



North Vancouver Online Learning

Course Plan: **Marketing and Promotions 11**

Teacher Name: Ted McCormick

Contact information: tmccormick@sd44.ca

COURSE DESCRIPTION:

Marketing and Promotions 11 is designed to empower students by providing them with strong communication skills, an understanding and appreciation of current marketing and promotion practices. Students are guided in learning to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. For the complete Ministry curriculum document:

<https://curriculum.gov.bc.ca/curriculum/adst/11/marketing-and-promotion>

BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

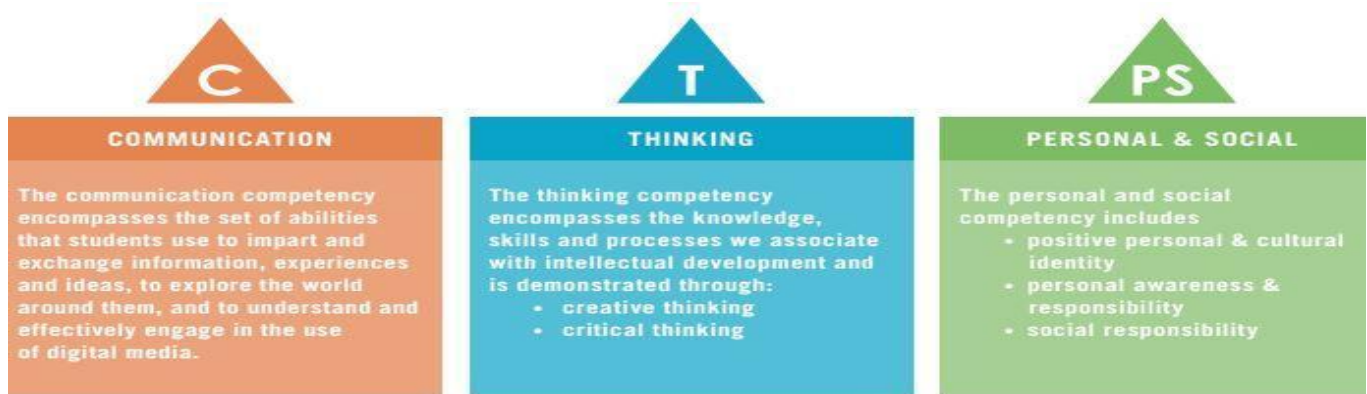
Marketing services and products can be designed through consultation and collaboration.

Personal design choices require the evaluation and refinement of skills.

Tools and **technologies** can influence people’s lives.

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Brightspace message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: Curricular Competencies

Students are expected to be able to do the following:

Applied Design

Understanding context

- Conduct **user-centred research** to understand opportunities and barriers

Defining

- Establish a point of view for a chosen marketing and promotion opportunity
- Make decisions about premises and **constraints** that define the marketing design space

Ideating

- Generate ideas and enhance others' ideas to create possibilities, and prioritize the possibilities for prototyping

- Work with users throughout the design process

Prototyping

- Identify and use a variety of **sources of inspiration** and **information**
- Choose an appropriate form and level of detail for prototyping
- Plan procedures for prototyping multiple ideas
- Construct prototypes, making changes to tools, materials, and procedures as needed
- Record **iterations** of prototyping

Testing

- Identify and obtain critical feedback with a **relevant audience** to evaluate effective test marketing
- Based on feedback received and evaluated, make changes to product and/or service plan or processes as needed

Substantive assignment will cover the following Learning Outcomes (Curricular Competencies)

- Establish a point of view for a chosen marketing and promotion opportunity
- Identify and use a variety of **sources of inspiration** and **information**
- Conduct **user-centred research** to understand opportunities and barriers

These are 3 of the 12 learning outcomes in the course curriculum, which comprises 15% of the course Learning Outcomes/Activities. (3/20= 15%)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- marketing and promotion opportunities within the **local community**
- role of **advertising** in domestic and international contexts
- marketing processes, including the **AIDA** (Attention, Interest, Desire, Action) model
- **social marketing** and ethical marketing, including the ethics of **cultural appropriation**
- marketing and promotion strategies, including **test marketing**, segmentation, targeting, and positioning
- ways to improve marketability of products and services
- types of advertising that can influence diverse target market groups offline and online
- **risk assessment** associated with marketing products and services

- influence of corporate sponsorship, including naming right

UNIT OVERVIEWS AND LEARNING ACTIVITIES:

Marketing and Promotion 11 is divided into two parts. The first part focusses on the ideas theories involved in marketing and promotion. The second part focusses on the application these ideas and theories as well as ideas of interest.

Part 1 – Unit 1, 2 & 3

Unit 1 – Marketing Today

One of the toughest challenges facing a business today is trying to anticipate where the business is going and how it will get there. No company can accurately foresee where the future will bring. What it does know for sure is that change is occurring rapidly, and if it clings to traditional products and services and traditional practices, it will be heading for failure. This first unit looks a how marketing is an agent of change.

Big Idea: Tools and technologies can influence people's lives.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) and learning is embedded in memory, history and story.

Unit 2 Marketing Environments

The environment that marketing operates in is constantly changing. To foresee and adjust to change, a company reviews and analyzes certain external conditions that influence the nature of its marketing strategies. Trends that occur in the economy, competition, technology, laws and other regulations, and the consumer must be considered when developing a marketing strategy. The focus of this unit is developing an understanding of marketing environments, how they change and how agencies respond to this change.

Big Idea: Personal design choices require the evaluation and refinement of skills.

Core Competency: *Thinking*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Unit 3 Consumer Buying Behaviour

Unit 3 introduces students to some of the psychology used by Marketers. Many successful marketers regularly employ psychology in appealing to consumers. Smart, skillful, honest marketers use

psychology legally, ethically, and respectfully to attract and engage consumers, and compel them to buy. Students develop an understanding of: the steps in the consumer purchase decision process, the behavioural influences on consumer lifestyles, the role and importance of consumer behaviour with respect to the development of marketing strategies and the various behavioural influences that affect consumer purchase decisions.

Big Idea: Marketing services and products can be designed through consultation and collaboration.

Core Competency: *Communication*

First Peoples Principle of Learning: requires exploration of one's identity..

Part 2 – Assignments, Project and Things of Interest

Looking at Ads, Sex and advertising, Communication, Listen the Pros, Social Marketing, Bottled Water and Product Differentiation, Cultural Appropriation, Final Project

Core Competency: *Thinking and Communication*

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) and learning is embedded in memory, history and story.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
 - Essay/multi-paragraph writing
 - Paragraph writing
 - Verbal speeches/marketing ideas
 - Projects using a variety of technology
 - Podcasts, digital recordings
 - Presentations using a variety of tools (PowerPoint, mind map, Prezi, etc.)

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments.

The North Vancouver Curriculum Hub Principles of Assessment -

<http://nvsd44curriculumhub.ca/assessment/>

Formative may include:

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

Summative may include:

- Assignments – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Evaluation	Percentage of Final Mark
Introductory Unit - Assignments	15
Unit 2 and 3	35
Unit Projects	50
<i>Course Total</i>	100

RESOURCES:

Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The OL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.