

COURSE OUTLINE: AB1501 Marketing

Academic Year	2022/2023	Semester	2
Course Coordinator	Lim Boon Chong (Dr.)		
Course Code	AB1501		
Course Title	Marketing		
Pre-requisites	None		
No of AUs	3		
Contact Hours	1 hr lecture and 2 hr tutorial per week		

A) Course Aims/Description

This course aims to provide you with the opportunity to learn and the application of the basic principles of marketing in the Singapore market. A good understanding of marketing, by itself and in relation to other disciplines, is critical for anyone interested in developing successful and sustainable business enterprises. Hence, this course is a foundational course for marketing that is suitable for all students interested in business and accountancy. At the end of this course, you will be able to develop suitable customer-driven strategies to take advantage of potential market opportunities and manage the marketing process.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. Analyse the marketing environment of different industry in Singapore
2. Design optimal marketing strategies and tactics
3. Set clear priorities and plans of action for the task with defined task objectives to fulfill goals within a planned schedule for execution of a team project
4. Persuade your audience that you have made the optimal marketing decisions/recommendations
5. Describe how marketing research is conducted to generate marketing insights

C) Course Content

1. Introduction to Marketing
2. Analysing the Marketing Landscape
3. Segmentation and Targeting
4. Positioning and Differentiation
5. Marketing Mix (Product)
6. Marketing Mix (Price)
7. Marketing Mix (Place)
8. Marketing Mix (Promotion)
9. Buyer Behaviour (Consumer and Organisational)
10. Global Marketing
11. Marketing Management
12. Marketing Research

D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goals	Weightage	# Team / Individual	Assessment Rubrics (See Annex A)
1. Proposal (All members need to present)	ILO1, ILO2, ILO4	Problem Solving & Decision Making, Oral Communication	10 %	Team (5 % for the content of Slide Deck Report of Proposal) Individual (5 % for the individual oral presentation)	Problem Solving and Decision-Making Rubric (Team), Oral Presentation Rubric (Individual)
2. Marketing Plan Slide Deck Report and Presentation (All members need to present)	ILO1, ILO2, ILO4	Problem Solving & Decision Making, Oral Communication	45 %	Team (25 % for the content of Slide Deck Report of Marketing Plan) Individual (20 % for the individual oral presentation)	Problem Solving and Decision-Making Rubric (Team), Oral Presentation Rubric (Individual)
3. Reflection Journal	ILO3	Planning & Execution	15 %	Individual 9 % for Part 1 6 % for Part 2	Planning Rubric (Part 1), Execution and Evaluation Rubric (Part 2)
4. Participation	ILO1, ILO2, ILO4	Class Participation	20 %	Individual	Class Participation Rubric
5. Experiments or Research Article Critique*	ILO5	Acquisition of Knowledge	10 %	Individual	Research Article Critique Rubric
Total			100%		

**Note that you can choose to attend 4 experiment sessions or complete a research article critique that is to be marked by the course coordinator.*

As the proposal slide deck report content and the marketing plan slide deck report content are based on a team effort, all members of your team will get the same marks for the content of these assignments. You should bring any concerns about any of the team member(s) (e.g., lack of effort) to the attention of your respective tutor during the preparation period, so these concerns can be addressed. Peer evaluation will be conducted for both team projects via Eureka. See Annex A for the relevant rubric for peer evaluation. If any team member scores an **overall average rating of 5 and below (i.e., the mean of the average ratings from all other team members)**, your tutor will engage directly all the team members about the issue(s) at hand. If your tutor deems that a team member has not contributed sufficiently after looking into the matter, a penalty will be dealt to the offending team member. **The course coordinator will also be consulted** on this matter before any penalty is finalised. This process is to ensure that no student is unfairly accused of not contributing to the team projects without clear supporting evidence.

Moreover, the peer evaluation results for both the proposal assignment and the marketing plan assignment will be released to your peers to give them quantitative feedback and qualitative feedback (i.e., what they have done well, what can be improved upon). Teamwork is essential skill set for students to learn.

Please make sure that you keep any negative comments civil. Even though you should raise any concerns that you might have about your team members, that does not mean you can use inappropriate language and be offensive in general.

E) Formative feedback

The tutorial classes are designed for you to raise issues and voice your points of view. During some of the class sessions, you will have the opportunity to work on a problem with the guidance of the instructors. The instructor will provide feedback directly during such class and in-class team discussion. The instructors will also give quantitative and qualitative feedback for the assignments that are due throughout the entire semester. You will also be given feedback on your participation during the middle of the semester after the break. The feedback from the proposal presentation will also help guide you for the final marketing plan project submission as a team and as an individual student. The peer evaluation from the proposal assignment (to be released during mid-semester) also provide give you some indication how well you have been performing in your team and you can improve on your teamwork the rest of the semester.

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
<p>Lectures</p>	<p>As indicated in the course schedule, each lecture covers one or more topics. The topics will also be discussed during the weekly tutorial sessions. Given the short lecture length, it will not be possible for every aspect of the topics to be covered during the lectures. Hence, the focus of the lectures is the clarification and explanation of the fundamental marketing frameworks and concepts.</p> <p>To facilitate your own learning, you should read the relevant materials before each lecture. The required textbook (Principles of Marketing, An Asian Perspective) has a strong global orientation that can help broaden your understanding of marketing in practice worldwide. References to the required textbook are provided in the course schedule and the specific lecture slides. Recent articles and videos from various resources are also included as references. These references are provided to encourage you to explore beyond the textbook about the different marketing topics.</p> <p>Dr. Lim will conduct the lecture live online on Wednesday for all the students in the course. The video will be recorded each week and posted on the main AB1501 NTULearn page. A telegram channel is available for you to post questions and queries about the topics being covered each week during the lecture. You have a choice of attending the live lecture sessions for you to have immediate engagement and asking questions and/or watch the recorded videos and ask questions asynchronously. As the lecture will be only an hour long, there will be supplementary videos for different topics to cover some aspects in greater detail to deepen your understanding of the topics.</p>

Tutorial Sessions and Graded Assignments	<p>The students will break up into different tutorial class group sessions (2 hrs each) each week (starting Week 02). Your respective tutor will facilitate the session. The tasks for each tutorial session and graded project are designed to help you to apply marketing frameworks and concepts to resolve marketing-related concerns. Given that there is no single solution to any of the tasks given, each task is a platform to encourage discussion about the different possibilities and perspectives. Through the class discussion with your peers and respective tutor, you will be able to learn through a cooperative learning process and share your own knowledge with others. If everyone is well prepared for the tasks, it will help facilitate the class discussion. Therefore, you are expected to prepare for the task(s) before each tutorial session. This cooperative learning approach can also help develop your communication skills. In this coming semester (Semester 1, AY 2022/23), the tutorials will be conducted in-person. If there are restrictions due to the COVID-19 pandemic, the classes will be conducted in Zoom. Some of the instructions given will be in view of that for you to be prepared for that transition.</p> <p>For the graded assignments, all submissions are to be done online (i.e., to be uploaded to NTULearn). Therefore, the requirements of the assignments will not need to change in the event of increased social distancing restrictions and you can plan accordingly without expecting major changes. Your respective tutors will brief you further on the assignments in the first tutorial class session. Your team will have ½ hr each tutorial session to work directly with the tutors on the marketing project.</p>
Experiments	<p>Marketing research is an integral part of the entire marketing process. Properly designed research can help marketers make better marketing decisions and further the understanding of the marketing environment. A substantial amount of such research is done at universities. Hence, this course aims to expose you to such academic research by providing you with the opportunity to take part in marketing-related experiments. Professors and/or post-graduate students from Nanyang Business School conduct these experiments. As part of your continuous assessment, you can choose to attend the experiments that are allocated to you over the duration of the semester. If you do not wish to attend the experiments for any reason, you can choose to write a short critique on a research-related article as an alternative.</p>

G) Reading and References

(PM) Philip Kotler, Gary Armstrong, Swee Hoon Ang, Chin Tiong Tan, Oliver Hon-Ming Yau, and Siew Meng Leong. (2017). Principles of Marketing: An Asian Perspective, Pearson, 4th Edition. ISBN: 978-1-292-089966-9.

H) Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all tutorial classes punctually and take all scheduled assignments and tests by due dates. You will be penalised for late submissions of assignments. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for tutorial class sessions you have missed. You are expected to participate in all tutorial discussions and activities.

(2) Absenteeism

Absence from your tutorial class without a valid reason will affect your overall participation score. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a tutorial class, you must inform the course instructor via email prior to the start of the class.

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust, and Justice are at the core of NTU's shared values.

As a student, it is important that you recognise your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity handbook](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Lim Boon Chong	S3-B2B-55	6790-5710	boonchong@ntu.edu.sg	By appointment
Ang Hui Li Willie	-	-	willie.ang@ntu.edu.sg	By appointment
Charmaine Tan	-	-	-	By appointment
Donald Tan	-	-	donald.tan@ntu.edu.sg	By appointment
Francis Hau	-	-	-	By appointment
Jacky Chua	-	-	jacky.chua@ntu.edu.sg	By appointment
Lynda Wee	S3-B2C-100	6790-6255	lynda.wee@ntu.edu.sg	By appointment
Nimisha Kesarwani	-	-	-	By appointment
Rebekah Lin	-	-	rebekah.lin@ntu.edu.sg	By appointment
Wayne Kwan	-	-	AWHKwan@ntu.edu.sg	By appointment

K) Planned Weekly Schedule

Week #	TOPICS	Learning Objectives	Readings and Activities
1	Introduction to Marketing Analysing the Marketing Landscape	ILO1	PM Chapter 1, 2, 3, and 20 No tutorial this week
2	Analysing the Marketing Landscape (Continued) Segmentation and Targeting	ILO1, ILO2	PM Chapter 2, 3, 7, and 18 First tutorial for introduction and administration

3	Segmentation and Targeting (Continued) Positioning, and Differentiation	ILO1, ILO2, ILO4	PM Chapter 2 and 7 Tutorial on Analysing Marketing Landscape
4	Product	ILO1, ILO2, ILO4	PM Chapter 8 and 9 Tutorial on Segmentation, Targeting, Positioning, and Differentiation
5	Price	ILO1, ILO2, ILO4, ILO5	PM Chapter 10 and 11 Tutorial on Product Start of Experiments for the Semester until Week 11. Reflection Journal Part 1 Submission
6	Place	ILO1, ILO2, ILO4, ILO5	PM Chapter 12 and 13 Proposal Slide Deck Report Submission Proposal Presentation and Q&A
7	Promotion	ILO1, ILO2, ILO4, ILO5	PM Chapter 14, 15, and 16 Feedback Session for Proposal
8	Promotion (Continued) Consumer Buyer Behaviour	ILO1, ILO2, ILO4, ILO5	PM Chapter 15, 16, and 17 Tutorial on Price
9	Consumer Buyer Behaviour (Continued) Organisational Buyer Behaviour	ILO1, ILO2, ILO4, ILO5	PM Chapter 2, 19, and 20 Tutorial on Place and Promotion
10	Global Marketing Marketing Management	ILO1, ILO2, ILO4, ILO5	PM Chapter 2, 5, and 20 Tutorial on Tech in Marketing Marketing Plan Slide Deck Report Submission
11	Marketing Management (Continued) Marketing Research	ILO1, ILO2, ILO4, ILO5	PM Chapter 4 and 6 Marketing Plan Presentation and Q&A (Session 1)
12	Marketing Research (Continued)	ILO1, ILO2, ILO4, ILO5	PM Chapter 4 Marketing Plan Presentation and Q&A (Session 2)
13	Summary	ILO1, ILO2, ILO3, ILO4	Summary and Feedback Reflection Journal Part 2 Submission

ANNEX A: ASSESSMENT CRITERIA FOR TEAMWORK & INTERPERSONAL SKILLS (PEER EVALUATION) RUBRIC

Traits	Performance	
<p>1. Roles and Responsibility (RR) Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team’s goal</p>	<p>Scant Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.</p>	<p>Substantially Developed Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>
<p style="text-align: center;">Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p>2. Communication (CM) Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	<p>Scant Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>	<p>Substantially Developed Modes of communication are appropriate, and maintaining timely communication and correspondence with team members.</p>
<p style="text-align: center;">Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p>3. Conflict Resolution (CR) Resolves conflicts using a variety of approaches.</p>	<p>Scant Does not recognize conflicts or is unwilling to resolve conflicts.</p>	<p>Substantially Developed Consistently resolves conflicts through facilitating open discussion and compromise.</p>
<p style="text-align: center;">Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p>4. Contributions (CT) Contributes positive input for the team; effectively utilizes one’s knowledge and expertise.</p>	<p>Scant Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.</p>	<p>Substantially Developed Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</p>
<p style="text-align: center;">Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p>5. Relationship (RS) Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.</p>	<p>Scant Rarely listens to others and does not acknowledge the opinions that differ from his/her own.</p>	<p>Substantially Developed Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.</p>
<p style="text-align: center;">Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		

ANNEX A: ASSESSMENT CRITERIA FOR CLASS PARTICIPATION RUBRIC

Traits	Performance		
	1-2	3	4-5
Contribution frequency	Does not speak up/contribute in class	Occasionally speaks up/contributes in class	Speaks up/contributes in all classes
Contribution quality	Contributions lack substance	Contributions demonstrate knowledge of subject matter	Contributions are constructive and insightful

ANNEX A: ASSESSMENT CRITERIA FOR PROBLEM SOLVING AND DECISION-MAKING RUBRIC (TEAM)

Traits	Performance									
Define the Problem	Not Yet Does not identify the problem clearly; demonstrates limited understanding of the problem or related contextual factors.	Substantially Developed Identifies the problem clearly and thoroughly; demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.								
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									
Devise Strategies to Solve the Problem	Not Yet Selects a strategy without regard to fit; does not demonstrate the ability to consider new strategies even if his/her approach is clearly not appropriate; identifies alternatives that reflect limited understanding of the situation.	Substantially Developed Identifies multiple strategies for solving the problem that apply within a specific context; demonstrates the ability to invert a process to form a plan and clearly articulates his/her decision making process; identifies alternatives that reflect an in depth understanding of the situation.								
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									
Assess implementation feasibility	Not Yet Does not examine how well the stakeholders/ beneficiaries are involved and not able to identify areas of risk and possible side-effects. Does not specify how the implementation will be monitored and controlled. No indicators or instruments to review or analyze the success of the action.	Substantially Developed Clearly assess how well the stakeholders/ beneficiaries are involved; considers areas of risk and provides insights in addressing possible side-effects. Able to state how the implementation will be monitored effectively; identifies the stages at which progress should be measured and specify what results are expected to have been achieved at these stages.								
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									
Evaluate Outcomes	Not Yet Reviews results superficially in terms of the problem defined with no consideration of need for further work.	Substantially Developed Reviews results relative to the problem defined with thorough, specific considerations of need for further work.								
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed									

ANNEX A: ASSESSMENT CRITERIA FOR ORAL COMMUNICATION RUBRIC (INDIVIDUAL)

Traits		Performance									
Communication Outcome (60 %)	<ul style="list-style-type: none"> • Has a clear message for audience • Maximizes likelihood of audience accepting the message • Use marketing concepts and frameworks to convince your audience of efficacy of recommendations 	Not Yet Central message is not explicitly stated in the presentation. Main points are not clearly identified, audience unsure of the direction of the message.	Substantially Developed Central message is precisely stated; main points are clearly identified.								
		Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed									
Situational Factors (10 %)	<ul style="list-style-type: none"> • Addresses audience needs • Builds rapport with audience 	Not Yet Topic is irrelevant to audience needs and interest. No attempt made to connect topic to audience.	Substantially Developed Connection of topic to audience needs and interest is stated with sophistication. Identifies and expresses a deep understanding of the target audience.								
		Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed									
Design Factors (30 %)	Structure	Not Yet Organizational pattern (specific introduction and conclusion, sequenced materials within the body, and transitions) is not observable.	Substantially Developed Organizational pattern is clearly and consistently observable and makes the content of the presentation cohesive.								
		Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed									
	Verbal	Not Yet Grammar, pronunciation and word choice are deficient. Vocal delivery is too soft or too fast to understand; gap-fillers interfere with expression.	Substantially Developed Free of errors in grammar and pronunciation; good choices of word enhance clarity of expression. Vocal delivery is varied and dynamic. Speech rate, volume, and tone facilitate audience comprehension. Minimal gap fillers.								
		Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed									
Non-Verbal	<ul style="list-style-type: none"> • Establishes eye contact (<i>with the camera</i>) • Uses gestures and movement to convey energy and confidence 	Not Yet Eye contact, posture, gestures, movement and facial expressions are inappropriate and significantly distracting.	Substantially Developed Eye contact, posture, gestures, movement and facial expressions make the presentation compelling, and speaker appears polished and confident.								
		Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed									

**Note the difference in weightage for each criterion*

ANNEX A: ASSESSMENT CRITERIA FOR RESEARCH ARTICLE CRITIQUE RUBRIC

Criterion	Above Expectations (5)	Meet Expectations (2 to 4)	Below Expectations (1)
Personal Perspective and Position	Draw support from your own personal experience and/or understanding of the context.	Identify appropriately your own position on the issue(s).	Paraphrase the content of the article without providing a personal insight into the issue(s).
Conclusions, Implications, and Consequences	Objectively reflect upon your own assertions made in the critique. Consider context, assumptions, data, and evidence.	Identify and discuss conclusions, implications, and consequences of the issue(s) raised in the article.	Fail to identify conclusions, implications, and consequences of the issue(s) raised in the article.

ANNEX A: ASSESSMENT CRITERIA FOR PLANNING RUBRIC FOR REFLECTION JOURNAL PART 1

Traits	Performance	
Planning		
Articulates purpose of task	Not Yet Lacks sufficient knowledge of what is the rationale of the task.	Substantially Developed Provides rationale for planning.
	Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed	
Sets task objectives and actions to meet the task goals	Not Yet Sets vague objectives and actions to meet the task goals.	Substantially Developed Provides a detailed description of task deliverables and how to achieve them.
	Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed	
Defines milestones for implementation and criteria for evaluation of task results	Not Yet Does not schedule time and resources to meet objectives; or provide criteria for evaluation of task results.	Substantially Developed Provides a clear and easy to understand the schedule, including steps, time and resources to meet objectives; including criteria for evaluating task results.
	Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed	

ANNEX A: ASSESSMENT CRITERIA FOR EXECUTION AND EVALUATION RUBRIC FOR REFLECTION JOURNAL PART 2

Traits	Performance	
Execution & Evaluation		
Describes results	Not Yet Does not communicate task results.	Substantially Developed Communicates task results and provides a detailed description.
	Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed	
Evaluates results	Not Yet Does not align criteria to judge the quality of results. Does not provide sufficient reflection on the recommendations for future planning and execution.	Substantially Developed Examines retrospectively if the executed plans achieved the desired effects according to the intentions and executed actions and plan effects. Makes use of task evaluation criteria.
	Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed	