than 25 students, the instructor is at liberty to give whatever grades they think the students deserve, while maintaining rigorous academic standards.

**Assessment Expectations**

**Grade A:** Excellent performance showing a thorough knowledge and understanding of the topics of the course; all work includes clear, logical explanations, insight, and original thought and reasoning.

**Grade B:** Good performance with general knowledge and understanding of the topics; all work includes general analysis and coherent explanations showing some independent reasoning, reading and research.

**Grade C:** Satisfactory performance with some broad explanation and reasoning; the work will typically demonstrate an understanding of the course on a basic level.

**Grade D:** Passable performance showing a general and superficial understanding of the course’s topics; work lacks satisfactory insight, analysis or reasoned explanations.

**Grade F:** Unsatisfactory performance in all assessed criteria. Work is weak, unfinished or unsubmitted.

**Grade Conversions**

Your total numerical score, calculated from the components listed above, correspond to the following letter grades:

<table>
<thead>
<tr>
<th>Percent Score</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
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<th>B-</th>
<th>C+</th>
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Then you will receive a grade no lower than:

**Submission of Work**

*Should work be submitted as a hard copy, or electronically?*

Unless otherwise specified, all written work must be submitted as a hard copy. The majority of written assignments must also be submitted electronically via NYU Classes. All in-class presentations must be completed during class time.

*Who may submit a student’s work?*

Each student’s assigned work must be handed in personally by that student. The student may not nominate another person to act on his/her behalf.

*When and where should the work be submitted?*

The hard copy of any written work must be submitted to the instructor at the beginning of class on the date the work is due. If the assignment due date falls outside of class time, work must be submitted to the Staff Member on duty in Room 2.04 during prescribed Office Hours (11:30am-12:30pm and 2:30-3:30pm Mon-Thu), or by
appointment with the Academic Programs Coordinator. Each submitted item of work received in Room 2.04 will be date and time stamped in the presence of the student. Work submitted in Room 2.04 will not be considered “received” unless formally stamped.

What is the Process for Late Submission of Work?
After the due date, work may only be submitted under the following conditions:

- Late work, even if an extension has been granted, must be submitted in person by appointment with the Academic Programs Coordinator. Each submitted item of work must be date and time stamped in order to be considered “received”.

- Work submitted after the submission time without an agreed extension receives a penalty of 2 points on the 100-point scale (for the assignment) for each day the work is late. Written work submitted beyond five weekdays after the submission date without an agreed extension receives a mark of zero, and the student is not entitled to feedback for that piece of work.

- Because failure to submit or fulfil any required course component will result in failure of the course, it is crucial for students to submit every assignment even when it will receive a mark of zero. Early departure from the program therefore places the student at risk of failing the course.

Plagiarism Policy
The academic standards of New York University apply to all coursework at NYU Sydney. NYU Sydney policies are in accordance with New York University’s plagiarism policy. The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

Penalties for confirmed cases of plagiarism are severe and are dealt with by the Director, NYU Sydney, not your instructor. Your home school will be notified and you will be dealt with according to the standards of that school. The codes of conduct and academic standards for NYU’s various schools and colleges are outlined in the respective school’s academic resources.

Attendance Policy
Study abroad at Global Academic Centres is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centres is mandatory, and unexcused absences will be penalised with a two percent deduction from the student’s final course grade for every week of classes missed.

The class roster will be marked in the first five minutes of class and anyone who arrives after this time will be considered absent. Students are responsible for making up any work
missed due to absence. Repeated absences will result in harsher penalties, including failure.

**Classroom Expectations**

This is a seminar subject and requires the active participation of all students. It also requires engaged discussion, including listening to and respecting other points of view. Your behaviour in class should respect your classmates’ desire to learn. It is important for you to focus your full attention on the class, for the entire class period.

- Arrive to class on time.
- Once you are in class, you are expected to stay until class ends. Leaving to make or take phone calls, to meet with classmates, or to go to an interview, is not acceptable behaviour.
- Phones, digital music players, and any other communications or sound devices are not to be used during class. That means no phone calls, no texting, no social media, no email, and no internet browsing at any time during class.
- Laptop computers and tablets are not to be used during class except in rare instances for specific class-related activity expressly approved by your instructor.
- The only material you should be reading in class is material assigned for that class. Reading anything else, such as newspapers or magazines, or doing work from another class, is not acceptable.
- Class may not be recorded in any fashion – audio, video, or otherwise – without permission in writing from the instructor.

**Religious Observance**

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Assistant Director, Academic Programs in writing via email one week in advance before being absent for this purpose.

**Provisions to students with Disabilities**

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Centre for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see Study Away and Disability.

**Required Texts**


In order to get the most from this course it is extremely important that you are prepared for class. If you do not prepare for class adequately, you will learn substantially less from the discussions and exercises, and not only will you not be able to participate in class effectively, but it is also likely that you will not perform well
on the exams and cases. Class meetings do not test you on the background material directly, but they are based on your understanding and retention of the text material.

## Supplemental Texts

In some classes we will discuss examples from articles that have appeared in the popular and business press, such as the *Wall Street Journal*, *New York Times*. These help create an interesting class discussion and show how marketing concepts affect current events. Whenever possible, we will look at an image of these articles in PowerPoint in class. You can get a limited number of the *NY Times* articles each month for free on the *Times* web site. You can also obtain articles for most publications from the NYU Virtual Business Library, at http://library.nyu.edu/vbl/ Just click “Journals/Newspapers/E-Books” on the left side of the homepage. If you are taking Stern courses, you should take the time to learn how to use the VBL.

## CASE STUDY ANALYSIS

Cases describe interesting marketing problems encountered by real firms. We use them as good examples that illustrate and apply marketing concepts and skills in the course. Cases also give you an opportunity to make and justify marketing decisions. In cases we will focus on identifying the marketing problems, introducing marketing concepts and skills that can help solve these problems, and applying these concepts and skills to recommend a course of action for the firm. There is no “right” answer to a case, but usually some answers are better than others. *The strength of your reasoning and analysis is as important as your recommendations.*

*The amount you learn from a case depends on how carefully you read and analyse it.* You are expected to read each case thoroughly and come to class ready to contribute to case discussions. In many cases some of the material is, by design, not particularly relevant to the problem at hand, while the case omits other data you would like to have, and would try to obtain using market research, if you were the decision-maker. This can be a pain, but it does reflect the real world of business. Some of our discussion may revolve around what "missing information" we would like to have.

### Analysing a case:

While the case study questions are designed to help you focus on important case topics, you also should begin to establish your own, independent ability to analyse marketing situations. Analysing cases is a good way to start developing this ability. A good case analysis should look at the following:

1. What are the important problems confronting this firm? This includes anticipating problems before they occur so the firm can take steps to prevent them, as well as identifying existing problems.
2. What information do you have that is useful for addressing these problems?
3. What are the different solutions to these problems? What are the strengths and weaknesses of each solution?
4. Which solution would you choose, and why is it better than the others?
5. How would you implement this solution?
6. If a firm faces several problems, what are the relationships between them and between the solutions you have chosen? This is especially important in marketing, where each part of marketing strategy, and each part of the marketing mix, affects the others. Remember, you need to choose an overall solution that keeps, or creates, a balanced and coordinated marketing mix.
## WEEKLY SCHEDULE

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<thead>
<tr>
<th>Session</th>
<th>Text Topic and Readings</th>
<th>Additional In Class Activity</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1, Thursday 3 September</strong></td>
<td>Creating Value through Marketing Chapter 1 &amp; 4</td>
<td>Course Introduction and Overview</td>
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<tr>
<td><strong>Session 2, Thursday 10 September</strong></td>
<td>Individual Consumer Decision Making Chapter 5</td>
<td>Field Trip – Opera House</td>
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<tr>
<td><strong>Session 3, Thursday 17 September</strong></td>
<td>Segmenting, Targeting and Positioning Chapter 9</td>
<td>Simulation Game Overview</td>
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<td><strong>Session 4, Thursday 24 September</strong></td>
<td>Branding Chapter 11</td>
<td>Simulation Game Practice</td>
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<tr>
<td><strong>Session 5, Thursday 1 October</strong></td>
<td>Developing New Products Chapter 10</td>
<td>Run Simulation Game</td>
<td>Simulation Game (10%)</td>
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<tr>
<td><strong>Fall Break 5-9 October</strong></td>
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<tr>
<td><strong>Session 6, Thursday 15 October</strong></td>
<td>Pricing Issues in Marketing Chapters 13 &amp; 14</td>
<td>Simulation Game Feedback</td>
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<td><strong>Session 7, Thursday 22 October</strong></td>
<td>Midterm Exam</td>
<td>Presentation and Working in Teams Skills</td>
<td>Midterm Exam (15%)</td>
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<tr>
<td><strong>Session 8, Thursday 29 October</strong></td>
<td>Distribution Chapters 15 &amp; 16</td>
<td>Case Report Overview</td>
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<tr>
<td><strong>Session 9, Thursday 5 November</strong></td>
<td>Services and Event Marketing Chapter 12</td>
<td>Guest Speaker: TBA</td>
<td>Case Report (25%) iSnack 2.0: The New Vegemite</td>
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<tr>
<td><strong>Session 10, Thursday 12 November</strong></td>
<td>Advertising Chapter 18</td>
<td>Case Presentation Natureview Farm</td>
<td>Case 1 Presentation</td>
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<tr>
<td><strong>Session 11, Thursday 19 November</strong></td>
<td>Integrated Marketing Communications Chapter 17</td>
<td>Case Presentation Heineken Beer</td>
<td>Case 2 Presentation</td>
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<td>Text Topic and Readings</td>
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<td>Session 12, Thursday 26 November</td>
<td>Social Media Marketing Chapter 19</td>
<td>Case Presentation New York Times</td>
<td>Case 3 Presentation</td>
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<td>Session 13, Thursday 3 December</td>
<td>Omni Channel Marketing Chapter 21</td>
<td>Case Presentation Four Seasons</td>
<td>Case 4 Presentation</td>
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<td>Session 14, Thursday 10 December</td>
<td>Future of Marketing Chapter 22</td>
<td>Case Presentation Sony in China Exam Overview Field Trip</td>
<td>Case 5 Presentation</td>
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<td>Exam Week, Monday 14 December</td>
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<td>Final Exam (25%) 3:00 – 5:00pm</td>
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**Your Instructor**

Dr. Nadia O’Connell (Ph.D. CQU) specialises in international marketing, services marketing and tourism marketing and has worked in the field for over 16 years. She has presented in a number of international conferences including the Australian International Education Conference (AEIC) and the European Association for International Education (EAIE) Conference. Nadia has a Bachelor of Business with a marketing major from Newcastle University, a Master of Arts in International Studies from Griffith University and a PhD on education agent relationship marketing from CQ University. Her main research interests are international education marketing, relationship marketing, marketing strategy and services marketing.

Nadia has extensive international experience having lived and worked overseas in various countries including Bali in Indonesia for five years, where she lectured in marketing for Stenden University, Singapore where she lectured in marketing for James Cook University and Japan for two years where she studied and worked teaching English. Nadia currently works for NYU as an adjunct lecturer in marketing and owns and operates as boutique winery on the Central Coast, one hour north of Sydney.