

**Applied Marketing Management
AP/ADMS 3220 Section A
Fall 2026**

COURSE OUTLINE

COURSE INFORMATION

Course instructor: Pilar Carbonell-Foulquie

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

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:

By the end of this course students will be able to:

- Apply marketing principles and concepts to create effective marketing plans.
- Assess the impact of internal and external factors on marketing decisions and strategies.

- Identify marketing problems and opportunities through structured situation analysis tools.
- Develop integrated marketing strategies across segmentation, targeting, positioning, and the marketing mix (4Ps).
- Critically evaluate alternative strategic options and arrive at evidence-based and theory-driven recommendations.
- Formulate actionable implementation plans.
- Communicate marketing analysis and recommendations effectively in writing and orally.

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 approximate cost of the coursepack is CAD \$115.

COURSE EVALUATION

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

Written Assignments	15%
Class participation	15%
Final examination	25%
Marketing plan group project	45%

There is no mid-term examination in this course.

Written Assignments (15%)

Six cases will be discussed during the course. For each case, students will complete a short individual written assignment at the start of class. These assignments will ask students to respond to 2–3 questions related to the assigned case.

The questions may ask students to analyze key aspects of the case, apply relevant marketing concepts, evaluate alternatives, or make a recommendation regarding the main decision facing the company. Students are expected to answer these questions using evidence from the case and relevant course concepts.

To prepare effectively, students are encouraged to:

1. Review the assigned marketing readings and lecture notes. These provide the concepts and frameworks needed to analyze the case and develop well-reasoned answers.
2. Read the case carefully, ideally more than once. The first reading should focus on understanding the company, its industry context, and the key facts. A second, more analytical reading should focus on identifying the main issues, relevant evidence, possible alternatives, and appropriate recommendations.

These write-ups will be completed individually, in class, without the use of laptops, and will be closed book/closed case.

Write-ups are scheduled at the start of class. Students are expected to arrive on time and account for possible delays in transportation. Late submissions will not be accepted. Students who arrive late may have less time to complete the assignment or may not be able to complete it.

Only the best 5 out of 6 case write-ups will count toward the final grade. This means that each student may miss one write-up or have their lowest write-up grade dropped. Because this flexibility is already built into the assessment, there are no make-up options for missed write-ups.

Class Participation (15%)

For the most part, class participation will be based on students' engagement in weekly case discussions. When cases are not scheduled, participation will be assessed through other in-class exercises, activities, or reflections related to guest lectures.

Case discussions

The purpose of these discussions is to deepen understanding of the cases selected for this course 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.

Because case discussions rely on active dialogue, participation is expected from all students. Speaking up may feel uncomfortable at first, but it is essential to fully benefit from this teaching method. Students are encouraged to contribute by offering analysis, asking thoughtful questions, responding to classmates' comments, and connecting the case to course concepts.

To participate effectively, it is important that students have the assigned case with them in class, either in paper or electronic form. Constant references to the case will be made during the discussion, and students may be asked to locate specific information or refer to particular data in the case. Students are also encouraged to prepare concise notes or talking points before class, as this will help them participate more confidently and meaningfully.

To ensure that discussions are respectful and organized, raise your hand to participate and wait until you are given the floor. Cold calling will also 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.

Finally, to help me identify students and accurately credit participation, you will receive a name card on the first day of class. Please bring this card to every class and display it clearly.

Evaluating class participation

For the most part, class participation will be assessed weekly based on the quality of students' spoken contributions during case 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, 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, 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.

Under normal circumstances, participation grades will be posted weekly. Students are expected to check their grades promptly and bring any concerns to my attention within one week of the relevant class. Requests for review must include a brief but specific description of the student's contribution during that class, such as: "When asked what factors accounted for the success of Starbucks, I said..."; "I volunteered for the in-class presentation on..."; or "When the instructor asked the class X, I responded Y." Vague or general descriptions of participation will not constitute grounds for reconsideration. Participation grades will only be discussed within this one-week period.

Participation will be assessed throughout the term. The two lowest participation grades will be dropped when calculating the final participation grade. Because this flexibility is already built into the assessment, there are no make-up options for missed participation grades.

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 written reports and a final presentation. For further information on these milestones and due dates, download the document entitled “ADMS 3220 A Fall 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.