



BUSINESS SCHOOL
Te Kura Pakihi

MARt 461 Marketing Theory

COURSE OUTLINE

Semester One, 2019

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The University of Otago's Graduate Profile

All graduates of the University of Otago are expected to have the graduate profile in the box below. Not all of that profile is expected to be included in any one paper. This paper will focus on the *italicized* items.

Graduate attributes

All University of Otago graduates will possess a deep, coherent and extensive knowledge of at least one discipline, coupled with knowledge of the fundamental contribution of research to that discipline. In addition, all Otago graduates will possess, to varying degrees, the following sets of attributes:

These attributes involve substantial affective elements:

Global perspective

Appreciation of global perspectives in the chosen discipline(s) and the nature of global citizenship

Interdisciplinary perspective

Commitment to intellectual openness and curiosity, and the awareness of the limits of current knowledge and of the links amongst disciplines

Lifelong learning

Commitment to the on-going acquisition of new knowledge and new skills, and an ability to apply these to an ever-changing environment

Scholarship

Commitment to the fundamental importance of the acquisition and development of knowledge and understanding

These attributes include those most often sought by employers:

Communication

Ability to communicate information, arguments and analyses effectively, both orally and in writing

Critical thinking

Ability to analyse issues logically, to challenge conventional assumptions, to consider different options and viewpoints, make informed decisions and act with flexibility, adaptability and creativity

Cultural understanding

Knowledge and appreciation of biculturalism within the framework of the Treaty of Waitangi; knowledge and appreciation of multiculturalism; and an ability to apply such knowledge in a culturally appropriate manner.

Ethics

Knowledge of ethics and ethical standards and an ability to apply these with a sense of responsibility within the workplace and community

Environmental literacy

Basic understanding of the principles that govern natural systems, the effects of human activity on these systems, and the cultures and economies that interact with those systems

Information literacy

Ability to apply specific skills in acquiring, organising, analysing, evaluating and presenting information, in particular recognising the increasing prominence of digital-based activity

Research

Ability to conduct research by recognising when information is needed, and locating, retrieving, evaluating and using it effectively

Self-motivation

Capacity for self-directed activity and the ability to work independently

Teamwork

Ability to work effectively as both a team leader and a team member

Paper Description and Aims

This paper aims to create awareness and understanding of the different theoretical foundations of marketing, thereby broadening and deepening your knowledge and perspective of marketing as an academic discipline, its role in organisations, as well as its broader social and economic functions.

Learning Outcomes

Upon successful completion of this paper, you should be able to

- 1) Integrate the different aspects of marketing theory and practice
- 2) Explore the multidisciplinary foundations of marketing and develop an informed historical perspective of marketing as an academic discipline
- 3) Investigate current issues and explore likely future developments in marketing theory
- 4) Discuss how new developments in other disciplines may impact on the future of marketing theory

Teaching Staff

Lecturer/Paper Coordinator

Name: Dr. John Williams
Office: OBS 434
Email: john.williams@otago.ac.nz
Office Hours: See Blackboard

You should contact John Williams with any administrative enquiries about the paper.

Lecturer

Name: Associate Professor Ben Wooliscroft
Office: OBS 437
Email: ben.wooliscroft@otago.ac.nz
Office Hours: See Blackboard

All requests for late submissions of assignments should be addressed to the programme directors.

Dr Leah Watkins (MMart programme director)

Email: leah.watkins@otago.ac.nz

Associate Professor Lisa McNeill (Honours, PGDip programme director)

Email: lisa.mcneill@otago.ac.nz

Expectations for Staff Response Time to Email Enquiries – 9am to 5pm, Monday to Friday, email response will generally be within 48 hours. Please be aware that staff are not available to respond to emails between 5pm Friday and 9am Monday.

Course Delivery

Lecture Day/Time: **Tuesday 10:00-12:00**

Room: **OBS4.26**

Students are expected to prepare for and attend all classes to gain full benefit from the course

Expectations and Workload

MART461 is a 20 point paper. As a general guide, 1 point represents study in formal instruction or independent study for 10 hours, made up of a combination of lectures, laboratories, tutorials assignments and readings. As a result you should anticipate spending approximately 200 hours on this subject over the duration of the semester.

Course Learning Resources

Textbook information: There is no text book. Readings will be supplied on Blackboard, and students **must** read these before each seminar. Students will present their summaries of each reading, as well as providing answers to questions about the papers during the seminars.

Blackboard

Blackboard <https://blackboard.otago.ac.nz/> provides you with access to course materials, class notices, and resources. Blackboard is used to email the whole class so it is important that you check your student email and *Blackboard* regularly.

Student Webmail

IMPORTANT - DO THIS NOW:

Forward your University email address to an email address that you use regularly as follows:

1. [Log into your StudentMail account](#) using your student username and password
2. Click **Cog button (top right corner) > Options**
3. Under **Account**, select the **Forward your email** shortcut under the **Short Cuts** menu on the right side of the screen.
4. Under the Forwarding heading, type in the email address you want your email to be forwarded to. You can also choose to have a copy of these emails kept on your StudentMail account, so please check the box if you would like this.
5. Click the **Start forwarding** button.

Assessment

Assessment in this paper are *not* designed to test your knowledge, rather they are designed to develop your ability to think *critically*. Each assessment (except the exam) involves reading around a topic, writing a critical evaluation of that topic, circulating that to the class before the seminar, and leading a discussion in class.

Assessment	Due date	% of final grade
State of marketing theory	Week 5, Friday 16:00	15
Topical investigation	Week 11, Friday 16:00	35
Exam (two hours)	Week 13, in class	50

1. State of marketing theory 15%

Write a paper on marketing with Yadav M.S. (2010) "The Decline of Conceptual Articles and Implications for Knowledge Development" *Journal of Marketing*. 74 (January) pp1-19. (You are advised to test your topic with Ben before committing to it.)

Objective: To develop and demonstrate *critical thought* regarding an important issue facing the marketing discipline. Students are expected to show capacity for independent thought and critical analysis, including independent research of literature. The written component must conform to the layout guidelines from ANZMAC (available on Blackboard). The written and discussion components will be marked as a whole (see Rubric below).

2. Topical investigation 35%

The topics are:

1. Big Data, Machine Learning & Artificial Intelligence: a true Marketing revolution?
2. Neuromarketing: hype or holy grail?
3. Do consumers care about sustainability?
4. What does concern over unintended consequences of digital/online marketing mean for Marketing? (AKA "Consumers don't care about privacy")
5. According to Byron Sharp, much of what you were taught at undergraduate level is rubbish. Do you agree?
6. Any other similarly "big" topic, subject to approval by the course coordinator

You will be required to prepare an *in depth* and *critical* paper on the topic linking it to marketing and identifying the strengths and weaknesses of the ideas for marketing theory, research and practice. The paper should be based on a thorough literature review, but you are *required to go further* and to bring *your* interpretation of the literature and theory in the area to your work.

You must complete a paper that conforms to the ANZMAC layout requirements. The paper will be made available to your classmates. Treat this seriously: you could submit it to ANZMAC, and it could be your first academic publication!

Before submitting your paper you will have the opportunity to discuss it in class. You'll have 5 minutes to present your analysis and a few minutes for discussion. The discussion and feedback from your presentation will allow you to improve your paper.

3. Final exam: two hours

50%

An examination containing **two** essays on topics that will be familiar to you from your course work. The essays will allow you to demonstrate your knowledge and critical thinking skills by integrating content throughout the whole course.

Late Assignments

Please refer to the policy at the back of this course outline.

Maori Language Policy

The University of Otago has a Māori Language Policy which promotes the use of te reo Māori by staff and students. For more detail about this policy and its procedures, go to: <http://www.otago.ac.nz/administration/policies/otago0003239>

Commerce students who intend to present an assessment or examination in te reo Māori must write to (Manager of Student Administration, Academic Services: student.admin@otago.ac.nz), who will then inform the Head of Department (HoD). This must be done at the beginning of the paper (within the first three weeks of the semester) to allow sufficient time for suitable arrangements to be made for marking, including translation and external assessment (if necessary).

Quality Assurance

At the Otago Business School we monitor the quality of student learning and your learning experience. Your assessed work may be used for assurance of learning processes, such as evaluating the level of achievement of learning outcomes, with the aim of improving the quality of our programmes. All material used for quality assurance purposes will be treated as confidential and the outcome will not affect your grades.

Learning Outcomes

Learning Outcome	State of marketing	Investigation	Exam
1) Integrate the different aspects of marketing theory and practice	◆	◆	◆
2) Explore the multidisciplinary foundations of marketing and develop an informed historical perspective of marketing as an academic discipline	◆	◆	◆
3) Investigate current issues and explore likely future developments in marketing theory		◆	◆
4) Discuss how new developments in other disciplines may impact on the future of marketing theory		◆	◆
Percentage of final grade	15	35	50

Grading System

The grading scheme used at Otago is:

A+	90-100	C+	60-64
A	85-89	C	55-59
A-	80-84	C-	50-54
B+	75-79	D	40-49
B	70-74	E	<40
B-	65-69		

Academic Integrity

Students should ensure that all submitted work is their own. Plagiarism is a form of academic misconduct (cheating). It is defined as copying or paraphrasing another's work and presenting it as one's own. Any student found responsible for academic misconduct in any piece of work submitted for assessment shall be subject to the University's dishonest practice regulations, which may result in serious penalties, including forfeiture of marks for the piece of work submitted, a zero grade for the paper, or in extreme cases, exclusion from the University. The University of Otago reserves the right to use plagiarism detection tools.

Students are advised to inform themselves about University policies concerning dishonest practice and take up opportunities to improve their academic and information literacy. If necessary, seek advice from academic staff, or the Student Learning Centre. The guideline for students is available at this link: <http://www.otago.ac.nz/study/academicintegrity/index.html>

Further information about the Academic Integrity Policy, the Student Academic Misconduct Procedures and the Academic Integrity can be found through the links below. The Academic Integrity website in particular has a number of useful links and suggestions as to where students can get help with referencing issues.

<http://www.otago.ac.nz/administration/policies/otago116838.html>

<http://www.otago.ac.nz/administration/policies/otago116850.html>

Course Calendar

This course is primarily discussion based, and based on *informed* discussion. You are expected to have read the assigned material before each class, and to be able to summarise it and answer questions about (a) the main points made by each paper; and (b) whether you agree with them, and why. Your level of agreement should be based on evidence and logical reasoning rather than gut reaction!

Seminar Number	Date	Topic	Notes
1	26 February	Introduction to Marketing theory Critical thinking & critiquing Marketing theory	Ben & John
2	4 March Monday!	When marketing was born	Ben Discuss & choose essay topics
3	12 March	Early marketing thought	Ben
4	19 March	The second phase of marketing thought	Ben Submit draft essay for feedback (optional)
5	26 March	Post war marketing thought	Ben Essay due Fri 16:00
6	2 April	Bringing it up to date	Ben
7	9 April	Introduction to marketing science	John
8	16 April	Laws of Marketing?	John Discussion and selection of Topical Investigation
Mid Semester Break 19 th – 26 th April			
9	30 April	Marketing paradigms	John
10	7 May	Case study: the Reasoned Action Approach	John
11	14 May	Student-led discussions of Topical Investigations	John Topical Investigation due Fri 16:00
12	21 May	Course review and exam preview	Ben & John
13	28 May	Exam in class (2 hours)	Final exam

Assessment Rubric

This rubric applies to all internal assessment components

	Exemplary	Good	Adequate	Unsatisfactory
Access info sources & extract useful scholarly and practice information.	<i>Integrates a comprehensive discussion of pertinent information</i>	<i>Integrates a variety of relevant, information</i>	<i>Some appropriate but limited information sourced</i>	<i>No or very scholarly information gathered, lacks relevance</i>
Critically evaluate and use information effectively to demonstrate an in-depth knowledge of topical and contemporary issues	<i>Demonstrates a clear and wide-ranging understanding of current and relevant literature. Alternative points-of-view are synthesised within the seminar.</i>	<i>Demonstrates a good understanding of the key literature. Some evidence of alternative points-of-view have been presented within the seminar.</i>	<i>There is limited evidence that key literature has been considered. Discussion focused on prominent issues only and lacks balance.</i>	<i>There is little evidence of understanding the current literature relevant to the given problem. Discussion not balanced.</i>
Style appropriate for audience	<i>Uses the language and conventions used in related academic/professional literature</i>	<i>Appropriate style for the intended audience</i>	<i>Exhibits some failure to adapt to the audience</i>	<i>Not appropriate for the audience</i>
Discussion structure, flow, coherence, time	<i>Discussion has excellent structure; flow is clear.</i>	<i>Discussion has a clear structure (beginning, middle, end) and good flow but some waffle.</i>	<i>Discussion shows some lack of coherency.</i>	<i>Discussion incoherent; lacks organisation or relevance.</i>
Integration of feedback	Feedback is evaluated dispassionately and positions are modified if appropriate	An honest attempt to integrate feedback, but still some traces of confirmation bias	Feedback is used, but only in a token fashion	Inability to integrate feedback
Comments				
Student			Grade	

Note: appropriate style includes (but is not limited to) use of citation format as defined in the ANZMAC style guide (hint: APA 6th), flawless spelling and relatively error-free grammar. We strongly recommend using bibliographic software, particularly Zotero or Mendeley (both free, Zotero is open-source as well as free).

Student Learning Support and Information

Student Charter

<http://www.otago.ac.nz/about/otago005275.html>

Guidelines for Learning at Otago

<http://hedc.otago.ac.nz/hedc/wp-content/uploads/2012/12/Guidelines-for-Learning.pdf>

<http://hedc.otago.ac.nz/hedc/learning/>

Student Learning Centre

The Student Learning Centre, which is part of the Higher Education Development Centre, provides learning support, free of charge, to ALL enrolled students. Their services include:

- a workshop programme designed to help students to improve their learning strategies and their generic skills;
- individual assistance with learning issues;
- on-line study skills advice;
- a student leadership programme
- a student-led peer support programme for students of all ages and backgrounds.
- conversational English groups for students from a non-English speaking background

The Centre also provides two very helpful study guides, "Guidelines for Writing and Editing" and "Writing University Assignments" and these are available on the SLC website.

<http://slc.otago.ac.nz/>

Library Support

The Library website <http://www.otago.ac.nz/library> provides access to resources and services, including group room bookings, library hours and locations, past exam papers, subject guides, article databases and more.

If you need assistance either check out the self-help guides <http://otago.libguides.com/selfhelp>, or ask Library staff at the ground floor service desks, or email ask.library@otago.ac.nz

Māori Student Support

Kaiārahi Māori

Contact Rachel Sizemore

Email: kaiarahi.obs@otago.ac.nz

Their role is to help link Māori students with the various support networks throughout the university and the community.

Pacific Islands' Student Academic Advisor

Warm Pacific Greetings

Talofa lava, my name is Esmay Eteuati and my role is to liaise with Academic Departments and Student Services relating to Pacific students' and their course of study. I support both staff and students in the Business School and have a network of Pacific contacts in other Divisions around the University.

Email: esmay.eteuati@otago.ac.nz

Tel: 479 4756

Marketing Department support person for Maori/Pacific Island students is Kirsten Robertson.

Contact Kirsten at the following:

Email: kirsten.robertson@otago.ac.nz

Tel: 479 8451

Equity Advisor

Students are encouraged to seek support if they are having difficulty with their studies due to disability, temporary or permanent impairment, injury or chronic illness. It is important to seek help early, through one of the contacts below:

Mathew Parackal

Email: mathew.parackal@otago.ac.nz

Tel: 479 7696

Student Feedback

We encourage your feedback. This can be in the form of contacting staff, participating in course evaluation surveys and communicating with class representatives. Continual improvements will be made to this course based in part on student feedback.

Class Representatives

The class (or student) representative system is an avenue for encouraging communication and consultation between staff and students. It provides you with a vehicle for communicating your views on the teaching and delivery of the paper and provides staff with an opportunity to communicate information and gain constructive feedback from students. It contributes to the development of a sense of community within a department and it adds a further dimension to the range of support services offered to students.

Volunteers for the role of class representatives will be called early in the semester. The OUSA invites all class representatives to a training session, conducted by OUSA, about what it means to be a class representative and some of the possible procedures for dealing with issues that arise. They also provide information on the services that OUSA offers and the role OUSA can play in solving problems that may occur. The OUSA provides support to class representatives during the semester. Departmental staff will also meet with class representatives during the semester to discuss general issues or matters they wish to have considered.

Your class representative's name and contact details will be posted on Blackboard early in the semester.

Concerns about the Course

We hope you will feel comfortable coming to talk to us if you have a concern about the course. The Course Co-ordinator will be happy to discuss any concerns you may have. Alternatively, you can report your concerns to the Class Representative who will follow up with departmental staff. If, after making approaches via these channels, you do not feel that your concerns have been addressed,

there are University channels that may aid resolution. For further advice or more information on these, contact the departmental administrator or head of department.

Disclaimer

While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is the student's responsibility to be informed.

UNIVERSITY OF OTAGO
Policy on Student Internal Assessment

The purpose of this document is to have a consistent policy throughout the department as well as to develop students' time management skills. It reflects usual practices in the business world in which neither success (here: grades) nor deadlines are negotiable.

1. **Dissemination of Grades** – Regarding internal assessment, the numerical marks will be returned to students via eVision no later than two weeks after the assessment has been submitted. All students are requested to check their marks as they appear on eVision. Any discrepancies should be reported to the course administrator as soon as possible.
2. **Late Assignments** – Assignments received up to 24 hours after the deadline will have 10 marks deducted from the available grade for the piece of assessment (i.e. a 78% becomes a 68%). Assignments received between 24 - 48 hours after the deadline will have 20 marks deducted from the available grade. Assignments received 48 hours after the deadline will not be marked and there will be no grade given.
If you are required to submit both an electronic and hardcopy of your assignment both need to be submitted on time. If only one of the versions of your assignment (i.e., hardcopy or electronic) is submitted on time and the other version is submitted late then you will receive half of the penalty associated with the respective late submission.
3. **Extensions** – Extensions will be granted only in exceptional circumstances (eg. illness with supporting medical documentary evidence stating nature and length of impairment, family emergency, provincial or national representative activities) by the appropriate paper administrator.

If the assignment or internal assessment tests count significantly towards the final result then a formal medical certificate is required. As a guideline, an internal assessment component which counts for 20% of the final result would be considered significant.

Lecturers are **not** authorised to give extensions. **Only** the programme leaders should be approached for extensions. Leah Watkins and Lisa McNeill are the programme leaders for this course

Computer problems do not constitute an exceptional circumstance unless it is an officially notified failure of university equipment.

4. **Academic Misconduct** – "Academic misconduct is seeking to gain for yourself, or assisting another person to gain, an academic advantage by deception or other unfair means. The most common form of academic misconduct is plagiarism." Plagiarism is the dishonest use of someone else's words, facts or ideas, without proper acknowledgement. Most students will include other people's ideas and information in their work and assignments - such material may be either quoted or digested and used by students. In either case, acknowledgement is essential.
For further information please refer to <http://www.otago.ac.nz/study/academicintegrity/index.html>.
5. **Problems with group work** – Where group work is set and a group is experiencing difficulties, the students should approach their tutor to try to resolve these differences. The tutor will counsel the group, or individuals from the group, on the procedures open to them to resolve group problems (the problem should be raised prior to the work being completed or handed in).

The procedure to be followed is:

- i) students should try to resolve the problems within the group without outside assistance.
- ii) students should meet with their tutor to endeavor to resolve outstanding issues.
- iii) the tutor will arrange for students to meet with the paper administrator who will endeavor to resolve the situation.

This procedure **MUST** be completed to step iii) before the assignment is submitted for grading. Where there are still unresolved difficulties, step iv) will be implemented.

- iv) students will complete a 'Peer Assessment' form available from the appropriate paper administrator (which must be submitted to the tutor or paper administrator before any grades are released).

Paper administrators reserve the right to require all students to complete peer assessment forms at any time during and/or after submission of an assessed group project. Should there be differences in the peer assessment forms, the student(s) will be required to either submit in writing to, or meet with a group comprised of their paper administrator and lecturer(s) and others (as deemed appropriate) to provide an explanation for the discrepancy. A differential allocation of grade may result from this process.

UNIVERSITY OF OTAGO
Policy for Special Consideration in Final Exams

****** All applications for special consideration must be dealt with through the examinations office not the department ******

The Special Consideration provisions apply only to final examinations and only where it is clearly documented that a candidate has been prevented from taking an examination through illness or other exceptional circumstances beyond his or her control; or has been seriously impaired by illness or other exceptional circumstances beyond his or her control at the time of, or in the 14 day period immediately prior to the examination itself. Where students have been affected by illness or other exceptional circumstances during the teaching period, they are expected to have informed Heads of Departments directly at the time (not individual lecturers or tutors).

Process

You need to make an application through your eVision student portal. For further information please see <https://www.otago.ac.nz/study/exams/otago062916.html>

No special arrangements can be made for candidates who fail to attend examinations at the correct time.

Deadline:

Five calendar days from the date of the last examination for which you are making an application for Special Consideration.

Please Note:

Applications cannot be accepted without supporting documentation such as a medical certificate.

Absences

1. A student may be offered an aegrotat pass providing:
 - (a) their grade for internal assessment is C+ or better and
 - (b) the internal grade they have achieved has contained a significant element of individual work as opposed to group assignments (25% of the total grade for the paper).
2. All other cases will be offered a special examination.
3. In some cases that qualify for an aegrotat, it may be relevant to offer the student the choice of an aegrotat or a special examination. For example aegrotats at any stage of the course can have a detrimental effect on a student's ability to qualify for scholarships.
4. Special examinations for Semester One 2019 will be held on (date to be arranged), in the week prior to Semester Two commencement.

Special examinations for Semester Two 2019 will be held on (date to be arranged), two weeks after cessation of official examination period.

Impaired Performance

1. If the student has no internal assessment there will be no adjustment to the exam mark and only an optional special will be offered.
2. If the student has internal assessment the examination mark may be adjusted by taking account of the discrepancy between the examination and internal marks, with particular attention to individual work for the student in comparison to that for the whole class.
3. In all other circumstances the student will be offered the choice of accepting this mark or sitting a special examination.
4. Once a student accepts to take a special examination the original examination mark is nullified and the result of the special examination replaces the original mark, even if it is lower. Any absence or impairment for the special examination must be covered using the same regulations as apply for normal university examinations.