



**BUSINESS SCHOOL**  
Te Kura Pakihi

MART 461 Marketing Theory

# COURSE OUTLINE

Semester One, 2021

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## The University of Otago's Graduate Profile

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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.

### **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

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This paper aims to create awareness and understanding of the theoretical foundations underpinning marketing thought and practice, thereby broadening and deepening your knowledge and perspective of marketing as an academic discipline, its role in organisations, as well as its broader social, environmental, and economic functions and their impacts. It discusses the roles, levels and functions of theory, and debates the shapes and nature of theoretical contributions. The paper aims to enable students to create, and critically advance their critical thinking and required skills of constructing and questioning theory, particularly the modelling of marketing processes and stakeholder involvement.

## Learning Outcomes

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

- Awareness and engagement with the acquisition and development of knowledge and understanding of Marketing Theory.
- Integrated Business Knowledge: intellectual openness and curiosity, and awareness of pertinent limits of current Marketing Theory and of the links to other disciplines.
- Written Communication: an enhanced ability to effectively communicate Marketing Theory information, arguments and analyses in writing.
- Environmental and Social Literacy: an understanding of principles that govern social systems including markets, and the effects of human engagement within these systems (at individual, social, and ecological levels).

## Teaching Staff

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### Lecturer/Course Leader

Name: Prof. Juergen Gnoth  
Office: OBS4.16  
Email: juergen.gnoth@otago.ac.nz  
Office Hours: Please refer to Blackboard

### Lecturer

Name: Dr Masoud Karami  
Office: OBS4.34  
Email: m.karami@otago.ac.nz  
Office Hours: Please refer to Blackboard

You should contact Juergen Gnoth with any administrative enquiries about the paper.

All requests for late submissions of assignments should be addressed to Dr Mathew Parackal

**Email:** mathew.parackal@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

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Seminar and/or Lecture Day/Time: **Tuesday 10:00 am – 11:50 am**

Room: **OBS 4.26**

**Lectures** present the key conceptual material through discussion and interaction between teaching staff and students. Lectures are supported by readings.

**Seminars** are interactive sessions, containing presentations, discussion, analysis and critique.

**Course Calendar** The course calendar (in this outline) details scheduling information. Note that this calendar may change as the course proceeds. Any changes will be announced at lectures and be detailed on Blackboard.

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

These activities should be prepared for by reviewing information detailed on Blackboard and completing any assigned readings. Students unable to attend a lecture are expected to catch up on missed material. Unless stated otherwise, all aspects of the course are examinable.

## Expectations and Workload

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MART461 is a 20 point paper. As a general guide, 1 point represents study in formal instruction or independent study for 12 hours, made up of a combination of lectures, laboratories, tutorials assignments and readings. As a result you should anticipate spending approximately 240 hours on this subject over the duration of the semester.

## Course Learning Resources

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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

All-important assessment information such as due dates and times, content, guidelines and so on will be discussed at lectures and, where appropriate, detailed on Blackboard. *Students are responsible for ensuring that they are aware of this information, especially their assigned topic, keeping track of their own progress, and catching up on any missed classes.*

Each student will manage one session of student-lead discussions. We will assign a topic for each student and introduce further readings on that specific topic for the student in charge.

The student's task as 'leader' will be to lead a discussion related to a topic and help the class gain a deep and critical understanding of the topic. The 'leader' will ask critical questions to help create such understanding through discussion and based on further readings, to evaluate the contribution of the focal text. The student-led sessions will start with a brief presentation of the topic by the leader followed by discussions around the topic. We provide 1 question for the entire class for each reading, with two more questions for the student in charge of the session. An A ranked student is the one who is able to lead the discussion productively and manage to help students understand and determine the text's contribution to theory and practice, and to ascertain its generalisability, explanatory and predictive value, and the succinctness of its model.

Assessment	Due date	% of final grade	Requirements to pass this paper
Assignment 1: Reflective short essay on theory and its importance for us	5 March	10	<b>You are required to deliver and pass both the 25% essay and the final exam to pass this course.</b>
Assignment 2: Reflective short essay on marketing history and thought	19 March	5*	
Assignment 3: Reflective short essay on consumer experience (Value-in-use)	1 April	5*	
Assignment 4: Reflective short essay on co-creative view of marketing (SDL/SL)	23 April	5*	
Assignment 5: Reflective short essay on critical marketing	7 May	5*	
Assignment 6: Reflective short essay on managerial decision-making	21 May	5*	
<b>Note: only the four best of the five short essays marked as 5* will contribute 20% to the final</b>			
Assignment 7: Reflective long essay on transforming marketing from Levitt's myopic view to stakeholder's view	14 May	25	<b>Yes</b>
In-house exam: Reflective long essay on transforming from competition to collaboration in pursuit of UNSDG	TBA	35	<b>Yes</b>
Leading the class discussion		10	

- 1500 words for the 10% essay, 1000 words for the 5% essays. The 25% essay has a word limit of 3000 words, as does the take-home exam. We will negotiate the 1 April deadline in class as well as the time available for the take-home exam.

### **Course Requirements**

This course uses both formative and summative assessments (formative: the best four of the five 5% essays will count; there will be a revision of essay writing achievements before each seminar, incl. "dos and don'ts" before the exam) during or after which you receive feedback, comments or summary information to help you improve researching topics, argue cogently and write essays. To obtain an overall pass you must at least pass the 25% assignment (essay due 14 May) **and** the in-house exam. The formative parts of the assessment will help you pass the summative assessments **but** will also gain percentage points towards your final grade.

### **Assessment Format**

All assignments will be marked according to the rubric on page 7. You will receive comments to help you write better essays. To build your arguments you will need to include adequate literature reviews.

Leading the class discussion of an assigned reading (10%) gives you the opportunity to outline what you have read, how you research, describe, analyse and critique a given topic. While this will be marked, you will also receive questions and feedback from the floor. These will further help you to prepare for the major essay (25%, due 14 May).

The exam 'dry-run' will consist of your attempt to write a short outline of how you would structure and answer a set (mock) exam question in class. We will discuss and critique your attempt but not mark it.

The final exam will be a take-home exam. You will not be asked to cite the sources of your ideas – although you are welcome to do so when you remember who said what. You will be challenged to critically analyse a question and present a well-structured and argued response.

All essays will be handed in via Blackboard facilities



**Assessment Rubric**

This rubric applies to all internal assessment components:

	<b>Exemplary</b>	<b>Good</b>	<b>Adequate</b>	<b>Unsatisfactory</b>
<b>Access info sources &amp; extract useful scholarly and practice information.</b>	<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>
<b>Critically evaluate and use information effectively to demonstrate an in-depth knowledge of topical and contemporary issues</b>	<i>Demonstrates a clear and wide-ranging understanding of current and relevant literature. Alternative points-of-view are synthesised.</i>	<i>Demonstrates a good understanding of the key literature. Some evidence of alternative points-of-view have been presented.</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>
<b>Style (incl. structure) appropriate for audience</b>	<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>
<b>Discussion structure, flow, coherence, time</b>	<i>Discussion has excellent structure; flow is clear.</i>	<i>Discussion has a clear structure (beginning, middle, end) and good flow but some redundancy (waffle).</i>	<i>Discussion shows some lack of coherency.</i>	<i>Discussion incoherent; lacks organisation or relevance.</i>
<b>Integration of previous feedback</b>	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
<b>Comments</b>				
<b>Student</b>			<b>Grade</b>	

**Assignment Submission Procedure (optional)**

Submission through TurnItIn

<https://help.otago.ac.nz/blackboard/assessing-your-students/turnitin/turnitin-for-students/>

**Late Assignments**

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

### Referencing Style and Style Guide

Style guides are also available on the University Library website: <http://www.otago.ac.nz/library/quicklinks/citation/index.html>

### 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	1 <sup>st</sup> essay - March 6	2 <sup>nd</sup> essay - March 20	3 <sup>rd</sup> essay - April 3	4 <sup>th</sup> essay - April 24	5 <sup>th</sup> essay - May 8	6 <sup>th</sup> essay - May 22	7 <sup>th</sup> essay - May 11	Reflective essay (take home - open book)	Total
LO2.1 Specialist Business Knowledge: be able to argue cogently for the acquisition and development of knowledge and understanding of Marketing Theory.	Y	Y	Y	Y	Y	Y	Y	Y	
LO2.2 Integrated Business Knowledge: be able to demonstrate intellectual openness and curiosity, awareness of limits in current Marketing Theory, and pertinent links to other disciplines.		Y			Y		Y	Y	
LO3.1 Written Communication: be able to effectively communicate Marketing Theory information, arguments and analyses in writing.	Y				Y		Y	Y	
LO5.2 – Environmental and Social Literacy: be able to elaborate on the principles that govern social systems including markets, and the effects of human engagement within these systems (at individual, social, and ecological levels).							Y	Y	
<b>Total</b>	10	(5)*	(5)	(5)	(5)	(5)	25	35	100%

- There will be 5 essays each worth 5% but only the best 4 will count.

### Grading System

The grading scheme used at Otago is:

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

Week	Week Commencing *	Topic	Indicative Reading & Notes, also see Blackboard	Essays	Narrative
1	1 March	<p>Introduction to the philosophy of science and theory Ontology/Epistemology A brief history of research philosophy Critical thinking: what/why</p> <p>Overview of theory, modelling and Systems thinking / Function</p>	<p><b>Mandatory:</b> Hunt, S. D. (2002). <i>Foundations of marketing theory: Toward a general theory of marketing</i>. ME Sharpe. Chapter 1) Rindova, V. (2011). Moving from ideas to a theoretical contribution: Comments on the process of developing theory in organizational research. <i>Journal of Supply Chain Management</i>, 47(2), 19-21.</p> <p>System thinking: <a href="https://www.youtube.com/watch?v=EbLh7rZ3rhU">https://www.youtube.com/watch?v=EbLh7rZ3rhU</a></p> <p><b>Recommended:</b> Hunt, S. D. (1990). Truth in marketing theory and research. <i>Journal of Marketing</i>, 54(3), 1-15.</p> <p>Bell, E., Bryman, A., &amp; Harley, B. (2018). <i>Business research methods</i>. Oxford university press (pp.7-28)</p> <p>Whetten, D. A. (1989). What constitutes a theoretical contribution? <i>Academy of management review</i>, 14(4), 490-495.</p> <p>Corley, K. G., &amp; Gioia, D. A. (2011). Building theory about theory building: what constitutes a theoretical contribution? <i>Academy of management review</i>, 36(1), 12-32.</p>	Reflective short essay on theory and its importance for us	<p>Enabling students to:</p> <ul style="list-style-type: none"> <li>- describe the concept of theory and its role and importance for understanding the world around us incl. Marketing.</li> <li>- explain the role and some techniques of critical thinking.</li> </ul>
f2	8 March	<p>Introduction to Marketing theory General theory of Marketing/competition, emphasizing the importance of Critical thinking &amp; critiquing Marketing theory</p>	<p><b>Mandatory:</b> Hunt, S. D. (1990). Truth in marketing theory and research. <i>Journal of Marketing</i>, 54(3), 1-15.</p> <p>Thomas Kuhn on Scientific (R)evolutions (Losee, J. (2001). <i>A historical introduction to the philosophy of science</i>. OUP Oxford., pp 198-202)</p>		<p>Helping students connect with marketing theory so they can describe the essence of marketing as the creation of systems of exchange, enabling them to name essential parts in a given example (e.g., successful export marketing), and determine a hierarchy of likely reasons for system failure and environmental threats.</p>
3	15 March	<p>History of marketing. Critiquing needs-based marketing and moving towards a broader perspective</p>	<p>Levitt, T. (2004). Marketing myopia. <i>Harvard business review</i>, 82(7/8), 138-149.</p>	Reflective short essay on marketing history and thought	<p>The student should be able to detail the historical context and evolution of the filed over time, from linear wealth creation of capitalism to a</p>

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					circular, regenerative approach that we need to survive on the planet.
4	22 March	Debate: Theories of Planned Behaviour and Reasoned Action	<p><b>Mandatory:</b> Ajzen, I. (1991). The theory of planned behavior. <i>Organizational Behavior and Human Decision Processes</i>, 50, 179–211</p> <p><b>Recommended:</b> Ajzen, I. (2011). The theory of planned behaviour: Reactions and reflections.</p>		Students will take the lead in reading and reflecting on what they have already learned. Putting the theory in the philosophical and historical context.
5	29 March	Consumer Experience	Carù, A., & Cova, B. (2003). Revisiting consumption experience: a more humble but complete view of the concept. <i>Marketing Theory</i> , 3(2), 267-286.	Reflective short essay on consumer experience (Value-in-use)	This session will make students think about consumer behaviour and marketing in terms of human rather than just consumer experience.
<p><b>2<sup>nd</sup> April Good Friday</b>  <b>5<sup>th</sup> to 9<sup>th</sup> April Mid Semester Break</b>  <b>6<sup>th</sup> April Otago Anniversary Day observed</b></p>					
6	12 April	Value Co-creation and Value-in-use Stakeholder theory	<p><b>Mandatory:</b> Prahalad, C. K., &amp; Ramaswamy, V. (2004). Co-creation experiences: The next practice in value creation. <i>Journal of interactive marketing</i>, 18(3), 5-14.</p> <p><b>Recommended:</b> Ramaswamy, V. (2011). It's about human experiences... and beyond, to co-creation. <i>Industrial Marketing Management</i>, 40(2), 195-196.</p>		Students will make sense of experience and value co-creation. They will address the key question of "how consumers can be active actors in value creation processes?"
7	19 April	Critical reading: Service Dominant Logic (SDL)	<p><b>Mandatory:</b> Vargo, S. L., &amp; Lusch, R. F. (2004). Evolving to a new dominant logic for marketing. <i>Journal of marketing</i>, 68(1), 1-17.</p> <p><b>Recommended:</b> Vargo, S. L., &amp; Lusch, R. F. (2016). Institutions and axioms: an extension and update of service-dominant logic. <i>Journal of the Academy of Marketing Science</i>, 44(1), 5-23 Grönroos, C. (2017). On value and value creation in service: a management perspective. <i>Journal of Creating Value</i>, 3(2), 125-141.</p>	Reflective short essay on co-creative view of marketing (SDL/SL)	SDL helps students deepen their understanding of value co-creation; SDL then helps them think more operationally about value co-creation.
8	26 April	Transformative Service Research	Anderson, L., Ostrom, A. L., Corus, C., Fisk, R. P., Gallan, A. S., Giraldo, M., & Shirahada, K. (2013). Transformative service research: An agenda for the future. <i>Journal of Business Research</i> , 66(8), 1203-1210.		
9	3 May	Critical Marketing Theory	Burton, D. (2001). Critical marketing theory: the	Reflective short essay on critical marketing	Students will start thinking critically, questioning marketing practice (as it is) as

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			blueprint? <i>European Journal of Marketing</i> .		unsustainable, political, ideologized, etc. This session will help students rethink the things they have learned so far and prepare them for the sustainability view.
10	10 May	Sustainability (Wellbeing, social, ecological, and economic)	<p><b>Mandatory:</b> Wilkie, W. L., &amp; Moore, E. S. (1999). Marketing's contributions to society. <i>Journal of marketing</i>, 63(4_suppl1), 198-218.</p> <p><b>Recommended:</b> Lim, W. M. (2016). A blueprint for sustainability marketing: Defining its conceptual boundaries for progress. <i>Marketing theory</i>, 16(2), 232-249.</p>		Students will make sense of sustainability with its four pillars.
11	17 May	Framing, Decision Making Effectual decision-making	<p><b>Mandatory:</b> Tversky, A., &amp; Kahneman, D. (1986). Rational Choice and the Framing of Decisions. <i>The Journal of Business</i>, 59(4), S251-S278</p> <p><b>Recommended:</b> Daniel, K. (2017). Thinking, fast and slow. (selected pages) Kannengiesser, U., &amp; Gero, J. S. (2019). Design thinking, fast and slow: A framework for Kahneman's dual-system theory in design. <i>Design Science</i>, 5.</p> <p>Sarasvathy, S. D. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. <i>Academy of management Review</i>, 26(2), 243-263.</p>	Reflective short essay on managerial decision-making	Students will think as managers and will figure out how existing marketing frequently framed decisions too narrowly. Managers have been too busy with framing business as money-making. Kahneman's slow/fast thinking offers different alternatives. It encourages framing decisions broadly and to include all pillars of sustainability when making decisions.
12	24 May	Course Wrap-up and In class essay writing-workshop		Reflective long essay on transforming marketing from myopic view to stakeholder's view	Reflections on what we (lecturers) have learned from students; essay practice and how to improve
13	31 May	Final take home essay		Reflective long essay on transforming from competition to collaboration in pursuit of UNSDG	How marketing should transform to help with SDGs

**\* First week of Semester 1 is ACADEMIC WEEK 9**

**Lectures end Friday 4 June  
University Exam Period First Semester Begins Wednesday 9 June  
Ends Wednesday 23 June**

## Student Learning Support and Information

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### 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](mailto:ask.library@otago.ac.nz)

### **Māori Student Support**

Kaiārahi Māori

Contact Rachel Sizemore

**Email:** [kaiarahi.obs@otago.ac.nz](mailto: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](mailto: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](mailto: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](mailto:mathew.parackal@otago.ac.nz)

**Tel:** 479 7696

## **Student Feedback**

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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. Recent changes to this course as a result of constructive feedback include: more opportunities to practice essay-writing sooner, a change in the sequence of theories we discuss so that the more challenging theories are later in the semester.

### **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**

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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 leader – Mathew Parackal should be approached for extensions.

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 2021 will be held on (date to be arranged), in the week prior to Semester Two commencement.  
  
Special examinations for Semester Two 2021 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.