SCHOOL OF MANAGEMENT AND MARKETING

MARK213
Marketing Principles

SUBJECT OUTLINE
Wollongong Campus
Spring 2005

6 Credit Points

Lecture, Monday 0930-1130
Building 40.HOPE

Repeat Lecture, Monday 1730-1930
Building 20 Room 2

SUBJECT COORDINATOR: Venkat Yanamandram
TELEPHONE: 4221 3754
EMAIL: venkaty@uow.edu.au
OFFICE: 19.1024
CONSULTATION TIMES: Mondays, from 11:00 to 12:00
Wednesdays, from 11:30 to 12:30
Thursdays, 09:00 to 11:00

The Teaching Team
Venkat Yanamandram, Greg Kerr, Robert Grant, Geoff McLean, and Janette Rowland

Student Enquiries
All enquiries relating to tutorials, assignments, and other administrative issues should be directed in the first instance to:
Name: Janette Rowland
Office: 19.1044
Telephone: 4221 3729
Subject Description
Marketing is all around us, and we all need to know something about it. Marketing is used not only by manufacturing companies, wholesalers and retailers, but also by all kinds of individuals and organisations. Lawyers and accountants use marketing to manage demand for their services. So, do hospitals and museums. People throughout these organisations need to know how to define and segment a market and how to position themselves strongly by developing need-satisfying products and services for chosen target segments. They must know how to price their offerings to make them attractive and affordable, and how to choose and manage intermediaries to make their products available to customers. They need to know how to advertise and promote their products so customers will know about them and want them. Clearly marketers need a broad range of skills in order to serve and satisfy consumer needs.

The subject examines fundamental marketing concepts to build up a sound understanding. This subject is intended to serve as a foundation for further studies in business by developing an overview of where the marketing function fits within the larger organisation and what framework marketing provides for helping with the conduct of a business.

Subject Objectives
On successful completion of this subject, the student should:

1. Be conversant with the terminology, frames of reference, and approaches to research employed by marketing practitioners, academics and researchers and develop skills related to critical analysis and problem solving in marketing.
2. Be aware of major concepts and theories relevant to the study and practice of marketing.
3. Clear up the general misconception that marketing is just “sales” or “advertising”.

TERTIARY LITERACIES OUTCOMES
Students will acquire the following statistical, information, computer and academic literacy as a result of explicit teaching / learning activities in this subject:

1. A commitment to continued and independent learning, intellectual development, critical analysis and creativity
2. A basic understanding of information literacy and specific skills in acquiring, organising and presenting information, particularly through computer-based activity.
3. Self-confidence combined with oral and written communication skills of a high level
4. A capacity for, and understanding of, teamwork
5. An ability to logically analyse issues, evaluate different options and viewpoints and implement decisions

Required Texts

Recommended Study Guide

The price of textbook + study guide (bundled) is $120, while the price of the textbook alone is approximately $105. These books are available for purchase from the University bookshop.
Supplementary/Reference Texts


This is not an exhaustive list of references. Students should also use the library catalogue and databases to locate additional resources.

Journals and Newspapers

- Business Review Weekly (BRW)  
- Australian Financial Review  
- The Australian (Marketing Section)  
- B&T Magazine  
- Marketing Management  
- Advertising News  
- Sydney Morning Herald (Business Section)  
- Journal of Marketing  
- Harvard Business Review  
- Australian Marketing Researcher  
- Journal of Consumer Research  
- Journal of Advertising  
- Journal of Advertising Research  
- Journal of Retailing

Online Learning

A WebCT site has been set up for this subject which you can reach through the following URL: http://www.uow.edu.au/student/lol/. You must have a Unix account and a password to use this Online Learning resource.

For modern marketing, Internet is a very useful source of information. Access to databases such as Proquest 5000 / ABI-Inform, Expanded Academic Index, Emerald, Science Direct and others is possible through computer terminals located in the library and via remote access.

An active learning tool for students is, *Companion Website for Marketing*, which is linked to your textbook. You will find sample multiple choice and essay questions, Internet exercises and recent marketing articles. Go to: <http://www.prenhall.com/kotler_au/> and click on Marketing 6/e. Select a chapter and you should be able to access those resources.
### SECTION A: General Information

#### Lecture Times

| Regular lectures will be held | Wednesday | 0930 - 1130 | Building 40, HOPE theatre |
| Repeat lectures will be held | Wednesday | 1730 – 1930 | Building 20, Room 2 |

#### Lecture Program

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topics Covered</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20/07/05</td>
<td>Introduction&lt;br&gt;Ch.1: Marketing: Creating Value</td>
<td>Venkat Yanamandram</td>
</tr>
</tbody>
</table>
| 2  | 27/07/05   | Ch. 2: Customer Satisfaction, Retention and Profits  
Ch. 5: Marketing Environment | Venkat Yanamandram   |
| 3  | 03/08/05   | Ch. 6: Information Management & Marketing Research  
Ch. 5: Marketing Environment | Greg Kerr            |
| 4  | 10/08/05   | Ch. 7: Consumer Market Behaviour                                                | Jennifer Thornton    |
| 5  | 17/08/05   | Ch. 10: Market Segmentation, Targeting and Positioning                         | Venkat Yanamandram   |
| 6  | 24/08/05   | Ch. 8: Business Market Behaviour                                                | Robert Grant         |
| 7  | 31/08/05   | Reading Week, no classes  
Read material from week 1 to 6 in preparation for mid-session exam |                      |
| 8  | 07/09/05   | Ch. 11: Products: Goods, Services, and Experiences                             | Venkat Yanamandram   |
| 9  | 10/09/05   | **Mid-Session Exam** (on Saturday)                                              |                      |
| 10 | 14/09/05   | Ch. 16: Advertising and Public Relations  
Assignment Guidelines | Venkat Yanamandram   |
| 11 | 21/09/05   | Ch. 12: New Products                                                           | Greg Kerr            |
| 12 | 26/09/05   | **Mid-session recess – one week**                                              |                      |
| 13 | 04/10/05   | **Major Assignment Due** (Tuesday)                                              |                      |
| 14 | 05/10/05   | Pricing Policies and Strategies                                                 | Janette Rowland      |
| 15 | 12/10/05   | Ch. 17: Sales Promotion & Personal Selling                                     | Geoff McLean         |
| 16 | 19/10/05   | Marketing Plan (1 hour)  
Revision / Exam Guidelines (1 hour)                                              | Geoff McLean         
Venkat Yanamandram |
| 17 | 24/10/05   | **Study recess – 1 week**                                                      |                      |
| 18 | 29/10/05   | Examinations until 11/11/05                                                    |                      |

**Note:** The above schedule may be subject to change.
Students are strongly advised to attend either the regular or repeat-lecture. In order to maximise learning outcomes, it is strongly recommended that students attend lectures from week 1 to week 13. **Any material presented in lectures, including video clippings/exercises given during lectures may be included in exams. Past exams have included questions from exercises given during the lecture.**

Often, material covered in lectures is brought in from sources other than the prescribed text. Basic lecture slides will be placed in the Commerce Resource Room and Student Information Centre located on the ground floor of Building 40, and a copy of the same will be uploaded on to Mark101/213 WebCT site. The objective of providing these lecture slides is to help you listen to what the lecturer explains in the class. Lecturers are likely to add or edit the slides before their lecture and hence students are asked to be attentive during the class. The slides are NOT intended to act as a substitute to attending the lecture itself.
**Tutorial Schedule**

Information on tutorial days, times, and locations will be uploaded on to WebCT by the end of first week of session. It is possible that tutorial times may change, and depending on student numbers, tutorials may be cancelled or new tutorials added. If such changes take place, you will be notified by University email/SOLSmail ONLY.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Tutorial questions and activities</th>
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<tbody>
<tr>
<td>1</td>
<td>No formal tutorials. Subject coordinator and tutor(s) will be available for consultation</td>
</tr>
<tr>
<td>2</td>
<td><strong>Activity:</strong> Go to <a href="http://www.dell.com">www.dell.com</a> site and explore in terms of how well they apply the marketing concept. Then answer the following questions: (1) What is the most important customer benefit stressed on this site? (2) What new products did you find? (3) To what extent does this site employ the marketing concept? (4) How does Dell attempt to build relationships with its customers? What evidence of enhanced customer value do you see? (5) Is there anything missing from the site? (6) How could Dell improve the site to enhance the marketing of its products? Present your findings in class.</td>
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</table>
| 3  | **Activity-1:** CH 2  ➔ Discuss examples of some of the benefits and costs that might contribute to the customer value of each of the following products: (a) a cruise on a luxury ship (b) legal firm specialising in taxation and law (c) getting an automobile loan (d) belonging to a health club and (e) attending an executive education class.  
**Activity-2:** CH 5  ➔ Identify and explain the microenvironment (actors and forces in a marketing system) for the following companies: Toyota, Novotel, IBM, Sutherland Hospital and Fitness First |
| 4  | **Activity-1:** CH 6  ➔ Discuss where and how you would gather information for undertaking your major assignment this session.  
**Activity-2:** CH 6  ➔ Explain how you might use different types of research (focus groups, observation, survey and experiment) to forecast market reaction to a new kind of disposable nappy that is to receive no promotion other than what the retailer will provide. Furthermore, assume that the new nappy’s name will not be associated with other known products. The product will be offered at competitive prices.  
**Activity-3:** CH 6  ➔ What type of research would be appropriate in the following situations? Why?: (1) Kellogg's wants to investigate the impact young children have on parents’ decisions to buy breakfast foods (2) Our Uni bookshop wants to learn more about student perceptions of the store's merchandise, prices and service (3) McDonald’s is considering where to locate a new outlet in Sutherland (4) Gillette wants to determine whether a new line of deodorant for children will be profitable. |
| 5  | **Activity-1:** Guidelines for Oral Presentation.  
**Activity-2:** Formation of groups for case-study presentations.  
**Activity-3:** How to analyse a Case Study – A discussion using “IQ Computers” on pages 276-277 (textbook) as a basis. Prepare answers to questions 1, 2, 3 and 5 at the end of case study and present the findings in class. Also, study figure 7.7 (textbook) |
| 6 | **Activity-1:** Continuation of *IQ Computers* case study from previous tutorial  
**Activity-2:** CH 10 → Choose magazine ads for five different products. For each ad, write a description of the demographic characteristics of the targeted market.  
**Activity-3:** CH 10 → Create a perceptual map for the different brands of one of the following products: diet and regular colas, luxury cars, fast-food restaurants, washing detergents and beaches. |
|---|---|
| 7 | **Reading Week, no classes**  
Read material from week 1 to 6 in preparation for mid-session exam |
| 8 | **Activity-1:** Case-Study Presentation – pp.377 to 381 – Christendom Church  
**Group-1** questions 1, 2, 4 and 5 and use one of these questions as a lead-in discussion question.  
**Activity-2:** Report-writing techniques |
| 9 | **Activity-1:** Case-study presentation – pp. 431-434 – E-Co Shower  
**Group-2** questions 1, 3 and 5 and lead-in discussion question: Bring a product that you are familiar with to the class and discuss the following:  
- Does it come in primary, secondary or shipping packaging?  
- Does the label promote the product?  
- Is there any information about the customer services offered by the company?  
- What kind of brand is on the product (manufacturer’s, private co-brand)?  
- What is the label missing?  
- Discuss which of the four choices of a brand strategy are applicable to the company that produces the product you brought to the class.  
**Activity-2:** Case-Study Presentation – pp.652 to 653 – Sex Ads Get Clubbed  
**Group-3** questions 1 and 2 from case study. While answering question-1, describe the various appeals with an example of each and then explain the one that is applicable to case study. Lead-in discussion question: Share the findings of 2 print advertisements that you have collected where marketers have (a) informed and (b) persuaded.  
**Group-4** questions 4 and 5 from case study and use question 3 from case study as the lead-in discussion question.  
**Mid-session recess – one week** |
| 10 | **Group-5:** Case-Study Presentation – pp. 200-202 – New Technology versus Nostalgia and Tradition  
Questions 2, 3 and 4. Use one of these questions as a lead-in discussion question |
| 11 | **Case-Study Presentation** – pp.526 to 529 – Klout Bathroom Cleaner  
**Group-6** questions 2 and 3 from case study and lead-in discussion question: Assume you are the vice president for financial affairs at University of Wollongong. For the past three years, enrolments and revenues have declined steadily at a rate of about 10 percent per year. You are under great pressure to raise tuition rates to compensate for the falling revenues. However, you suspect that raising tuition might only make matters worse. What internal and external pricing factors should you consider before you make your decision? Explain.  
**Group-7** questions 4, 6 from case study and lead-in discussion question: What pricing strategy – market skimming or market penetration is likely to be most appropriate for each of the following products (a) a new type of lawn sprinkler system (b) a new skin patch drug to help people to quit smoking (c) Acer computers. |
13  
**Group-8: Case-Study Presentation – pp. 690-691 - McFraud**
Questions 1, 3, and 5. Use one of these questions as a lead-in discussion question

<table>
<thead>
<tr>
<th>Study recess – 1 week</th>
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<tr>
<td>Examinations until 11/11/05</td>
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</tbody>
</table>

This schedule may be subject to change.

<table>
<thead>
<tr>
<th>Tutors</th>
<th>Consultation times</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venkat Yanamandram</td>
<td>Mondays, from 11:00 to 12:00</td>
<td>19.1024</td>
</tr>
<tr>
<td></td>
<td>Wednesdays, from 11:30 to 12:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thursdays, 09:00 to 11:00</td>
<td></td>
</tr>
<tr>
<td>Janette Rowland</td>
<td>To be advised</td>
<td>19.1044</td>
</tr>
<tr>
<td>Kamel Micheal</td>
<td>To be advised</td>
<td>40.138</td>
</tr>
</tbody>
</table>
**SECTION B: Assessment**

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Tutorial Participation (5%) and Oral Presentation (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Literacy Outcomes</td>
<td>1,3, and 4 mentioned earlier in this subject outline</td>
</tr>
<tr>
<td>Marking criteria</td>
<td>Students must have prepared for the tutorial as per the tutorial outline (see pages 6,7,8 for a list of exercises per week); failure to prepare will be viewed as non-participation. Merely attending with no active participation will result in a mark of 0/10. Marks for participation will be as follows:</td>
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- **5** for outstanding thinking (comprehensive understanding of subject matter including preparation and presentation of tutorial exercises; critical thought; evidence of outside reading; learning from ideas of others; insightful analysis; demonstration of extremely high level of interpretative and analytical ability and intellectual initiative)
- **4** for excellent thinking (Very high level of understanding of subject matter including preparation and presentation of tutorial exercises; critical thought; learning from ideas of others; insightful analysis; demonstration of very high level of interpretative and analytical ability and intellectual initiative)
- **3** for good thinking (a high understanding of subject matter including preparation and presentation of tutorial exercises; learning from ideas of others; demonstration of high level of interpretative and analytical ability and intellectual initiative; some minor objectives not fully achieved).
- **2** for passable thinking (adequate understanding of most of the basic subject matter; adequate interpretive and analytical ability; failure to achieve some minor objectives)
- **0-1** These marks vary depending on limited thinking indicating partial understanding of basic subject material; some evidence of interpretive ability; occasionally preparing for tutorial exercises; unsatisfactory performance indicating inadequate understanding of basic subject material; and not responding meaningfully to questions posed during tutorials (‘yes’, ‘no’, ‘it depends’, ‘I guess so’ etc).

The assessment also includes a case study presentation, which is worth 10%. The case study presentations will be done in groups of two/three students in tutorial time in the second half of the session. You will be allocated a case study during the tutorial in Week 5 (the case study will be from the required text book). Your group will be required to present answers to the case study question(s) and other questions. Each case will be a mini-summary of the relevant topic and will therefore be useful for class revision of key concepts. Each group will be allotted a maximum of 25 minutes including lead-in discussion questions. If you observe the details mentioned for each case study presentation in the tutorial schedule, there will be a lead-in discussion question in addition to case study questions. The lead-in discussion question provides an opportunity for the presenting group to ask questions to the audience and lead the discussion. Students must actively participate in tutorial discussion. This will require familiarity with the case, ability to develop constructive questions and willingness to engender a positive discussion environment. You are NOT required to hand in written evidence for this assessment.
Due to time constraints, you must use ONLY Overhead Projector (OHP) for
your presentation and NOT PowerPoint (use of PC/Laptop etc). You can
however prepare your slides using PowerPoint and present them using OHP.
You must address all questions allocated to your group. Every member of a
group must present. Marks will be allocated based on performance in
presentation and based on how well you integrate related concepts to the
case study. If you are not present when you are scheduled to present your
case, you will receive 0/5 for this piece of assessment and consequently you
will fail this subject. If you are unable to present a case study during your
allocated week, you will be asked to submit an alternate piece of assessment
for 5 marks, if and only if you present evidence of a serious and utterly
exceptional crisis.

Your presentation will be evaluated based on:

1. **Structure of Talk:**
   Were you logical, clear? Did you emphasize the main points?

2. **Content of Presentation:**
   Was it relevant, adequate, and interesting?

3. **Visual Aids:**
   Have you used the relevant/attractive aids in your presentation? Were they
   well used?

4. **Voice:**
   Was your voice fluent, clear, audible? Was it well paced?

5. **Dependence on notes (mechanically reading from report?) and it’s
   influence on audience relationship**

6. **Other aspects:**
   Group coherence, eye contact, enthusiasm, audience questions answered?

| Weighting | 15% |

<p>| Assessment 2 | The details of the major assignment are provided in Appendix 1; Individual work |
| Tertiary Literacy Outcomes | 1-5 mentioned earlier in this subject outline |
| Title | Major Assignment |
| Length | See Appendix 1 |
| Weighting | 25% |
| Due date | Tuesday, 4 October 2005 |
| | (reports will be accepted between 9 AM and 3 PM only) |</p>
<table>
<thead>
<tr>
<th><strong>Where assignment is to be submitted and returned</strong></th>
</tr>
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<tbody>
<tr>
<td>On 4 October, assignments will be collected at 19.1044 (Head Tutor, Janette Rowland’s office). However, assignments will be accepted by your tutor prior to the submission date. Assignments slipped under the door of the subject coordinator, head tutor or tutor will NOT be accepted for evaluation. Assessed reports can be collected from your respective tutors in Week 13. After this period, the reports can be collected from the head tutor's office during her consultation hours or by appointment.</td>
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## Examinations

### Mid-session Examination

<table>
<thead>
<tr>
<th>Weighting</th>
<th>20%</th>
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<tbody>
<tr>
<td>Date</td>
<td>Saturday, 10 September 2005 from 10.00 to 11.40</td>
</tr>
<tr>
<td>Time allowed</td>
<td>1 hour, 40 minutes</td>
</tr>
<tr>
<td>Structure of paper</td>
<td>This examination is designed to test your knowledge as you progress through the subject and to provide you with feedback on how well you are doing at the mid-point in the subject. This examination will deal with material covered from Week 1 to Week 6, both inclusive. The exam will consist of 80 multiple-choice questions. The venue for the exam will be announced during the lecture in Week 5.</td>
</tr>
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</table>

### Final Examination

<table>
<thead>
<tr>
<th>Weighting</th>
<th>40%</th>
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<tbody>
<tr>
<td>Date</td>
<td>During the exam period: 29 October – 11 November</td>
</tr>
<tr>
<td>Time allowed</td>
<td>To be advised.</td>
</tr>
<tr>
<td>Structure of paper</td>
<td>The final exam period is from 29 October to 11 November. The exam date for this subject will be confirmed during the course of the session and published on SOLS 3 to 4 weeks before the examination period. The final exam format and material to be studied will be announced in Week 13 during the lecture. Past exam papers will not be made available. However, the subject coordinator will provide useful guidelines on exam preparation during the lecture in Week 13 and hence it is imperative that you attend this lecture. Regardless of your cumulative mark throughout the semester, you still must obtain at least 45% (18 out of 40) on the final exam, and at least 50% overall to pass the subject. Note: the exam dates and times published in the University's Provisional Exam Timetable are subject to change. Students should therefore only rely on the exam details published in the University's Final Exam Timetable. Application to sit early exams will only be considered by the Head of School if accompanied by a medical certificate or written advice from a counsellor. Excuses such as family holidays WILL NOT be considered. Similarly, if you are sick for an exam and are seeking a supplementary exam, then this needs to be borne in mind when making any travel arrangements.</td>
</tr>
</tbody>
</table>

Note: The examination format cannot be changed from that stated above without the written consent of all students enrolled in this subject.
APPENDIX-1

Major Assignment (25%). Individual work for Mark213 students.

DO NOT SUBMIT YOUR ASSIGNMENT IN PLASTIC SLEEVES OR PLASTIC COVERS. Packaging the report well would enhance your marks, provided the content of the report addresses the assignment questions. You are allowed to bind the report. Students need to refer to School Policy on Submission of Assessed Work for guidelines relating to performance and submission requirements for individual assignments (see page C3 of this subject outline).

Assignment cover sheets must be submitted with any work submitted and can be downloaded from the following website: http://www.uow.edu.au/commerce/pdf/assignmentcoversheet.pdf

Topic:

You are the new marketing manager of a product-line for a real-life company involved in one of the following industries/markets: Food; Automobile; Alcohol; Financial/Banking; Perfume/Cologne; Household Cleaning, Personal care, and Oral care. The company you select should be real, NOT hypothetical. Your boss has requested you to submit a report on the following:

Note: if you want to consider a company from a market other than what is stated above, you MUST obtain prior written permission from the subject coordinator.

1. Scan the marketing environment to determine the key external factors which impact on this market. Secondary research, summarised with implications for the company and its customers is required on the following factors: Economic, Political, Socio-cultural, Legal, technological, and competition.
2. Discuss the segmentation variables that you would consider when dividing the market. Justify your decisions.
3. Using the variables, identify the various segments in the market
4. Amongst the segments identified, profile four important segments
5. Evaluate the four identified segments using concepts discussed in the text/lecture
6. Select and justify two most viable market segments (out of the four segments) that you would recommend be targeted;
7. What is the positioning of the product/service in the minds of key customer groups and how have you determined this to be true? Draw at least one positioning and one perceptual map for each segment targeted.
8. Evaluate the current communication strategy for the target markets selected. In evaluating, you must discuss if the company has effectively communicated the desired position to target consumers. Evaluate the various communication tools that the company have used in communicating the desired position.

Submission Guidelines

1. You MUST acknowledge all sources of any facts and ideas which are not your own.
2. Reports that are submitted with no, incorrect or poor referencing will be returned unmarked, attaining a zero grade. For referencing guidelines, see Style Manual for Authors, Editors and Printers, 5th ed., 1995. Also see the following URL for examples of referencing:

3. The emphasis should be on clearly expressed and supported arguments, as well as creative ideas.

4. Properly used bullet points, diagrams and graphs enhance the readability of your report. However, note that the whole report should not be just a series of bullet points – use them to list. Make sure the report represents a coherent argument from start to finish.

You must show evidence of PRIMARY AND SECONDARY research for this assignment. Research may be done through interviews, TV, newspaper or magazine articles, journal articles obtained through online databases and the Internet. The report should be something that you would be proud of and should reflect the high standard of business writing and presentation.

**Your report MUST include all of the following:**

1. **Title page.** Immediately following the cover sheet should be a title page. The title page must consist of a report title, student name, student number and the date of submission.

2. **Executive summary.** Your report should include an “Executive Summary” (immediately following the title page) for about 1 page.

3. **Table of contents.** Immediately following the executive summary should be a table of contents (with page numbers) for your report. You may put the report together in any order you like, provided there is some logical reasoning (apparent to the reader) for the sequence you have chosen.

4. **Main body of report.** The main body of the report is where you address the assignment questions. It is essential that every claim that you make about a firm must be backed-up by a short-reference (in-text reference) within the body of the text. This should be supplemented by a detailed list of references at the end of your assignment.

The main body of the report should be 15 pages of typed text (Use ONLY 1.5 line spacing; font 12; 2.5 cm margin on all sides). The 15 pages of typed text DOES NOT include title page, executive summary, table of contents, introduction, tables/charts/figures in the main body of report, conclusion, list of references, and appendices.

5. **References.** As mentioned earlier, a complete citation for all work of others referenced in your report should be included in the references section.

6. **Appendices.** Any relevant additional information that you want to mention can be in the ‘Appendix’ section. Be sure to name what each appendix refers to along with appropriate page numbers.

**Warning:** Any student who relies solely or substantially on the Internet to generate information will have her/his assignment returned for rewriting.