

## 1. BASIC DETAILS

Course	Fundamentals of marketing
Degree	Bachelor's degree in advertising
School/Faculty	Social and Communication Sciences
Course	1º
ECTS	6 ECTS
Type	Core
Language(s)	Spanish
Delivery Mode	On campus
Semester	2nd semester
Coordinating Teacher	Cesar Martín de Bernardo González
Academic Year	24-25

## 2. INTRODUCTION

The Fundamentals of Marketing subject is part of the bachelor's degree in advertising and offers the basic skills and knowledge to handle the first steps in the marketing process. Knowledge of the fundamentals of business communication is essential for the marketing strategies of companies. A basic approach is set out on how to proceed to carry out marketing activities in a strategic way and how to analyze and develop, from a critical perspective, the main marketing mix tools: product, price, place and promotion.

## 3. SKILLS AND LEARNING OUTCOMES

### Key skills (CB, by their acronym in Spanish):

CB1- Students have shown their knowledge and understanding of a study area originating from general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study

CB4 - Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

### Transversal skills (CT, by their acronym in Spanish):

CT2 - Independent learning: Skillset for choosing strategies to search, analyse, evaluate and manage information from different sources, as well as to independently learn and put into practice what has been learnt

CT3 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to reach common goals.

CT4 - Written/spoken communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements

CT5 - Analysis and problem-solving: Be able to critically assess information, break down complex situations, identify patterns and consider different alternatives, approaches and perspectives in order to find the best solutions and effective negotiations

**Specific skills (CE, by their acronym in Spanish):**

CE31 - Ability to recognise the marketing function and its contribution towards achieving the strategic goals of the company, and its position within the basic functions of the company.

CE32 - Ability to identify and assess the needs of consumers, designing procedures, creating products and solutions with which to channel demand towards the offer of brands, applying the technical tools used in market surveys and taking these as a guideline in decision-making, respecting fundamental rights and equality between men and women.

**Learning outcomes (RA, by their acronym in Spanish):**

RA1: Understand concepts related to marketing.

RA2: Conduct analysis on the general business environment and on the specific marketing environment.

Skills	Learning outcomes
CB4, CT5, CE32	RA1
CB4, CT4, CE23	RA2

## 4. CONTENTS

- Introduction to marketing
- Marketing approaches
- Buying behaviour of the end consumer
- Market segmentation
- Marketing mix: Product, Price, Communication and Distribution

## 5. TEACHING/LEARNING METHODS

### ON CAMPUS STUDY MODE

- Lecture/online conference
- Case studies
- Collaborative learning
- Problem-based learning
- Project-based learning

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

### On-campus:

Learning activity	Number of hours
Lectures	24
Asynchronous lectures	6
Case study analysis	15
Problem-solving	15
Oral presentations	15
Drawing up reports and written work	15
Group tutorials	10

Independent working	50
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

### On-campus:

Assessment system	Weighting
On-campus knowledge tests	40.0
Oral presentations	20.0
Reports and written work	20.0
Case study/problem scenario	20.0

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

### 7.1 Ordinary call

To pass the subject in the ordinary session, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary that you obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

### 7.2 Extraordinary call

To pass the subject in the ordinary session, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary that you obtain a grade greater than or equal to 4.0 in the finaltest, so that it can average with the rest of the activities.

Activities that have not been passed in the ordinary call must be submitted, after having received the corresponding corrections from the teacher, or those that were not delivered.

## 8. SCHEDULE

This section indicates the schedule with deadlines for assessable activities on the subject:

Assessable activities	Date
Activity 1	Week 1,2,3
Activity 2	Week 5
Activity 3	Week 6,7,8
Activity 4	Week 9,10,11
Activity 5	Week 18,19

This schedule may be modified for logistical reasons. Any modification will be notified to the student in a timely manner

## 9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

Brea-Solís, H., Grifell-Tatjé, E., (2019). A business model analysis of Kmart's downfall. *International Journal of Retail & Distribution Management*, Vol. 47 Issue: 2, pp.111-128, <https://doi.org/10.1108/IJRDM-10-2018-0218>

Davari, A., Iyer, P., Guzmán, F., (2017). Determinants of brand resurrection movements: Why consumers want dead brands back?. *European Journal of Marketing*, Vol. 51 Issue: 11/12, pp.1896-1917, <https://doi.org/10.1108/EJM-02-2016-0096>

García-Díaz, C., Péli, G., van Witteloostuijn, A., & Xin, B. (2020). The coevolution of the firm and the product attribute space. *PLoS ONE*, 15(6), e0234007. Retrieved from <https://link.gale.com/apps/doc/A626469802/AONE?u=lirn78088&sid=AONE&xid=94d020cc>.

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Hossain, M. S., Anthony, J. F., Beg, M. N. A., Hasan, K. B. M. R., & Zayed, N. M. (2020).

Affirmative strategic association of brand image, brand loyalty and brand equity: A conclusive perceptual confirmation of the top management. *Academy of Strategic Management Journal*, 19(2), NA. Retrieved from <https://link.gale.com/apps/doc/A623446941/AONE?u=lirn78088&sid=AONE&xid=051b847c>

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Mrad, M., Chi Cui, C. (2017). Brand addiction: conceptualization and scale development. *European Journal of Marketing*, Vol. 51 Issue: 11/12, pp.1938- 1960, <https://doi.org/10.1108/EJM-10-2016-0571>

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Savastano, M., Bellini, F., D'Ascenzo, F., De Marco, M., (2019). Technology adoption for the integration of online-offline purchasing: Omnichannel strategies in the retail environment. *International Journal of Retail & Distribution Management*, Vol. 47 Issue: 5, pp.474-492, <https://doi.org/10.1108/IJRDM-12-2018-0270>

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Walter, E., & Gioglio, J. (2019). *The laws of brand storytelling: Win and keep your customers' hearts and minds*. McGraw-Hill. Retrieved from LIRN/Skillsoft [Books24x7 version]. ISBN: 9781260440195.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer accompaniment to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and equal opportunities.

This Unit offers students the following:

1. Accompaniment and follow-up through the realization of personalized advice and plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, for those students with specific educational support needs, thus pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of the degree.

Students in need of educational support can write to

us at: [orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to identify strengths and areas for improvement in the teaching staff, the degree and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.