



COURSE OUTLINE: BCM0101 - INTRO TO MARKETING

Prepared: School of Business

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	BCM0101: INTRODUCTION TO MARKETING
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	19F, 20W, 20S
Course Description:	This course is an informative introduction into marketing. Students will become acquainted with current Canadian marketing concepts, terminology and practices, examine strategies to apply them to contemporary marketing situations, and gain an understanding of how they affect an organization's profitability. Students will also explore consumer and business marketing, product planning, building customer relationships and creating customer value. This course provides a basic understanding of Canadian marketing structures and techniques including defining and segmenting target markets and interpreting market research data.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Substitutes:	MKT101, OEL768
This course is a pre-requisite for:	BCG0204, BCM0102
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects. EES 11 Take responsibility for ones own actions, decisions, and consequences.
General Education Themes:	Social and Cultural Understanding
Course Evaluation:	Passing Grade: 50%, D
Other Course Evaluation & Assessment Requirements:	Students are expected to be present to write all tests in class. If a student is unable to write a test due to illness or a legitimate emergency, that student must contact the professor prior to class and provide reasoning, which is acceptable to the professor. Should the student fail to contact the professor, the student shall receive a grade of zero on the test. E-mail Communication



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E-mails should be sent from your Sault College Outlook account. Messages sent from a Hotmail account can be blocked by servers.

NOTE: E-mails will be addressed during regular business hours.

Once the test has commenced, the student is considered absent and will not be given the privilege of writing the test.

Students caught cheating during a test will receive an automatic zero. Please refer to the College Academic Dishonesty Policy for further information.

In order to qualify to write a missed test, the student shall have:

- a) attended at least 80% of the classes.
- b) provided the professor an acceptable explanation for his/her absence.
- c) been granted permission by the professor.

NOTE: The missed test that has met the criteria above will be an end-of-semester test.

Labs and Assignments are due on the due-date indicated by the Professor. Notice by the professor will be written on the assignment or verbally announced in the class and / or both. No late assignments will be accepted beyond the due date. Once labs / assignments have been marked by the professor and returned to the student, no new labs / assignments will be accepted. It is the responsibility of the student who has missed a class to contact the professor immediately to obtain the lab / assignment. Students are responsible for doing their own work. Labs / assignments that are handed in and are deemed identical in content and personal wording to others may constitute academic dishonesty and result in a zero grade.

The total overall average of test scores combined must be 50% or higher in order to qualify to pass this course. In addition, combined tests, Labs / Assignments total grade must be 50% or higher.

Books and Required Resources:

Marketing: An Introduction by Armstrong, G., Kotler, P., Trifts, U., & Buchwitz, L.
Publisher: Pearson Edition: 6th Canadian
ISBN: 9780134470528

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Examine the marketing process.	1.1 Identify the elements of the marketing mix. 1.2 Distinguish between environmental forces and marketing mix elements. 1.3 Consider the impact of the marketing function on other functional areas and its role within the organization. 1.4 Examine relationship marketing concepts.



	<p>1.5 Examine the nature and significance of ethics and sustainability in marketing.</p> <p>1.6 Describe the strategic marketing process and its key phases.</p>
Course Outcome 2	Learning Objectives for Course Outcome 2
<p>2. Examine the impact of an environmental scan (economic, technological, competitive, environmental, social, political, and demographic) on the development of marketing strategies.</p>	<p>2.1 Analyze the impact of economic, technological, competitive, environmental, social, political, and cultural aspects of society on marketing initiatives.</p> <p>2.2 Examine the impact of the changing marketing environment including demographics and psychographics on the development of new products and services.</p> <p>2.3 Examine the influences of the economy on marketing planning.</p> <p>2.4 Examine the legal and regulatory forces influencing marketing.</p> <p>2.5 Examine the benefits of conducting a SWOT [strengths, weaknesses, opportunities, threats] analysis.</p> <p>2.6 Discuss changes in Aboriginal demographics and their effects on the business environment.</p> <p>2.7 Examine legislation and government policies related to racism.</p>
Course Outcome 3	Learning Objectives for Course Outcome 3
<p>3. Assess market conditions.</p>	<p>3.1 Examine the three types of research.</p> <p>3.2 Determine the steps in conducting market research.</p> <p>3.3 Discuss appropriate data collection strategies in regards to market research.</p> <p>3.4 Conduct market assessments, both qualitative and quantitative, and identify market opportunities.</p> <p>3.5 Discuss the benefits of utilizing secondary research sources when developing a marketing program.</p> <p>3.6 Determine the functions of a marketing information system.</p>
Course Outcome 4	Learning Objectives for Course Outcome 4
<p>4. Analyze buyer behaviour using the consumer decision-making model.</p>	<p>4.1 Examine the stages in the consumer decision-making model.</p> <p>4.2 Distinguish among the three types of consumer decision processes.</p> <p>4.3 Determine the impact of situational influences on the buying decision process.</p> <p>4.4 Explain the impact of psychological influences on consumer behaviour.</p> <p>4.5 Identify socio-cultural influences and their impact on consumer behaviour.</p> <p>4.6 Discuss Aboriginal cultural perspectives as they relate to buying behaviour and the consumer decision-making process within the Aboriginal community.</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
<p>5. Examine segmentation techniques used within the consumer market.</p>	<p>5.1 Differentiate between mass marketing and other market tactics.</p> <p>5.2 Examine the process for segmenting a market.</p> <p>5.3 Examine the variables used in market segmentation.</p>



Course Outcome 6	Learning Objectives for Course Outcome 6
6. Produce a new product concept and develop a pricing strategy.	6.1 Examine the steps in the new product development process. 6.2 Examine factors contributing to a product failure. 6.3 Examine the role of costs in pricing decisions. 6.4 Examine how demographics and psychographics affect pricing.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Test #1	33%
Test #2	33%
Test #3	34%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while

maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

July 14, 2019

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

