



COURSE OUTLINE

BCM0101

Prepared: NCCP Faculty Approved: NCCP Admin

Course Code: Title	BCM0101: INTRODUCTION TO MARKETING
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semester/Term:	17F
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 organizations 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:	45
Total Hours:	3
Substitutes:	MKT101, OEL768
This course is a pre-requisite for:	BCM0102
Essential Employability Skills (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. #6. Locate, select, organize, and document information using appropriate technology and information systems. #7. Analyze, evaluate, and apply relevant information from a variety of sources. #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. #10. Manage the use of time and other resources to complete projects. #11. Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D
Other Course Evaluation & Assessment Requirements:	A+ = 90-100% A = 80-89%



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B = 70-79%
C = 60-69%
D = 50-59%
F < 50%

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	50%
Tests / Quizzes	50%

Books and Required Resources:

Marketing: An introduction by Armstrong,G., Kotler,P., Trifts, U., & Buchwitz,L
Publisher: Pearson Edition: 6th
ISBN: 0134629272

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.

#1. Examine the marketing process.

Learning Objectives 1.

- 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.
- 1.5 Examine the nature and significance of ethics and sustainability in marketing.
- 1.6 Describe the strategic marketing process and its key phases.

Course Outcome 2.

#2. Examine the impact of an environmental scan (economic, technological, competitive, environmental, social, political, and demographic) on the development of marketing strategies.



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Learning Objectives 2.

- 2.1 Analyze the impact of economic, technological, competitive, environmental, social, political, and cultural aspects of society on marketing initiatives.
- 2.2 Examine the impact of the changing marketing environment including demographics and psychographics on the development of new products and services.
- 2.3 Examine the influences of the economy on marketing planning.
- 2.4 Examine the legal and regulatory forces influencing marketing.
- 2.5 Examine the benefits of conducting a SWOT [strengths, weaknesses, opportunities, threats] analysis.
- 2.6 Discuss changes in aboriginal demographics and their effects on the business environment.
- 2.7 Examine legislation and government policies related to racism.

Course Outcome 3.

#3. Assess market conditions.

Learning Objectives 3.

- 3.1 Examine the three types of research.
- 3.2 Determine the steps in conducting market research.
- 3.3 Discuss appropriate data collection strategies in regards to market research.
- 3.4 Conduct market assessments, both qualitative and quantitative, and identify market opportunities.
- 3.5 Discuss the benefits of utilizing secondary research sources when developing a marketing program.
- 3.6 Determine the functions of a marketing information system.

Course Outcome 4.

#4. Analyze buyer behaviour using the consumer decision-making model

Learning Objectives 4.

- 4.1 Examine the stages in the consumer decision-making model.



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- 4.2 Distinguish among the three types of consumer decision processes.
- 4.3 Determine the impact of situational influences on the buying decision process.
- 4.4 Explain the impact of psychological influences on consumer behaviour.
- 4.5 Identify socio-cultural influences and their impact on consumer behaviour.
- 4.6 Discuss aboriginal cultural perspectives as they relate to buying behaviour and the consumer decision.
making process within the aboriginal community

Course Outcome 5.

#5. Examine segmentation techniques used within the consumer market.

Learning Objectives 5.

- 5.1 Differentiate between mass marketing and other market tactics.
- 5.2 Examine the process for segmenting a market.
- 5.3 Examine the variables used in market segmentation.

Course Outcome 6.

#6. Produce a new product concept and develop a pricing strategy.

Learning Objectives 6.

- 6.1 Examine the steps in the new product development process.
- 6.2 Examine factors contributing to a product's failure.
- 6.3 Examine the role of costs in pricing decisions.
- 6.4 Examine how demographics and psychographics affect pricing.

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.



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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



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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:

Wednesday, September 6, 2017

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