

MKTG2501 - Introduction to Marketing

(Semester 1 & 2, 2021-2022)

GENERAL INFORMATION

Instructors:

Semester 1:

MKTG2501A, B, & C	Dr. Yin Mei NG	Email: yinmeing@hku.hk
MKTG2501D	Dr. Vincent ZHANG	Email: pengvinz@hku.hk
MKTG2501E & F	Dr. Ivy DANG	Email: ivydang@hku.hk
MKTG2501G	Dr. Guiyang XIONG	Email: gxiang@hku.hk

Semester 2:

MKTG2501H & I	Dr. Jinzhao DU	Email: jzdu@hku.hk
MKTG2501J & K	Dr. Austin ZHUANG	Email: mzhuang@hku.hk
MKTG2501L & M	Dr. Jingcun CAO	Email: jcao@hku.hk

Teaching Assistant:

Ms. Yana LO
Office: KKL 605 Phone: 3917-4468 Email: yanalo@hku.hk

Consultation:

By appointment

COURSE DESCRIPTION

Demanding customers, fast-changing technologies, increasing global competition, deregulation and social changes in global markets have created new challenges and opportunities for a wide range of businesses all over the world. These challenges and opportunities require organizations to develop sound marketing strategies to anticipate and respond to the constantly changing environment.

The course focuses on providing an introduction to the basic principles of marketing and covering key marketing concepts and processes such as managing customer relationships, marketing planning, understanding customers, competitors, and marketplace, developing marketing strategies (segmentation, targeting, and positioning) and marketing program (products/services/branding, pricing, channel, and marketing communications). Concepts and issues at the strategic level of marketing as well as specific analytical approaches and tools needed for marketing decisions will be covered. Contexts for discussion and learning will be global with special reference to markets in Asia and China. Special topics such as ethical issues in marketing, corporate social responsibility, and technological impacts on marketing are also integrated in discussion.

COURSE OBJECTIVES		
<ol style="list-style-type: none"> 1. To learn the fundamental principles and theories of marketing 2. To develop capacity to obtain and process relevant information and analytical skills to identify critical issues, problems, and opportunities 3. To apply relevant marketing concepts and analytical tools, identify viable alternatives, make informed choices, and recommend marketing implementation plans 4. To broaden perspectives of ethics and social responsibility, keep abreast of global developments, and adapt to changing environments 5. To develop skills for effective verbal and written communication 6. To learn to function effectively in a team 		
FACULTY LEARNING GOALS (FLGs)		
<p>FLG1: Acquisition and internalization of knowledge of the programme discipline</p> <p>FLG2: Application and integration of knowledge</p> <p>FLG3: Inculcating professionalism</p> <p>FLG4: Developing global outlook</p> <p>FLG5: Mastering communication skills</p> <p>FLG6: Cultivating leadership</p>		
COURSE LEARNING OUTCOMES (CLOs)		
Course Learning Outcomes	Aligned Faculty Learning Goals (FLGs)	
CLO1: Demonstrate an understanding of key marketing principles, approaches, concepts, processes, and analytical tools	FLG 1	
CLO2: Analyze and evaluate customers, competitors, and markets with relevant information obtained	FLG 2, FLG3	
CLO3: Utilize learned marketing knowledge and skills to identify critical marketing issues/problems/opportunities relevant to the contexts, formulate marketing solutions, evaluate viable alternatives and trade-offs, and recommend effective marketing strategies and integrated marketing programs with considerations of issues related to globalization, social responsibility, and ethics.	FLG 2, FLG3, FLG 4	
CLO4: Demonstrate effective written and verbal communication and teamwork skills through marketing presentations and reports.	FLG 5, FLG6	
COURSE TEACHING AND LEARNING ACTIVITIES		
Course Teaching and Learning Activities	Expected Study Hours	Study Load (% of study)
T&L1: Interactive Lectures with Discussions/Class Work.	36	26%
T&L2: Case Study and Analysis.	20	14%
T&L3: Group New Product/Service Marketing Plan Project (Analysis and Recommendations)	48	34%
T&L4: Self Study	36	26%
Total	140	100%

Assessment Methods	Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A1: Class Contribution		15%	CLO1, CLO2, CLO3, CLO4
A2: Group Case Study		10%	CLO1, CLO2, CLO3, CLO4
A3: Group Marketing Plan Presentation & Written Report		40%	CLO1, CLO2, CLO3, CLO4
A4: Final Test		35%	CLO1, CLO2, CLO3, CLO4
	Total	100%	
Coursework / Final Test Ratio: <u>65</u> % / <u>35</u> %			
<p><u>Peer Evaluation for Group Work:</u></p> <p>Fair team play, leadership, and initiative are basic requirements for this class. It is the responsibility of every individual student, without exception, to find and form a group, participate, and contribute to group work.</p> <p>The group's overall peer evaluation results will be used as one of the references for determining an individual student's total score of group work.</p>			
STANDARDS FOR ASSESSMENT			
Course Grade Descriptors			
A+, A, A-	Consistently demonstrate a thorough grasp of the subject as evidenced by achieving an outstanding performance in understanding of marketing principles and concepts, critical analysis and synthesis, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.		
B+, B, B-	Frequently demonstrate a substantial grasp of the subject as evidenced by achieving a proficient performance in understanding of marketing principles and concepts, critical analysis and evaluation, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.		
C+, C, C-	Occasionally demonstrate a general grasp of the subject as evidenced by achieving a moderate performance in understanding of marketing principles and concepts, analysis and evaluation, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.		
D+, D	Demonstrate a partial grasp of the subject as evidenced by achieving an adequate performance in understanding of marketing principles and concepts, analysis and evaluation, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.		
F	Demonstrate a poor grasp of the subject as evidenced by achieving a poor performance in understanding of marketing principles and concepts, analysis and evaluation, application of knowledge, formulation of marketing solutions, written and verbal communication and teamwork skills.		

Assessment Rubrics for Each Assessment

A1: Class Contribution:

	Assessment Rubrics for Class Contribution
A+, A, A-	<ul style="list-style-type: none"> ▪ All or almost all oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Consistently actively contribute to the class discussions and activities by providing relevant and helpful examples and analyses, suggesting creative and insightful solutions, raising thoughtful questions, synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with thoughtful improvement suggestions in the future.
B+, B, B-	<ul style="list-style-type: none"> ▪ Most oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Actively contribute to the class discussions and activities by providing relevant examples and analyses, suggesting creative solutions, raising some thoughtful questions, occasionally synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with good improvement suggestions in the future.
C+, C, C-	<ul style="list-style-type: none"> ▪ Some oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Contribute to the class discussions and activities by providing some relevant examples and analyses, suggesting solutions but lacking of creativity, raising questions for clarification, sharing ideas only based on required readings, and/or describing the group process and individual contribution to the group work with limited improvement suggestions in the future.
D+, D	<ul style="list-style-type: none"> ▪ Few oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Contribute to the class discussions and activities by providing limited relevant examples and analyses, suggesting incomplete solution, raising questions and sharing ideas not closely related to the topic being discussed, and/or including incomplete descriptions of the group process and individual contribution to the group work without improvement suggestions in the future.
F	<ul style="list-style-type: none"> ▪ Very few or no oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Do not contribute or have limited contribution to the class discussions and activities by providing irrelevant examples, analyses, and solutions, raising questions and sharing ideas unrelated to the topic being discussed, and failed to reflect on the group process and individual contribution to the group work and to suggest improvement in the future or the reflection is unrelated to the objectives.

A2: Group Case Study Report:

	Assessment Rubrics for Group Case Study Report
A+, A, A-	<p><u>Problem Identification and Analysis (50%)</u></p> <ul style="list-style-type: none"> ▪ All or almost all important marketing problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed. ▪ The analysis is insightful, critical, thorough, systematic, consistent, with sufficient supports of relevant and helpful facts/data, and effective application of appropriate concepts /techniques/examples which are nicely integrated to the analysis. <p><u>Recommendations (40%)</u></p>

	<ul style="list-style-type: none"> ▪ Recommendations are well thought-out and well-articulated with logical flow, consistent, feasible, and highly innovative. ▪ Almost all pros and cons of alternatives are thoroughly and critically evaluated. <p><u>Effectiveness of Writing (10%)</u></p> <ul style="list-style-type: none"> ▪ The report is well organized with clear coherence and smooth progression of ideas, appropriate length and tone, and free of most writing errors.
B+, B, B-	<p><u>Problem Identification and Analysis (50%)</u></p> <ul style="list-style-type: none"> ▪ Most important marketing problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed. ▪ The analysis is critical, thorough, systematic, and consistent with supports of relevant and helpful facts/data and application of appropriate concepts /techniques/examples. <p><u>Recommendations (40%)</u></p> <ul style="list-style-type: none"> ▪ Recommendations are generally clear, logical, consistent, feasible, and innovative. ▪ Most pros and cons of alternatives are sufficiently examined. <p><u>Effectiveness of Writing (10%)</u></p> <ul style="list-style-type: none"> ▪ The report is well organized with coherence and progression of ideas, appropriate length and tone, and generally free of most writing errors.
C+, C, C-	<p><u>Problem Identification and Analysis (50%)</u></p> <ul style="list-style-type: none"> ▪ Some important marketing problems, key managerial decisions, and/or critical issues are accurately identified and clearly addressed. ▪ The analysis is systematic, with insufficient elaboration, some inconsistency, supported by relevant facts/data but not directly helpful to the analysis, and application of some appropriate concepts /techniques/examples. <p><u>Recommendations (40%)</u></p> <ul style="list-style-type: none"> ▪ Recommendations are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for feasible and innovative solutions ▪ Some pros and cons of alternatives are examined with some elaboration. <p><u>Effectiveness of Writing (10%)</u></p> <ul style="list-style-type: none"> ▪ The report is generally organized with some coherence and progression of ideas, appropriate length and tone, and a few noticeable writing errors.
D+, D	<p><u>Problem Identification and Analysis (50%)</u></p> <ul style="list-style-type: none"> ▪ Less important marketing problems/managerial decisions and/or basic issues are identified and addressed. ▪ The analysis lacked of a clear focus, insufficient consistency, largely descriptive, with limited support of helpful and relevant facts/data and application of appropriate concepts/techniques/examples. <p><u>Recommendations (40%)</u></p> <ul style="list-style-type: none"> ▪ Recommendations are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only adequate attempt to look for feasible and innovative solutions ▪ Some pros and cons of alternatives are identified with limited elaborations. <p><u>Effectiveness of Writing (10%)</u></p> <ul style="list-style-type: none"> ▪ The report is adequately organized with some lapses in coherence or progression of ideas, inappropriate length and/or tone, and/or some noticeable writing errors.
F	<p><u>Problem Identification and Analysis (50%)</u></p> <ul style="list-style-type: none"> ▪ Marketing problems, managerial decisions, and/or issues identified are superficial, inadequate, irrelevant, or absent. ▪ The analysis is missing or descriptive with no or little supports of relevant facts/data and application of appropriate concepts/techniques/examples. <p><u>Recommendations (40%)</u></p> <ul style="list-style-type: none"> ▪ Recommendations are not well thought-out, lack of logical flow, inconsistent, impractical,

	<p>not innovative, and/or even biased.</p> <ul style="list-style-type: none"> Very few or no pros and cons of alternatives are identified. <p><u>Effectiveness of Writing</u> (10%)</p> <ul style="list-style-type: none"> The report is poorly organized with serious problems in coherence or progression of ideas, inappropriate length and tone, and writing errors so serious that meaning is obscured.
--	--

A3: Group Marketing Plan Presentation and Report:

Assessment Rubrics for Group Marketing Plan Presentation (P) and Report (R)	
A+, A, A-	<p><u>Executive Summary</u> (R: 5%)</p> <ul style="list-style-type: none"> The executive summary is thorough, precise, articulated with clarity and fluency, and consistent with the analyses and recommendations followed. <p><u>Situation analysis</u> (P: 30%; R: 40%)</p> <ul style="list-style-type: none"> All or almost all critical issues of the company's current situation are clearly and accurately identified. The analysis is insightful, critical, thorough, systematic, consistent, with sufficient supports of relevant and helpful fact/data, and effective application of appropriate concepts /techniques/examples which are nicely integrated to the analysis. The overall situation analysis demonstrates a profound understanding of the company's current situation and generates insightful overall findings by sophisticatedly synthesizing across analyses. <p><u>Recommendations</u> (P: 40%; R: 40%)</p> <ul style="list-style-type: none"> Recommendations are well thought-out and well-articulated with logical flow, consistent, responsive, feasible, and highly innovative. Almost all pros and cons of alternatives are thoroughly and critically evaluated. The overall recommendations of the marketing plan are closely aligned to all of the objectives - profitability, competitiveness, and sustainability – and explicitly and clearly addressed. <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> The presentation is well organized with clear coherence, smooth progression of ideas, articulated and polished with clarity and fluency, effective use of presentation aids, and appropriate length, pace, and tone. The presentation group skillfully engages the audience and demonstrates consistently high level of creativity, confidence, enthusiasm, and capability of handling Q&A session. <p><u>Effectiveness of Writing</u> (R: 15%)</p> <ul style="list-style-type: none"> The report is skillful at arousing and maintaining interests, well organized with clear coherence and smooth progression of ideas, very effective introduction and conclusion, articulated with clarity and fluency, appropriate length and tone, free of most writing errors, and proper and consistent referencing and citations without errors.
B+, B, B-	<p><u>Executive Summary</u> (R: 5%)</p> <ul style="list-style-type: none"> The executive summary is generally thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed. <p><u>Situation analysis</u> (P: 30%; R: 40%)</p> <ul style="list-style-type: none"> Most critical issues of the company's current situation are clearly and accurately identified. The analysis is critical, thorough, systematic, and consistent with supports of relevant and helpful fact/data and application of appropriate concepts /techniques/examples. The overall situation analysis demonstrates a good understanding of the company's current situation and a capability of generating overall findings with some insights by synthesizing across analyses. <p><u>Recommendations</u> (P: 40%; R: 40%)</p> <ul style="list-style-type: none"> Recommendations are generally clear, logical, consistent, responsive, feasible, and innovative.

	<ul style="list-style-type: none"> ▪ Most pros and cons of alternatives are sufficiently examined. ▪ The overall recommendations of the marketing plan are aligned to most of the objectives - profitability, competitiveness, and sustainability – and clearly addressed. <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> ▪ The presentation is well organized with coherence, generally effective use of presentation aids, generally clear and fluent, and appropriate length, pace, and tone. ▪ The presentation group is generally able to engage audience and demonstrated creativity, confidence, enthusiasm, and capability of handling Q&A session. <p><u>Effectiveness of Writing</u> (R: 15%)</p> <ul style="list-style-type: none"> ▪ The report is generally able to arouse and maintain interests, well organized with coherence and progression of ideas, good introduction and conclusion, generally clear and fluent, appropriate length and tone, generally free of most writing errors, and consistent referencing and citations with only a few minor mistakes.
C+, C, C-	<p><u>Executive Summary</u> (R: 5%)</p> <ul style="list-style-type: none"> ▪ The executive summary is moderately thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed. <p><u>Situation analysis</u> (P: 30%; R: 40%)</p> <ul style="list-style-type: none"> ▪ Some critical issues of the company's current situation are clearly and accurately identified. ▪ The analysis is systematic, with insufficient elaboration, some inconsistency, supported by relevant fact/data but not directly helpful to the analysis, and application of some appropriate concepts /techniques/examples. ▪ The overall situation analysis demonstrates a moderate understanding of the company's current situation and progress in generating overall findings with developing skills in synthesizing across analyses. <p><u>Recommendations</u> (P: 40%; R: 40%)</p> <ul style="list-style-type: none"> ▪ Recommendations are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for responsive, feasible, and innovative solutions ▪ Some pros and cons of alternatives are examined with some elaboration. ▪ The overall recommendations of the marketing plan are aligned to some of the objectives - profitability, competitiveness, and sustainability – and addressed. <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> ▪ The presentation is organized with some coherence, moderately clear and fluent, moderately effective use of presentation aids, and some inappropriate length, pace, or tone. ▪ The presentation group shows attempts to engage audience and moderate creativity, confidence, enthusiasm, and/or capability of handling Q&A session. <p><u>Effectiveness of Writing</u> (R: 15%)</p> <ul style="list-style-type: none"> ▪ The report shows attempts to arouse and maintain interests and is organized with some coherence and progression of ideas, moderately clear introduction and conclusion, moderately clear and fluent, some inappropriate length or tone, a few noticeable writing errors, and some inconsistent referencing and citations with a few noticeable mistakes.
D+, D	<p><u>Executive Summary</u> (R: 5%)</p> <ul style="list-style-type: none"> ▪ The executive summary is adequately thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed. <p><u>Situation analysis</u> (P: 30%; R: 40%)</p> <ul style="list-style-type: none"> ▪ Few critical issues of the company's current situation are clearly and accurately identified. ▪ The analysis lacks of a clear focus, with insufficient elaboration, insufficient consistency, largely descriptive, with limited support of helpful and relevant data/facts and application of appropriate concepts/techniques/examples. ▪ The overall situation analysis demonstrates a limited understanding of the company's current situation and needs further work to generate overall findings by synthesizing

	<p>across analyses.</p> <p><u>Recommendations</u> (P: 40%; R: 40%)</p> <ul style="list-style-type: none"> ▪ Recommendations are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only adequate attempt to look for responsive, feasible, and innovative solutions ▪ Some pros and cons of alternatives are identified with limited elaborations. ▪ Limited alignment of overall recommendations of the marketing plan to the objectives - profitability, competitiveness, and sustainability - is shown. <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> ▪ The presentation is adequately organized with some lapses in coherence or progression of ideas, adequately clear and fluent, adequately effective use of presentation aids, and inappropriate length, pace, and/or tone. ▪ The presentation group shows adequate effort to engage audience, creativity, confidence, enthusiasm, and/or capability of handling Q&A session. <p><u>Effectiveness of Writing</u> (R: 15%)</p> <ul style="list-style-type: none"> ▪ The report shows adequate effort to arouse and maintain interests and is adequately organized with some lapses in coherence or progression of ideas, introduction and conclusion with some inconsistency, adequately clear and fluent, inappropriate length and/or tone, some noticeable writing errors, and/or inconsistent referencing and citations with some noticeable mistakes.
F	<p><u>Executive Summary</u> (R: 5%)</p> <ul style="list-style-type: none"> ▪ The executive summary is missing most important parts, imprecise, unclear, halting, and/or inconsistent with the analyses and recommendations followed. <p><u>Situation analysis</u> (P: 30%; R: 40%)</p> <ul style="list-style-type: none"> ▪ All or almost all issues of the company's current situation identified are uncritical and irrelevant. ▪ The analysis is missing or descriptive with no or little supports of relevant data/facts and application of appropriate concepts/techniques/examples. ▪ The overall situation analysis does not demonstrate an understanding of the company's current situation and any work to generate overall findings by synthesizing across analyses. <p><u>Recommendations</u> (P: 40%; R: 40%)</p> <ul style="list-style-type: none"> ▪ Recommendations are not well thought-out, lack of logical flow, inconsistent, not responsive, impractical, not innovative, and/or even biased. ▪ Very few or no pros and cons of alternatives are identified. ▪ The alignment of overall recommendations of the marketing plan to objectives - profitability, competitiveness, and sustainability - is not shown. <p><u>Effectiveness of Presentation</u> (P: 30%)</p> <ul style="list-style-type: none"> ▪ The presentation poorly organized with serious problems in coherence or progression of ideas, unclear, halting, ineffectively use of or lack of use presentation aids, and inappropriate length, pace, and/or tone. ▪ The presentation group shows no or little effort to engage audience, creativity, confidence, enthusiasm, and/or capability of handling Q&A session. <p><u>Effectiveness of Writing</u> (R: 15%)</p> <ul style="list-style-type: none"> ▪ The report shows no or little effort to arouse and maintain interests and is poorly organized with serious problems in coherence or progression of ideas, missing introduction and/or conclusion, unclear, halting, inappropriate length and tone, writing errors so serious that meaning is obscured, and/or many inconsistent referencing and citations with a number of noticeable mistakes.

A4: Final Test:

Assessment Rubrics for Final Test	
A+, A, A-	<ul style="list-style-type: none"> ▪ All or almost all of the required questions are clearly and accurately responded. ▪ All or almost all of the essay responses are well organized, clear, fluent, and with

	sufficient elaboration.
B+, B, B-	<ul style="list-style-type: none"> ▪ Most of the required questions are clearly and accurately responded. ▪ Most of the essay responses are well organized, clear, fluent, and with sufficient elaboration.
C+, C, C-	<ul style="list-style-type: none"> ▪ Some of the required questions are clearly and accurately responded. ▪ Some of the essay responses are well organized, clear, fluent, and/or with sufficient elaboration.
D+, D	<ul style="list-style-type: none"> ▪ Few of the required questions are clearly and accurately responded. ▪ Few of the essay responses are well organized, clear, fluent, and/or with sufficient elaboration.
F	<ul style="list-style-type: none"> ▪ Very few of the required questions are clearly and accurately responded. ▪ Very few of the essay responses are well organized, clear, fluent, and/or with sufficient elaboration.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

*Please refer to the course schedule provided by the instructor of specific section you are enrolling for details.

Week	Topics	Assigned Textbook Reading [^]	Submission
1-2	<u>Introduction to Marketing</u> <ul style="list-style-type: none"> ▪ Marketing Process ▪ Marketing Planning ▪ Social Responsibility and Ethics 	Ch. 1 Ch. 2 Ch. 20	
3-5	<u>Understanding the Marketplace and Customers</u> <ul style="list-style-type: none"> ▪ Assessing (Global) Marketing Environment ▪ Understanding Customer Behaviors ▪ Managing Marketing Information 	Ch. 3 & 19 Ch. 5 Ch. 4	
6	<u>Formulating Customer-Driven Marketing Strategy</u> <ul style="list-style-type: none"> ▪ Segmentation, Targeting, & Positioning 	Ch. 7	Group Case Report
<i>Reading Week</i>			
8-11 (Sem. 1) / 8-12 (Sem. 2)	<u>Designing Integrated Marketing Programs</u> <ul style="list-style-type: none"> ▪ Product, Services, and Branding Strategy ▪ New Product Development & PLC Strategies ▪ Pricing Strategies and Tactics ▪ Channel Strategy ▪ Integrated Marketing Communications Strategy 	Ch. 8 Ch. 9 Ch. 10 & 11 Ch. 12 Ch. 14	
12-13 (Sem. 1) / 13-14 (Sem. 2)	Group Marketing Plan Presentations		Group Marketing Plan Presentation

Final Test	Powerpoint Slides & Written Report								
REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)									
<i>Philip Kotler and Gary Armstrong, <u>Principles of Marketing</u>, 18th Ed., Pearson Global Edition, 2020.</i>									
MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE									
<input checked="" type="checkbox"/> conducting mid-term survey in additional to SETL around the end of the semester <input type="checkbox"/> Online response via Moodle site <input type="checkbox"/> Others: _____ (please specify)									
COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)									
<p><u>HKU Regulations on Academic Dishonesty:</u></p> <ul style="list-style-type: none"> ▪ The University Regulations on academic dishonesty <u>will be strictly enforced</u>. ▪ Do not tolerate students engaging in academic dishonesty which includes, but is not necessarily limited to, plagiarism, paraphrasing of someone else's ideas, unauthorized collaboration on out-of-class projects, cheating on in-class activities (both individual and group work), and unauthorized advance access to quizzes/tests/exams. ▪ Students are expected to be aware of what plagiarism is and how to avoid it. Please refer to the HKU policies on plagiarism. ▪ Students should also be familiar with the HKU regulations and policies particularly on attendance, absence, examination, and copyright. <p><u>Turnitin Originality Check:</u></p> <ul style="list-style-type: none"> ▪ Students should avoid plagiarism and have proper citations for their work. Students' written assignments and reports will be sent to the Turnitin for originality check. Student work with plagiarism will be seriously handled according to the University and Faculty policies. <p><u>Late Assignment Penalty:</u></p> <ul style="list-style-type: none"> ▪ All assignments are required to be submitted on or before the specified due date and time to the assignment submission destination. The penalty policy for any late assignments will be as follows: <table style="margin-left: 40px;"> <thead> <tr> <th style="text-align: center;"><u>No. of days later than the due date:</u></th> <th style="text-align: center;"><u>Deduction of the total point</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 day</td> <td style="text-align: center;">deduct 25%</td> </tr> <tr> <td style="text-align: center;">2 days</td> <td style="text-align: center;">deduct 50%</td> </tr> <tr> <td style="text-align: center;">3 days</td> <td style="text-align: center;">deduct 100%</td> </tr> </tbody> </table>		<u>No. of days later than the due date:</u>	<u>Deduction of the total point</u>	1 day	deduct 25%	2 days	deduct 50%	3 days	deduct 100%
<u>No. of days later than the due date:</u>	<u>Deduction of the total point</u>								
1 day	deduct 25%								
2 days	deduct 50%								
3 days	deduct 100%								
ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)									
<p><u>Moodle Course Web Site :</u></p> <ul style="list-style-type: none"> ▪ Students are expected to access the Moodle course frequently for learning supports and new announcements. 									