

Course Outline – Marketing: Goods, Services, Events (Grade 11)

MINISTRY COURSE CODE: BMI3C1

MINISTRY PREREQUISITE: None

TEACHER: C. DIVITKOS

CREDIT VALUE: 1.0

DEPARTMENT HEAD: A. Brinder

DATE:- 2020/21

COURSE DESCRIPTION - This course introduces fundamental concepts of product marketing, which includes marketing of goods, services, and events. Students examine how trends, issues, global economic change, and information technology influence consumer buying habit. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

An important aspect of this course is the concept of innovation, creativity, and entrepreneurship (ICE). The ICE concept is something that is part of every business course and is a fundamental part of how we are directing Business at BOSS. This means that much of what we will be examining in the course will be relating to this theme. In addition, we also will also be using Social Media AND Design Thinking as major techniques in the course and equating much of the world's marketing to these tools and techniques.

Ministry Learning Expectations - Units and Overall Expectations

Unit 1 Marketing Fundamentals

- describe process by which goods and services are exchanged;
- explain how marketing influences consumers and competition;
- demonstrate an understanding of importance of marketing research to a business and how information technology can be used to obtain and analyze marketing-related information;
- analyze marketing strategies used by organizations in not-for-profit sector;
- compare factors that influence marketing methods and activities in global economy.

Unit 2 Marketing Mix

- explain stages of product development;
- explain factors involved in pricing of goods, services, and events;
- compare a variety of distribution strategies and logistics associated with them;
- demonstrate an understanding of strategies involved in promotion of goods, services, and events.

Ministry Learning Expectations - Units and Overall Expectations

Unit 3 Trends in Marketing

- explain effects of new information technologies on marketing strategies and consumer trends;
- identify and describe various environmental, ethical, social, and legal issues that affect marketing activities;
- demonstrate an understanding of the potential for participation in the global marketplace;
- summarize, on the basis of computer research, career pathways in marketing.

Unit 4 The Marketing Plan

- explain the process of developing a marketing plan;
- develop a marketing plan for a good, service, or event;
- analyze uses of a marketing plan.

Note: The above expectations may be subject to slight modifications in order and emphasis based on student needs and progress.

Assessment and Evaluation

The **final grade** will be determined as follows:

- **70%** based on Assessment OF Learning conducted throughout the course encompassing but not limited to: tests, quizzes, presentations, case studies, and reports.
- **30%** based on **a Culminating Project** towards end of course.

Course Textbook

Gregoriou and Pegis – Marketing Dynamics. Replacement value \$120

Achievement Categories & Weighting:

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories

The Achievement Chart for Marketing will guide all assessment and evaluation.

Knowledge	20 %
Communication	30 %
Thinking	20 %
Application	30 %

Assessment, Evaluation and Communication of Student Learning and Achievement: The primary purpose of assessment and evaluation is to improve student learning and to help students assume responsibility for their learning. Mid-semester and final marks are determined through evaluations or **Assessments of Learning** which typically occur towards the end of a unit and end of semester. During the learning process information about a student's learning is gathered and used by the teacher and student to inform decisions that affect goal setting and teaching in the classroom. The data gathered as **Assessment as Learning** and **Assessment for Learning** do not carry a mark weight but do play a crucial role in student success as they help inform the teacher about each student's progress. All types of assessments allow teachers to provide descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

Learning Skills and Work Habits: Responsibility, organization, independent work, collaboration, initiative, self-regulation) will be reported by a letter (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement). These skills and habits support a high level of success in meeting the course expectations in addition to contributing to the development of positive life and work skills for the future.

Academic Honesty: Students must provide original evidence of their learning and appropriately acknowledge the work of others. Plagiarism means representing someone else's ideas, writing, design or technical work as your own. Any use of the work of others (whether published, unpublished or posted electronically) must include proper reference, citation, or acknowledgement. Cheating is an attempt to gain an unfair advantage to misrepresent the student's learning in an evaluation or assignment. Plagiarism or Cheating in any of its forms (copying from another student or allowing someone to copy assignments/tests, using notes complete a test without the approval of the teacher, obtaining/stealing a copy of a test, ...) will result in behavioural and academic consequences because of its negative impact on the individual student's learning and the learning environment of other students. Students are expected to actively seek clarification and support to prevent cheating and plagiarizing. Please refer to the student agenda for more details.

Attendance and Punctuality: Regular attendance and punctuality contribute to student success and achievement; therefore, it is expected that students attend classes and be on time for each subject. If a student has an **anticipated absence** (e.g. field trip, sports event, medical appointment), it is expected that he/she speak with the teacher **prior** to the date to discuss alternative assessment arrangements or missed content.

In the case of **illness or family emergency** on a due date for an Assessment of Learning assignment/task, it is expected that the parent/guardian or the student (if 18 years or older) notify the classroom teacher.

Technological Devices: Bur Oak Secondary School supports the use of technology to enhance learning, but the use of such electronic technology in the classroom is at the discretion of the teacher. Working together we can ensure the appropriate use of technology by all members of our school community. Occasionally students use their personal devices in the classroom without teacher permission and/or when teacher-directed instruction is occurring. When this happens, the learning environment is disrupted for all. It is expected that the student will put the device away immediately upon the first request by the teacher. Should the student disregard the initial request, the teacher may contact parents/guardians and/or refer the student to the office.

I have read and understood the above guidelines.

Student Name: (please print) _____ Student Signature: _____

Parent Signature: _____ Date: _____