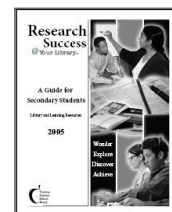


**R.H. KING ACADEMY**  
**STUDENT COURSE OF STUDY**  
**Marketing: Goods, Services and Events**

**COURSE DETAILS**

<b>Department:</b> Business	<b>Date:</b> September 2017	<b>Name of Subject:</b> Marketing
<b>Course Code:</b> BOH4M	<b>Level:</b> M	<b>Grade:</b> Eleven
<b>Credit Value:</b> One	<b>Pre-requisite:</b> None	<b>Curriculum Leader:</b> Mr. Paris

<b>Teacher:</b> Ms. Hanninen	<b>Phone number:</b> 416.396.5550, ext. 20020
<b>Extra Help:</b> Room A20/Library	
<b>Course Developed:</b> September 2017	



**Textbook/Resources/Learning Materials**

1. As supplied by teacher.
2. Students should have a copy of the Toronto District School Board publication *Research Success @ Your Library 2012*. This is a valuable resource and will be utilized through Grades 9 to 12, in all subject areas.

**EXPECTATIONS:**

**Unit One: Introduction to Marketing**

By the end of this unit, you should be able to define what marketing is and explain the importance of discovering and satisfying consumer needs and wants. You will know what is required for marketing to occur and how marketing creates value for consumers. You will be able to understand the process by which goods and services are exchanged. Not only will you be able to define the marketing activities, but you will be able to summarize the factors that motivate consumers to purchase a product. Marketing will be looked at from both a profit and a non-profit point of view. You will also be able to explain how marketing affects competition among products, and compare the factors that influence marketing methods and activities in the global economy.

**Unit Two: The Marketing Mix**

At the beginning of this unit, you are introduced to the four P's of marketing. Subsequently each of product, price, promotion, and place will be investigated more thoroughly. You will be able to identify the components of the product life cycle and explain the stages of product development. Promotional strategies will be investigated for goods, services, and events. You will evaluate the effectiveness of various advertising media and tools. You will also create a variety of print, audio-visual, and electronic promotions. By the end of this unit, you should have a good understanding of the various aspects of marketing and the parts that comprise a marketing plan.

**Unit Three: Market Research**

In this unit you will demonstrate the importance of market research to business, distinguish between primary and secondary data, produce a detailed analysis of current marketing research techniques, and identify tools and techniques that can be used to interpret consumer and market data. Finally you will apply and describe the role of marketing research to your marketing plan.

**Unit Four: Target Marketing**

At the beginning of this unit, you are introduced to Target Marketing. Subsequently, market segmentation and market factors will be investigated more thoroughly. You will investigate some of the perils of expanding your business too much and too quickly both domestically and internationally. By the end of this unit you should have a good understanding of the various aspects of target marketing and the parts that comprise this component of a marketing plan.

**Unit Five: Trends in Marketing**

In this unit, you will learn the difference between fads and trends and will come to understand how new technologies have impacted marketing activities both domestically and globally. You will learn about the macro environment as well as how new trends in marketing have affected the job market

## COURSE CONTENT:

UNIT	TOPICS	ISU	TEXT/ Assessment
1. Introduction  Approximately four weeks	<ul style="list-style-type: none"> <li>• What is marketing?</li> <li>• Marketing activities</li> <li>• Supply and demand</li> <li>• Eras in marketing</li> <li>• Consumer behaviour</li> <li>• Not-for-profit marketing</li> <li>• Global marketing</li> </ul>		<ul style="list-style-type: none"> <li>• Assignments (in and out of class)</li> <li>• Presentations</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Activities</li> <li>• Work Checks</li> <li>• Etc.</li> </ul>
2. Marketing Mix  Approximately four weeks	<ul style="list-style-type: none"> <li>• The four P's of marketing</li> <li>• What is a product and the product life cycle</li> <li>• Branding and positioning</li> <li>• Packaging and labelling</li> <li>• Pricing</li> <li>• Channels of distribution</li> <li>• Types of promotion</li> <li>• Advertising media and effectiveness</li> </ul>		
3. Market Research  Approximately four weeks	<ul style="list-style-type: none"> <li>• What is market research</li> <li>• Primary research</li> <li>• Consumer profiles</li> <li>• Secondary research</li> <li>• Technology in market research</li> <li>• Analysing the data</li> </ul>		
4. Target Marketing  Approximately three weeks	<ul style="list-style-type: none"> <li>• What is target marketing</li> <li>• Market segmentation</li> <li>• Competing for market share</li> <li>• Unforeseen market factors</li> <li>• International markets</li> <li>• Risks</li> </ul>		
5. Trends in Marketing  Approximately three weeks	<ul style="list-style-type: none"> <li>• Fads and trends</li> <li>• Marketing environments</li> <li>• Marketing strategies</li> <li>• Click vs mortar</li> <li>• Media trends</li> <li>• Issues, ethics and social responsibility trends</li> <li>• The new consumer</li> <li>• Value and experience</li> <li>• Jobs trends in marketing</li> </ul>		
Exam: Two (2) hours			

**Note:** The order of curriculum and assignments/tests/ISUs indicated above may be **subject to change**.

### PROGRAM PLANNING CONSIDERATIONS

If a student has any problems such as hearing, visual, and learning challenges, or anything else, which would affect his or her ability to be successful in this course, the student must see the teacher by the end of the first week of classes to discuss accommodations.

## LEARNING SKILLS

Learning Skills and Work Habits	<p>Sample Behaviour</p> <p>Each learning skill and work habit is evaluated on the report cards using the following scale: E = Excellent G = Good S = Satisfactory N= Needs Improvement</p>
Responsibility	<p>The student:</p> <ul style="list-style-type: none"> <li>• Fulfils responsibilities and commitments within the learning environment;</li> <li>• Completes and submits class work, homework, and assignments according to agreed-upon timelines;</li> <li>• Takes responsibility for and manages own behaviour.</li> </ul>
Organization	<p>The student:</p> <ul style="list-style-type: none"> <li>• Devises and follows a plan and process for completing work and tasks;</li> <li>• Establishes priorities and manages time to complete tasks and achieve goals;</li> <li>• Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>
Independent Work	<p>The student:</p> <ul style="list-style-type: none"> <li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals;</li> <li>• Uses class time appropriately to complete tasks; follows instructions with minimal supervision.</li> </ul>
Collaboration	<p>The student:</p> <ul style="list-style-type: none"> <li>• Accepts various roles and an equitable share of work in a group;</li> <li>• Responds positively to the ideas, opinions, values, and traditions of others;</li> <li>• Builds healthy peer-to-peer relationships through personal and media-assisted interactions;</li> <li>• Works with others to resolve conflicts and build consensus to achieve group goals;</li> <li>• Shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.</li> </ul>
Initiative	<p>The student:</p> <ul style="list-style-type: none"> <li>• Looks for and acts on new ideas and opportunities for learning;</li> <li>• Demonstrates the capacity for innovation and a willingness to take risks;</li> <li>• Demonstrates curiosity and interest in learning;</li> <li>• Approaches new tasks with a positive attitude;</li> <li>• Recognizes and advocates appropriately for the rights of self and others.</li> </ul>
Self-regulation	<p>The student:</p> <ul style="list-style-type: none"> <li>• Sets own individual goals and monitors progress towards achieving them;</li> <li>• Seeks clarification or assistance when needed;</li> <li>• Assesses and reflects critically on own strengths, needs, and interests;</li> <li>• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;</li> <li>• Perseveres and makes an effort when responding to challenges.</li> </ul>

## TEACHING ASSESSEMENT & EVALUATION

Task	Weight
Unit tests, assignments, quizzes, oral presentations, in-class assignments, etc.	Knowledge 13.75% Thinking 13.75% Application 13.75% Communication 13.75%
ISU	15%
Final Exam (2 hours)	30%
Total:	100%

## CLASSROOM ROUTINES & PROCEDURES

1. As this class takes place in a computer lab, **computer lab rules must be strictly followed**. If a lab rule is violated the resulting consequence may include suspension of computer privileges for the entire school network regardless of assignment due dates or course. Make sure you check your workstation, and report anything that looks out-of-the-ordinary at the beginning of class. **You are responsible for taking care of your workstation and every student is responsible for taking care of the computer lab.**
2. Throughout the year you will be working with many different people in groups or pairs. It is expected that you will work hard as a member of your team and be dedicated to its success. Remember that during your lifetime, you will often have to work with people that you did not select yourself, make the best of all the situations and if necessary speak with your teacher.
3. All students are required to check their posted marks and inform the teacher if they feel an error was made in recording the marks in MARKBOOK.
4. Students must be in class at the start of each period, prepared to begin at the start of class. Regular attendance and punctuality is a must. Get into the habit of writing down homework into your student planner. Prepare for each class by reading and doing the homework assigned by the teacher. **Students are responsible for catching up on missed homework and in-class assignments when they have been absent.**
5. All work submitted to the instructor shall be original work done by the student. Plagiarism/cheating is copying, reproduction, or paraphrasing significant portions or someone else's published or unpublished material, and representing these as one's own thinking by not acknowledging the appropriate source, or by failing to use appropriate quotation marks. Plagiarism and/or copyright infringement will immediately receive a zero and will be referred to a vice-principal.
6. Students will be evaluated on all course expectations.
7. There will be three formal reporting periods. The interim, mid-term and final reports will be distributed according to administration (only the last two reports will receive a numerical grade.) The student mark is a cumulative mark representing the standing of the student at the end of the reporting period. Comments will be made about student performance, learning skills, attendance and lates.
8. If a student must be away, he or she must arrange to write the test in advance. Documented explanations will be given due consideration for missed tests. It is **ESSENTIAL** that you communicate with the teacher prior to the test that you will be away. Arrangements will be made to write the test at a time set by the teacher.
9. Assignments are due (printed and assembled) at the beginning of the class on the due date. There is a late penalty of 5% per day for late assignments. Late assignments will not be accepted after classmates' assignments have been marked and returned.
10. There will be short unannounced quizzes, assignments, and homework checks in order to ensure understanding of the subject matter.