



DEPARTMENT OF BUSINESS ADMINISTRATION

FEK312 Marketing Trends, Bachelor Course, 7.5 credits

Marknadsföringstrender, kandidatkurs, 7,5 högskolepoäng

First Cycle

Confirmation

This course syllabus was confirmed by Department of Business Administration on 2019-09-11 and was last revised on 2021-05-28 to be valid from 2021-08-30, autumn semester of 2021.

Field of education: Social Sciences 100%

Department: Department of Business Administration

Position in the educational system

The course is offered as a freestanding course.

The course can be part of the following programmes: 1) Programme in Business and Economics (S1EPG) and 2) Bachelor's Programme in Business and Economics (S1EKA)

Main field of studies

Business Administration

Specialization

G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

Entry requirements

Admission to the course requires at least 105 credits, at least 45 of which must be from FEK101 Business Administration, Organization and Leadership, 7.5 credits, FEK102 Business Administration, Marketing, 7.5 credits, FEK103 Business Administration, Financial Accounting, 7.5 credits, FEK104 Business Administration, Management Accounting, 7.5 credits, FEK201 Business Administration, Strategic Marketing Management, 7.5 credits, FEK202 Business Administration, Strategy, 7.5 credits, FEK203 Business Administration, Economic and Financial Management, 7.5 credits, FEK204 Business Administration and Operations Management, 7.5 credits, or from FEG100 Business Administration 1, 30 credits and FEG200 Business Administration 2, 30 credits or equivalent, where at least 7.5 credits in Marketing is included.

Learning outcomes

On successful completion of the course the student will be able to:

1. Describe and explain contemporary theoretical, practical, and societal trends within marketing.
2. Structure and analyze contemporary trends to problematize their marketing implications and opportunities.
3. Discuss, evaluate, and reflect on contemporary trends from a marketing perspective.

The qualitative targets for a Degree of Bachelor relate to the intended learning outcomes as follows:

Qualitative targets	Learning outcomes
<i>Knowledge and understanding</i>	1+2+3
<i>Competence and skills</i>	3
<i>Judgement and approach</i>	2+3

Course content

Contemporary marketing faces new challenges and opportunities provided by ongoing societal trends. Understanding these trends and how they relate to marketing in a competitive landscape is important for the development of marketing practice and theory. This course deals with four selected major contemporary trends related to marketing from a theoretical, practical, and societal perspective.

Form of teaching

The teaching is based on:

lectures, introducing students to a respective trend;
seminars or workshops, in which students engage with an analysis of a trend;
tutoring, offered for the individual assignment.

Due to a high level of interactive activities, the course requires a high degree of engagement by the students, that is, active participation by the students is required in lectures, seminars and workshops. the students are also expected to read ahead and be prepared to discuss, and defend, own opinions.

Language of instruction: English

Assessment

Learning Outcome (LO) 1 is assessed through group assignments and the individual

written assignments. (LO) 2 is assessed through group assignments. (LO) 3 is assessed through the individual assignment.

Individual assignment: One individual assignment accounts for 80 % of the final grade. The instructions for the individual assignment will be given to students early in the course, allowing students to integrate their learning and constantly develop their assignment throughout the course.

An individual written assignment that does not meet the requirements for a pass grade can either be completed or be deemed to be of a quality that necessitates the writing of an entirely new individual written assignment. The highest possible grade for a completed individual written assignment is E. If completion does not take place within the prescribed time, the individual written assignment will fail. A new individual written assignment can be done in the end of the semester.

Group assignments: Four group assignments account for 20 % of the final grade (4x5=20). Depending on the module, the form of the group assignment may include written text, a presentation, or any other form of representation.

Due to resource constraints, group assignments can only be performed and assessed within the course dates.

A student who has taken two exams in a course or part of a course without obtaining a pass grade is entitled to the nomination of another examiner. The student needs to contact the department for a new examiner, preferably in writing, and this should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for special educational support, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, the examiner may decide to allow the student to sit an adjusted exam or alternative form of assessment.

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years, after the course has ceased/been changed. The same applies to placements and professional placements (VFU), although this is restricted to just one additional examination session.

Grades

The grading scale comprises: Excellent (A), Very good (B), Good (C), Satisfactory (D), Sufficient (E) and Fail (F).

To pass the course, a student must receive a passing grade on all intended learning outcomes. This means a passing grade (A-E) on the individual assignment and Pass (G) on the group assignments. Points on individual assignments and group assignments are added together and translated to grade A-F for the course.

Grade (Definition) Characteristic:

A (Excellent) A distinguished result that is excellent with regard to theoretical depth, practical relevance, analytical ability and independent thought.

B (Very good) A very good result with regard to theoretical depth, practical relevance, analytical ability and independent thought.

C (Good) The result is of a good standard with regard to theoretical depth, practical relevance, analytical ability and independent thought and lives up to expectations.

D (Satisfactory) The result is of a satisfactory standard with regard to theoretical depth, practical relevance, analytical ability and independent thought.

E (Sufficient) The result satisfies the minimum requirements with regard to theoretical depth, practical relevance, analytical ability and independent thought, but not more.

F (Fail) The result does not meet the minimum requirements with regard to theoretical depth, practical relevance, analytical ability and independent thought.

Some occasional examination elements of the course may have the grading scale UG (Fail/Pass).

Course evaluation

A course evaluation is conducted anonymously either digitally via the course website or via a written questionnaire handed out at the last scheduled meeting of the course or in connection with the exam. The results of the evaluation are to be communicated to students via the course committee and course website.

The results of and possible changes to the course will be shared with students who participated in the evaluation and students who are starting the course.

