

**Applied Marketing Management
AP/ADMS 3220 Section M
Winter 2026**

COURSE OUTLINE

COURSE INFORMATION

Course instructor: Pilar Carbonell-Foulquie

Office: Atkinson 238

Email address: pilarc@yorku.ca

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

Time: Wednesdays 11:30AM-2:30 PM

Course location: SLH C

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

LAND ACKNOWLEDGMENT

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

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 the required **cases studies and readings** for this course has been created with Harvard Business Publishing (HBP). The cost of the coursepack is USD 92.10. Click [here](#) to purchase the HBP e-coursepack.

COURSE EVALUATION

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

Case work	30%
Final examination	25%
Marketing plan group project	45%

There is no mid-term examination in this course.

Case work (30%)

Case-based learning is a powerful method for applying theoretical concepts to real-world business problems. It challenges students to think critically, develop practical solutions, and learn from the diverse perspectives of their peers. Thus, in this course, a case study will be discussed each week. The schedule of weekly cases and corresponding readings is posted on the eClass site.

Case work will be assessed via two components: written assignments and class participation.

Written Assignments (15%)

Each week, at the start of the class, students will be required to submit their answers to 2–3 questions related to the assigned case. These write-ups will be completed individually, in class, without the use of laptops, and are closed book. Late submissions will not be accepted.

Class Participation (15%)

After completing the written assignment, the class will engage in the discussion of the weekly case. The purpose of these discussions is to deepen understanding of the case by examining it from multiple perspectives, testing different interpretations, and refining ideas through dialogue. Case discussions also help students develop essential professional skills, including thinking on one's feet, articulating arguments clearly, and responding constructively to feedback.

Preparing for case discussions

To prepare effectively for case discussions, complete the following steps for each case:

1. Begin by reviewing the case discussion questions posted on eClass. These questions highlight the key issues that will guide the in-class discussion and help you focus on what matters most.
2. Review the assigned marketing readings. These provide the conceptual frameworks needed to analyze the case and support well-reasoned recommendations.
3. Read the case twice.
 - First reading should focus on developing a broad understanding of the company, its industry context, and key facts.
 - Second reading should be more analytical, focused on identifying relevant data, conducting a structured situation analysis, clarifying the core problems or decisions facing the firm, and considering evidence-based and theory-driven courses of action
4. Finally, prepare concise notes or talking points to bring to class. This will help you participate confidently and meaningfully in class discussions.

During class, raise your hand to participate and wait until you are given the floor.

Participation Expectations

Because the primary value of case-based learning lies in articulating, debating, and refining managerial judgments through discussion, active participation is expected from all students. Speaking up may feel uncomfortable at first, but it is essential to fully gain the benefits of this teaching method.

In this class, cold calling will be used to promote 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.

Grading Case Participation

Class participation will be assessed weekly based on the quality of students' spoken contributions during discussions. Valuable contributions include demonstrating thorough preparation and thoughtful analysis of the case, accurately applying relevant course concepts and frameworks, and identifying key takeaways, sharing calculations, or contributing to special presentations.

Moreover, because case discussions build over time, with each contribution shaping the next, meaningful participation requires listening actively, building on others' ideas, and avoiding repetition. Your role is not simply to speak, but to help move the conversation forward.

Finally, creating a respectful classroom environment is a shared responsibility. Students are expected to engage constructively, remain open to different perspectives, and respond thoughtfully, even when they disagree.

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 = Satisfactory Participation: Student contributed to the discussion in a basic way. Contributions are somewhat relevant but may lack depth or consistency.
- 3 = Good Participation. Student makes relevant contributions that reflect good preparation and understanding of the case. Contributions are primarily case-focused and evidence-based but show limited or reactive integration of course concepts or frameworks.
- 4 = Excellent Participation. Student makes insightful, well-prepared contributions that significantly enhance and move forward the discussion. Contributions integrate case evidence with relevant course concepts or frameworks in a proactive and accurate way.

On the first day of class, you will receive a name card to write your first name. Please bring this card to every class and display it clearly so I can identify you and accurately credit your participation.

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.

Note: Class participation primarily takes the form of active engagement in weekly case discussions, but it may also include other forms of in-class engagement, such as individual reflections associated with guest lectures.

Making up for missed case work

A make-up assignment will be offered for up to two missed classes during the term, provided the student formally requests it by emailing the instructor within one week of the missed case. Notifying the instructor of an absence alone is not sufficient to receive a make-up assignment. Absences beyond the two permitted classes will not be eligible for make-up consideration.

Make-up assignments may differ in format and difficulty from the original in-class work and

are designed to assess understanding and application of the missed case and related course concepts. All make-up work must be submitted two weeks of the missed class.

The use of generative AI tools to prepare these assignments is strictly prohibited. Submissions that appear overly generic, formulaic, or inconsistent with the case content will be treated as a potential violation of this policy and will result in a grade of zero or a very low grade for the assignment.

Final Examination (25%)

The final exam will consist of a case study with a mix of applied questions that will require you to use the theories and frameworks learned in class to analyze and respond to the exam 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 (45%)

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 under week 1.

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.

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.

This project includes several milestones, including three graded deliverables, a final presentation, and a number of smaller assignments and in-class exercises designed to support progress throughout the term. For further information on these milestones and due dates, download the document entitled “ADMS 3220 M Winter 2026 Marketing Plan Group Project”, which is posted on the course eClass site, under Week 1.

All graded 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**.

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.

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.

Use of Generative Artificial Intelligence (GenAI)

Because GenAI is now a common tool in educational and professional settings, the key consideration in this course is not whether you use AI, but how you use it. AI must be used responsibly and transparently, in ways that support your work, but must never replace your own research, evidence gathering, analysis, or critical thinking. In keeping with this expectation, **an AI adjustment of -5 to +2 points will be applied directly to each group project deliverable** based on how AI is used. Refer to the group project document for more details on acceptable and unacceptable uses of AI in this course.

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.