# Contemporary Marketing Issues Reading Package course for

**MARK-C000101-05 & MARK-E000101-05**

**Aalto Department of Marketing**

**15.04.2021**

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# Agenda

- Course practicalities
- The deliverable: A Thematic essay
- Grading
- Q & A

# Course practicalities

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# Course practicalities

***Teacher-in-charge:***

Hardikkumar Ladva, PhD Candidate, Department of Marketing

Email: hardikkumar.ladva@aalto.fi

**MyCourses-page**: https://mycourses.aalto.fi/course/view.php?id=34357

You may send general inquiries, clarification questions and questions about essay via MyCourse General discussion forum.

I'll read my email every day and will respond as soon as possible.
Please keep still in mind normal office hours and weekends.

# Learning objectives

**Upon the completion of this course, the student will have gained:**

- **Advanced knowledge** on a contemporary marketing topic of their choosing
- **Sharper critical thinking** skills
- Experience in **crafting an academic essay**
- A deeper understanding of how **analytical thinking** help in the field of marketing

# What are these courses for and about?

**These courses are for those who**

- are interested and motivated in **advanced or "hot" topics within marketing** ("couldn't get enough" in some course, want to pursue a career in the topic area…)
- are for example **working** and are looking for **self study courses**
- are looking for **good literature for their theses**
- **want to improve their writing and analytical skills**

# Bachelor Level Topics

1. Managing Value Co-Creation
2. Pricing
3. Marketing Strategy
4. Sustainability and CSR
5. Digital Retailing

# Master's Level Topics

1. The cutting edge of digital marketing
2. Citizens, consumers and markets in the age of climate change
3. Consumer Culture in the age of algorithms
4. Critical marketing – marketplace power and consumer resistance
5. Sharing, access-based and collaborative consumption
6. Circular economies
7. Race, ethnicity and gender
8. Well-being in a Digital age
9. Value: The most important concept in marketing
10. Marketing and the always connected consumer

# End Result

**Your course transcripts will reflect the topic of your choosing**

**For example, your transcript could read:**

MARK-C000101 Contemporary Marketing Issues: Sustainability and CSR

MARK-E000101 Contemporary Marketing Issues: Sharing, access-based and collaborative consumption

# Course Milestones

**Mandatory !**

Select and communicate your choice of reading package

**04.05.2022**

**Non negotiable Deadline !**

Final deadline to submit your essays on the **MyCourses** link

**03.06.2022**

**20.04.2022**

**Optional**

Introductory Session

**20.05.2022**

**Optional Deadline**

Submit your first draft of essay to me by email **IF** you need feedback before final sumbission

# Plan your workload

**Week 1**
*Reading the articles*
***30 hours***

*Reading the articles.* **04.05**
*Email the topic !*
**Week 2**
***30 hours***

**Week 3**
*Draft your main argument and the outline*
***25 hours***

*Add flesh to the bones (reflection, examples)*
*(**20.05** Send 1st draft)*
**Week 4**
***25 hours***

**Week 5**
*Re-write based on your feedback*
*Make sure that you reference your work !*
***25 hours***

*Re-write, proofread & edit*
***03.06** Submit*
**Week 6**
***25 hours***

**Reading the articles:** *60 hrs*

**Writing the essay:**
*100 hours*

# The deliverable:
# A thematic essay

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# Deliverable: A thematic essay

- Each theme wise package consists of 8-12 (bachelor) or 15-20 articles (master's).
  - Students may replace two articles within the reading package, but the responsible teachers must approve all changes.
- After reading the articles, the student will write an essay that outlines the primary themes from the selected readings
  - **(10 pages, excluding references and possible appendices, 1.5 spacing, PDF format)**
- The student must argue for their thematic breakdown ➔ no one way to do, but it is a demanding and creative job!
- **Assume that the instructor is familiar with the readings!**

# Constructing a thematic essay

**Some DOs and DON'Ts ( for details refer the syllabus document)**

1. Do not present a **mere chronological summary** of the articles.

2. Do not just **present various themes *within* the articles** – identify meaningful connections, compare and contrast the themes *across* the articles.

3. Remember: the essay's objective should never be **vague, combative or confrontational**. A good objective is definable, arguable claim. Your aim is to convince the reader and initiate a meaningful dialogue!

4. The essay's objective should be as clear and specific as possible. **Avoid overused + general terms and abstractions**.

5. "Critical reflection" does not mean **vague declarations of "I like /I do not like /agree with**…" Specify your claims and present clear arguments through evidence

6. **Do not submit a "wall of text"** – make sure that your arguments are clearly structured and form a coherent whole. Use subheadings if and when appropriate.

# Common Pitfalls and Errors

**Use the references**

- At times in-text references/citations are missing.
- Same with reference list at the end.
- Use a good referencing tool like Zotero or Mendeley

**Structure the text**

- Headlines, sub headlines etc, helps with consistency and coherence of the essay

**Take time to edit and re-read and repeat it !**

- Helps avoid minor and easily fixed mistakes.

# Common Pitfalls and Errors

**Suggestions for Future research/current gaps in literature**

- Often occluded. Does not have to be long (a paragraph or two can be enough).
- Showcases you have engaged with the readings + critical reflection.

**Critical analysis and reflection.**

- Often we receive a great summary of the literature but without much critical engagement or reflection with the text (***particularly important for students taking the master's course***)

**Write about something that interests you!**

- Helps in nearly all areas and gives the essay a more focused narrative!
- Pick an phenomena, event, company etc., that relates to your chosen topic to write about.
- E.g. one student discussed the Pokémon fanbase following the protests to remove the National Pokédex in the latest Pokémon game in the topic of co-creation.

# Grading

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# Grading Rubric

| Measurable Attributes | 0 -Insufficient | 1-Sufficient | 2 | 3 -Good | 4 | 5- Excellent |
|---|---|---|---|---|---|---|
| **Specification and justification of the essay's objectives and/or points of view** | Provides very vague or no specification or justification of the essay's objectives and/or points of view | Provides limited specification and justification of the essay's objectives and/or points of view | | Provides clear specification and justification of the essay's objectives and/or points of view | | Provides insightful specifications and justifications of the essay's objectives and/or points of view |
| **Review of literature** | Reports on assigned literature without connecting it to the essay's objective, omitting key references | Reports on all of the assigned literature without connecting it fully to the essay's objectives | | Reviews all of the assigned literature relevant to the essay's objective in an appropriate and comprehensive manner | | Demonstrates critical thinking in reviewing all of the assigned literature relevant to the essay's objectives |
| **Critical assessment of the content** | Shows no evidence of critical assessment of the content | Does not go deeply into the critical assessment of the content | | Critically assess the content, personal and general reflections are included | | Critical assessment and abstract ideas are reflected through the use of specific details |

# Grading Rubric contd..

| Measurable Attributes | 0 -Insufficient | 1-Sufficient | 2 | 3 -Good | 4 | 5- Excellent |
|---|---|---|---|---|---|---|
| **Identification of gaps in literature and directions for future research** | No identification of the research gaps or directions for future research | Provides limited insight into future research directions or literature gaps | | Identifies clear gaps in the literature, provides directions for future research | | Provides novel directions for future research and creatively identifies gaps in the literature |
| **Academic style, language use, and readability** | Uses non academic style; inaccurate language use interferes with reading and comprehension; citation format not observed, serious grammar and spelling mistakes | Uses sufficiently appropriate academic style; no substantial interference with reading and comprehension, citation format not always observed, grammar and spelling mistakes | | Uses academic language fluently; minor errors may exist but do not interfere with reading and comprehension, some grammar and spelling mistakes | | Meets academic writing standards, citation format consistently observed, no/very minor grammar and spelling mistakes |
| **Consistency and coherence of the essay** | Text is fragmented and unbalanced; problems with headings, paragraphs, and sections | Text is not fully balanced; does not really form a coherent whole; some problems with headings and paragraphs and section structure | | Forms a balanced and coherent whole; headings, paragraphs and section structure typically support the overall coherence | | Forms a coherent whole with consistent and explicit internal linkages; has a logical flow of argumentation with neat headings and clearly structured paragraphs and sections |

# Q & A ?

**Q: Can I attend the course in more than one period, e.g. start the in the period I and submit my essay in the period III?**

**Yes, that is possible. However, you need to register in the course in that period in which you want your course work to be graded. E.g. in this case, register in the period III.**

**Q: Is there any lectures in this course?**

**A: No, this is self-study course.**

# Thank you!

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