

TEACHING GUIDE

INTRODUCTION TO MARKETING AND COMMUNICATIONS IN THE FIRM

GRADO EN ADMINISTRACIÓN Y DIRECCIÓN DE EMPRESAS (INGLÉS)

ACADEMIC YEAR 2026-27

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I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	2 course, 1Q semester
Nº of credits	6
Language in which the subject is taught	English

II.-Presentation

The subject Introduction to Marketing and Communication in Business is a basic training course of second year of six credits. This introductory course in the Marketing and Market Research area aims to familiarize students in the Bachelor's Degree in Business Administration and Management with the basic concepts and functions of marketing in organizations. While introducing the fundamentals of marketing, it also prepares students to acquire a deeper understanding of this discipline in subsequent years of the degree. Advances in ICT offer significant potential for improving marketing processes, leading to changes in their practice. Therefore, the course will address the implications of the digital environment on both the fundamentals of marketing and its management variables.

The subject is structured into six themes: the first describes the basic concepts and characteristics of marketing in the market and business contexts, the evolution of marketing orientations, and the need to create an attractive value proposition to establish stable customer relationships. The decisions that comprise strategic and operational marketing are also analyzed. The second theme studies the market, developing the main market classifications and the basic characteristics of each market type. The main elements that make up the company's marketing environment are also described. A deeper understanding of the environment is essential for understanding market structure. Theme three describes the main relationships between marketing and consumer behavior and examines the main influencing factors. Furthermore, the purchase decision process and how consumers make choices among different alternatives are addressed. Theme four develops the usefulness and applications of marketing research in the business system. To gain a good understanding of the consumer and the market, marketing managers must effectively manage marketing information from a wide variety of sources. The development stages and techniques used in the market research process are also covered. Theme five focuses on market segmentation and the process for its application in terms of objectives. Today's organizations are aware that they cannot attract all customers in the market, or at least not all customers in the same way. Buyers are too numerous, geographically dispersed, and have diverse needs and purchasing behaviors. Furthermore, organizations themselves vary considerably in their capacity to serve different market segments. Therefore, companies must identify the market segments they can serve best and most profitably. Differentiation and positioning strategies are also analyzed. Finally, theme six examines the classic marketing variables that inform decision-making and constitute what is known as operational marketing, which will be covered in subsequent courses. This theme introduces the main decisions regarding product, price, and distribution, with particular emphasis on the communication variable and its principal tools.

III.-Learning outcomes



CI08. Ability to make decisions

CP01. Ability to work in an interdisciplinary team.

CP04. Critical reasoning skills.

CS01. Ability to study independently.

CS03. Creativity.

CPR01. Practical application of knowledge.

CE02. Skills, Knowledge, both basic and specialized on the understanding of the operation, management and control of the different functional areas of the Marketing company

CP02. Ability of application of the theoretical, methodological knowledge and of the technologies acquired in the process of formation

CP15 . Ability to design and implement marketing strategies

CP16 . Ability to evaluate the market and the environment integrated into the marketing information system

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.

- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.

IV.-Contents

IV.A.-Syllabus

THEME 1. Introduction to Marketing

- 1.1. Concept, nature, and scope of Marketing
- 1.2. Marketing in the company
- 1.3. Approaches to Marketing Management
- 1.4. Marketing Planning
- 1.5. Ethics and Responsible Marketing

THEME 2. The Market and the Marketing Environment

- 2.1. Concept and types of markets
- 2.2. Marketing and the environment
- 2.3. The marketing microenvironment
- 2.4. The marketing macroenvironment

THEME 3. Consumer Behavior and Organizations

- 3.1. Consumer behavior and marketing
- 3.2. The purchase decision process
- 3.3. Factors in the purchase decision process
- 3.4. The business purchase decision process

THEME 4. Marketing Research

- 4.1. The Marketing Information System (MIS)
- 4.2. Nature and scope of marketing research
- 4.3. Information Sources in Marketing
- 4.4. The Marketing Research Process

THEME 5. Segmentation and Positioning Strategies

- 5.1. Concept and Objectives of Market Segmentation
- 5.2. The Market Segmentation Process
- 5.3. Segmentation Criteria
- 5.4. Segmentation and Positioning Strategies

THEME 6. The Instruments of the Marketing Mix

- 6.1. The Product
- 6.2. The Price
- 6.3. Distribution

IV.B.-Training activities

Type	Title
Theoretical sessions	Students participation in class, attendance to mandatory lessons or seminars. The professor will determine these activities
Other activities	Professor propose attending seminars, conferences or extracurricular activities related to the subject.
Lectures	The professor can recommend reading articles, cases or publications related to the subject
Test and/or exams	Exam and practical cases development. It will be held on the official date of the ordinary call and will evaluate the theoretical-practical mastery of the students



Academic tutorials

Individual and/or group academic tutorials.

V.-Student workload	
Theoretical sessions	33
Resolution of exercises, problems, case studies, etc.	25
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	2
Academic tutorials	15
Related activities: conferences, seminars, etc.	33
Preparation of theoretical sessions and self-study	30
Preparation of practical tasks, exercises, case studies, projects, etc.	30
Preparation for tests and/or exams	12
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 16	Usage of reading and teaching material: reading, visual, auditory, audiovisual, multimedia, or web-based materials. Presentation and explanation of theoretical and practical content.
Resolution of exercises, problems, case studies	Week 1 to Week 16	Learning focused on problem-solving and/or case studies through individual or group student work (case analysis, reports, research papers, etc., to be carried out and supervised in the theoretical classroom).
Tests and/or exams	Week 16 to Week 18	On-site exam (multiple-choice and/or essay questions). It will be developed during the official ordinary and extraordinary date set by the university.
Academic tutorials	Week 1 to Week 18	Teaching support through individual or group tutorials.
Seminars	Week 1 to Week 16	Participation in seminars with professionals and experts in the sector
Practical sessions	Week 1 to Week 1	Practice of debates and constructive criticism



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

INTRODUCTION TO MARKETING AND COMMUNICATION IN THE COMPANY (FACE-TO-FACE)							
System of evaluation	Evaluation activity	Weighting	Reassessable in extraordinary	Minimum score	Contents	Date	
S.E. 4 - Evaluation of problems and practical cases. Practical activities for learning activation (carried out sequentially and simultaneously with the development of the topics of the program during the school period)	Individual and/or group exercises/assignments/case studies (Between 1 and 10)	25%	Not reassessable		Full syllabus	Teaching period	
S.E. 3- Face-to-face theoretical assessment tests	Exam, test and/or short questions.	60%	Reevaluable	5/10	Full syllabus	Official in-person call	
S.E. 3- Face-to-face practical assessment tests	Examination of exercises and/or practical cases.	15%	Reevaluable	5/10	Full syllabus	Official in-person call and/or during the academic period.	

* With the non-reassessable activities, it is intended that the student faces this activity as he or she acquires the knowledge of the subject, so that it is a challenge and contributes to assimilating the methodology of the subject, as well as that it can be the subject of an oral presentation in class. These two objectives are not met in the extraordinary call.

Practical activities to activate learning - Individual and/or group exercises/assignments/case studies are part of the continuous evaluation of the student in the ordinary call. Their main objective is the activation of learning during the development of the program, so they must be carried out sequentially and simultaneously with the development of the topics during the teaching period on the dates established by the teacher. The final distribution and details of the characteristics of the assessment tests will be communicated by the teacher in the first weeks of the academic year.

The final exam will assess the minimum knowledge required to assess the assimilation and understanding of the theoretical and practical foundations of the subject.

Early call (For those students who request the **early call** and it is granted because they meet the requirements established in the Regulations for the Evaluation of Learning Outcomes of the URJC)

1. Practical activity to activate learning. The student must carry out a practice in which they demonstrate the mastery of the subject and their practical reasoning concerning the content of the subject. The weighting of this activity will be 40% of the final grade. It is necessary to obtain a minimum grade of 5 points out of 10.
2. Examination. The student must pass an exam, test, and/or short questions. The weighting of this activity will be 60% of the final grade. It is necessary to obtain a minimum grade of 5 points out of 10.



VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

Kotler, P., & Armstrong, G. (2013). Principles of Marketing (16th Global Edition).

Kotler, P., Kartajaya, H., & Setiawan, I. (2016). *Marketing 4.0: Moving from traditional to digital*. John Wiley & Sons.

KOTLER, P.; Ed. (2017). "Fundamentos de Marketing" 13º Ed. Ed Pearson Educación, Madrid

BLANCO GONZÁLEZ, A.; PRADO ROMÁN, A.; MERCADO IDOETA, C. (2016): "Introducción al Marketing y la Comunicación en la empresa" 2ª Ed. ESIC Editorial

Consultation bibliography

IX.-Professors

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Academic degree	Doctor
Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docencia	0
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Academic degree	Doctor
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Number of quinquennia	1



Number of sexennia	0
No. of positive evaluations by Docentia	3