

Applied Marketing Management  
AP/ADMS 3220 Section M  
Winter 2025

---

COURSE OUTLINE

---

**COURSE INFORMATION**

**Course instructor:** Pilar Carbonell-Foulquie

**Office:** Atkinson 238

**Email address:** [pilarc@yorku.ca](mailto:pilarc@yorku.ca)

**Office hours:** No specific teaching hours are required. The instructor is pleased to meet with students before or after class or at other times by mutual agreement.

**Time:** Tuesdays 4:00-7:00 PM

**Course location:** R N120

**Course webpage:** See eClass: <https://eclass.yorku.ca/eclass/my/>

**COURSE OVERVIEW**

**Course Description**

This is an intermediate course in marketing that focuses on the application of concepts, principles, and tools of marketing planning. Working with cases, students analyze marketing problems and develop solutions to real-world situations. Course components include situation analysis, segmentation, targeting, positioning, marketing strategies, evaluation and control. Assignments include creating a real-life marketing plan for a for-profit or not-for-profit organization.

**Pre-Requisites**

Students should ensure that they have the appropriate pre-requisites as the University may de-enroll any students without the appropriate pre-requisites. Course prerequisites: for students in an Honours program AP/ADMS 2200 3.00; for other students, a grade of C+ or better in AP/ADMS 2200 3.00. Course credit exclusions: None.

**Course Learning Objectives**

This course will help you to:

- Understand and apply marketing principles and concepts to create effective marketing plans.
- Assess the impact of internal and external factors on marketing decisions and strategies.
- Identify complex marketing problems and opportunities through situation analysis.
- Propose strategies in segmentation, targeting, positioning, product, pricing, marketing communications, and distribution.

- Evaluate the pros and cons of various strategies to determine their alignment with the marketing context and objectives.
- Make evidence-based, theory-driven recommendations and develop actionable implementation plans, including budgeting, scheduling, and performance metrics.
- Enhance business communication skills through oral presentations, written reports, and in-class discussions .

## **Required Course Material**

An e-coursepack containing required cases studies and marketing readings has been created with Harvard Business Publishing (HBP) for students to purchase. Click [here](#) to purchase the required course readings and cases. The cost of the coursepack is USD100.85.

There are no restrictions in this course that would prevent students from using second-hand copies of the HBP coursepack. However, students are encouraged to ensure that any second-hand materials include all the required content for this course. Refer to the weekly schedule on the eClass site for details about the readings and cases that will be used this term.

## **COURSE EVALUATION**

The makeup of the final course grade will be as follows:

|                              |     |
|------------------------------|-----|
| Class participation          | 25% |
| Final examination            | 30% |
| Marketing plan group project | 45% |

There is no mid-term examination in this course.

### **Class Participation**

Participation grade will be calculated as the average of two sub-components: in-class participation and written assignments.

### **In-class participation**

Each week, a case study and a corresponding marketing reading will be discussed. Students are expected to prepare the material in advance and attend class ready to actively participate in the discussion. The schedule of weekly cases and readings is posted on the eClass site.

To prepare for the case discussions, students are encouraged to read each case at least twice: the first time to gain an overview of the company, industry, and exhibits, and the second time to focus on the specific problems and decide on a strategy or course of action. Additionally, a list of discussion questions has been provided for each case. Completing these questions in advance will help students prepare and contribute meaningfully to the discussions. Note that some discussion questions are linked to the assigned marketing reading, so it is important to review the assigned reading before analyzing the case.

In-class participation will be assessed based on the quality of students' spoken contributions during the weekly discussions. Valuable contributions include:

- Demonstrating thorough preparation and analysis of the case.
- Showing mastery of course material.
- Building on others' comments to advance the discussion.
- Starting the discussion effectively or redirecting it to important topics.
- Abstracting key learning points, sharing calculations, or answering theoretical questions.
- Pursuing the logic of others' arguments or participating in special presentations.

Remember, case discussions are cumulative. Students should listen carefully to others' contributions and provide constructive critiques or support to build a collaborative and engaging learning environment.

To participate, raise your hand and wait to be given the floor. From day one, make an effort to speak up. While many students may prefer not to speak in class, remember that, as a future manager, you will need to communicate your opinions effectively in group settings.

Cold-calling will be used to encourage even participation and engagement. If you feel particularly uncomfortable with this, please inform me beforehand so we can work together to find a supportive solution.

Please bring your name card to every class and display it clearly. This ensures I can identify you and appropriately credit your participation.

Class participation grades will be assigned using a 4-point scale where:

- 0 = Absent or No Participation: Student did not attend the discussion or did not contribute in any way.
- 1 = Minimal Participation: Student made very limited or superficial contributions to the discussion of the case and reading.
- 2 = Adequate Participation: Student contributed to the discussion in a basic way. Contributions are somewhat relevant but may lack depth or consistency.
- 3 = Good Participation: Student made strong contributions to the discussion, reflecting good preparation and understanding of the case and reading.
- 4 = Excellent Participation: Student's contributions are insightful, well-prepared, and significantly enhance the discussion. Contributions are highly relevant and effectively build on others' inputs.

Under normal circumstances, participation grades will be posted on a weekly basis. Students are expected to check their participation grades promptly and bring any issues to my attention within a week of the specific lecture. Students who wish to have their participation mark reviewed should include in their email request a brief but specific statement regarding their contributions during that class (e.g., "When asked what factors accounted for the success of Starbucks, I said...", "I volunteered for the in-class presentation on...", "When the instructor asked the class X, I responded Y"). Vague and unspecific descriptions of one's participation will not constitute grounds for reconsideration of the original participation grade. Participation grades will only be discussed within this one-week period.

### **In-class written assignments**

At the start of each class, students will be required to submit their answers to 2–3 questions related to the assigned course material (both the case and the reading). These write-ups will be completed individually, in class, without the use of laptops, and will be closed-book. Late submissions will not be accepted.

### **Missed class**

Students with legitimate reasons for missing a class may make up for lost participation marks by completing a make-up assignment related to the material assigned for the missed class. To arrange this, please contact the instructor for details on the make-up assignment. These assignments must be submitted within one week of the missed class. If possible, absences should be communicated to the instructor in advance of the class session. This option is limited to a maximum of two missed classes.

### **Final Examination**

The final exam will consist of a case study for which students will be asked to answer a mix of applied and/or theoretical short questions. This exam is cumulative and thus will cover all material presented and discussed prior to the final exam. The final examination will take place on the third last week of the term.

### **Marketing Plan Project for a Real-Life Organization**

Students, working in groups of 5-6 students, will develop a comprehensive marketing plan for an actual client organization. No changes in group composition will be permitted once the groups are formed.

Two organizations will be collaborating with the class this term. These organizations have real concerns and are highly interested in the outcomes delivered by the students. The project briefs submitted by these companies are available on the course eClass site.

Students are expected to review the briefs and indicate their preferred company for creating a marketing plan, through the eclass site, before the first day of classes. While student preferences will be taken into consideration, they cannot be guaranteed. Company assignments will be made on a first-come, first-served basis. Students who do not indicate a preference by the deadline will be randomly assigned to one of the two companies.

Only students who attend the first class will be assigned to a group. If you are unable to attend the first class, please email the professor in advance to make arrangements for joining a group.

There are several milestone assignments for the group project. All project deliverables must be handed in on or before the due date. Assignments handed in late will be penalized with a grade reduction of 5% per hour late. For further information on these assignments and due dates, download the document entitled “Group Project – Marketing Plan”, which is posted on the course eClass site, under Week 1.

### Peer evaluations and team grades

Empirical evidence shows that achieving a high level of group performance requires effective teamwork and input from all individual group members. However, past experience indicates that groups are prone to issues of free-riding if there are no mechanisms in place to motivate members to contribute their knowledge and time. Accordingly, individual grades for the group project will be based on peer evaluations. With each group project deliverable, students will have the opportunity to rate their team members in peer reviews, which will be used to adjust individual grades relative to the group's grade. As a result, all team members may not receive the same grade for the project assignment. Therefore, work hard to achieve the project objectives and fulfill your responsibilities—much like in the business environment. You can find more information about peer evaluations in the group project document.

### **WEEKLY SCHEDULE**

The weekly schedule of the course will be posted on the course eClass site. Be sure to check your York email and the course eClass site frequently to note any minor changes to the weekly schedule.

### **COURSE AND UNIVERSITY POLICIES**

Please review the course policies in this section. All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

**Class attendance:** It is strongly recommended that students attend all class meetings to ensure successful achievement of the intended learning outcomes. Attendance to guest speakers' presentations is mandatory. A 10% penalty to your participation grade will be applied for each unjustified absence on these days.

**Email communication:** For emails, please make sure that you include the course number on the email subject line (e.g. ADMS 3220). From Monday to Friday, students will normally receive an answer to their emails within 24 hours. Emails received during the weekend will be normally answered by the following Monday.

**Missed final exam:** Deferred standing (DSA) may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <https://www.yorku.ca/laps/sas/academic-resources/deferred-exam-requests/>. No individualized communication will be sent by the School to the students (no letter or e-mails). Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not.

## Academic Integrity

Academic integrity is a fundamental and important value of York University. To maintain a fair and honest learning environment, you are responsible for understanding and upholding academic integrity in all courses and academic activities. You are encouraged to connect with reliable [on-campus resources](#) that support your coursework and academic honesty. To better understand the serious consequences of breaching academic honesty policies, familiarize yourself with the [Senate Policy on Academic Conduct](#). You can learn more about upholding academic integrity in your courses by exploring [Guiding Principles for LA&PS](#) and [Academic Integrity for Students](#).

**Turnitin:** To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course eClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

## Generative Artificial Intelligence (GenAI)

Submitting any work created (in whole or part) through the use of generative AI tools such as ChatGPT, GPT-3, DALL-E, and translation software among others, without your instructor's knowledge or permission, will be considered a violation of York University's [Senate Policy on Academic Conduct](#). Always consult with your instructor for clarity and approval on AI tool usage. Any permitted use of AI must be properly cited to ensure transparency and uphold academic standards. For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

If you're not sure whether using an AI app for your academic work is acceptable, it is recommended that you:

- Carefully review the guidelines for your assessments
- Check for any messages from your instructor on eClass
- Ask your instructor or TA if they are permitting the use of these tools

## Accessibility

York University is committed to creating a learning environment which provides equal opportunity to all members of its community. If you anticipate or experience any barriers to learning in this course, please discuss your concerns with your instructor as early as possible. For students with disabilities, contact [Student Accessibility Services](#) to coordinate academic accommodations and services. Accommodations will be communicated to Course Directors through a Letter of Accommodation (LOA). Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

## Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal

examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

### **Intellectual Property**

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Conduct](#), and/or legal consequences for copyright violations.

### **Student Support and Resources**

York University offers a wide range of student supports resources and services, including everything from writing workshops and peer mentorship to wellness support and career guidance. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [Centre for Indigenous Student Services](#) offers a community space with academic, spiritual, cultural, and physical support, including writing and learning skills programs.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.