

EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE  
GENERAL EDUCATION PROGRAM:  
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

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DEPARTMENT/SCHOOL: MARKETING COLLEGE: COB

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1. Subject Code, Number, and Title: MKTG 368, Marketing Strategy

2. Credit Hours 3

3. Course Description /Catalog Description

Advanced policies and practices in marketing will be taught. Case analysis of marketing problems pertinent to product, price, promotion and channels of distribution policies will be discussed.

Prerequisites: MKTG360 and ACC 240

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
- Global Awareness
- U.S. Diversity
- Knowledge of the Disciplines**
- Arts  Humanities
- Science  Social Science
- Learning Beyond the Classroom (*LBC designation*)**

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students. Note: *The Writing-Intensive courses are designed to provide students with the opportunity to continue to develop their writing through engagement with disciplinary strategies and conventions. Those proposing a WI course should explain in the rationale how and why the course is a writing-intensive course.*

MKTG 368 students use critical thinking to solve marketing problems, which is expressed through written communication. Students are exposed to various forms of writing used by marketing professionals in different marketing situations and different industries including not-for-profit organizations. Using the case analysis approach, students learn how to market products and services both within and without an organization as done in real-world situations. These case studies simulate real-world marketing activities in a classroom setting. By critically thinking through writing, students learn to understand customers' needs and the business environment facing an industry in order to provide convincing written marketing solutions that may appropriately fit the market place. The goals of various written exercises and case solutions throughout the semester are to make students (a) adapt to various forms of written business communication as applied to marketing, (b) become skillful in the art of writing to various audiences by effectively brainstorming ideas with peers and the instructor and use relevant literature, websites, model papers, and instructor-lead case solutions (teaching by example), and (c) comprehend that clarity and style of the report written by lower level management and staff (positions held by undergraduate marketing majors) are critical inputs to an organization's ultimate decision-making about its problems and strategic direction.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

1. Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in a discipline.

Throughout the semester students will learn how to employ different reading and writing styles. Students will read a variety of marketing cases addressing different marketing problems. They will need

flexible writing strategies in order to prescribe solutions to these problems using the case analysis approach. They will learn how to analyze and report case information by evaluating case studies. These case study reports will help students develop and employ different forms of writing strategies used to inform and convince a variety of audiences. For example, in a case they may compile marketing information from a focus group study and summarize the results to a marketing manager. In addition, they may write a memo to their project leader addressing the needs and wants of a particular customer group. Students may also respond to a customer complaint in writing about a product recall issue.

Students will be exposed to several case solution model papers provided by the instructor and textbook authors that support sustained inquiry in the marketing discipline. In addition, students will explore websites to read case analysis papers written for different audiences. They will revisit important marketing concepts learned in their Basic Marketing (MKTG 360) class, class lectures, look up marketing-related definitions, and gradually comprehend through writing how these words are being applied in the cases and reflect upon them. The instructor will guide them through the first few cases (learning by example). Students will also work in teams in class to solve the marketing problems through brainstorming and role playing activities. Gradually through learning-by doing exercises (e.g., essay assignments in the form of answering questions developed by the instructor or the authors of the case-based text book) students will recognize and extract marketing-related information from the cases. For example, students may be asked to address the following question: Explain the relevance of the airline performance measures given in the Southwest Airline case.

Since every case needs a different writing strategy, a generic outline on how to analyze cases (a template) is handed to the students. This template contains research questions that students need to find answers to while reading the case material. The contents of the template mirror what marketing professionals expect in the field. While answering the research questions listed in the outline, students use a variety of writing techniques. They use compare and contrast writing to comprehend a firm and its competitors' marketing strategies as given in the case and critique them. Students also examine the cause and effect of a firm's financial condition by using the financial performance measuring tools provided by the instructor. They identify patterns in analyzing consumer trends, income statements, etc. Finally, they learn to formulate marketing strategies as to what must be done to solve the marketing problem. The generic marketing strategies are presented to the students in the form of lectures and readings. They need to write clear, convincing reasons to support their arguments as to how a particular strategy will or will not resolve a problem. Finally, they need to implement the strategy and/or provide recommendations using the different marketing concepts appropriate in the marketplace and listed in the template provided to the students.

Evaluation: There are several in-class assignments to make students adapt to different parts of the case analysis template and select a writing style for the intended audience. They also write an essay-based exam. For a few of the in-class assignments, students will go through a peer review process for the initial draft. Next, the instructor will also hold a conference with each student and help him/her understand the areas he/she did well and how to improve on the weaker areas. They will then turn the assignments for a grade. The exam will consist of questions similar to the in-class assignments, which will be graded. The writing is assessed by:

- How well they have extracted the information from the case. For example, were they able to classify the segmentation methods and list the different segmentation components within each classification? Did they follow the financial analysis discussed in class (including using the handouts given) to demonstrate the financial standing of the company?
- The clarity in explaining the exhibits and material from the case for the intended audience
- The feasibility of launching the case solution in terms of tactical marketing issues in the real world for the intended audience.

2. Use writing strategies that achieve the purpose (s) for writing and address the expectations of audience(s) within a discipline.

Students learn to develop and implement basic marketing strategies for various audiences through three methods: (a) Each student critiques in writing a student model paper addressing an audience (b) Each student prepares a formal case analysis individually addressing a different marketing audience, and (c) Students collectively prepare a different formal case analysis in groups. For the student model paper exercise, the instructor will also provide his/her feedback on the same student model paper that student's critique and have a class discussion to make the students better comprehend the strengths and weakness of the paper. In the process students will successfully learn how to use the template and adapt it for different audiences. For the individual and group case assignment, the case studies are randomly assigned to students using the case studies in the textbook. Students identify marketing problems and develop written marketing-based solutions to these problems for the different target audiences (e.g. writing a report to your boss and colleagues in different business functional areas of the firm explaining why a particular advertisement may resolve customers' perception about a product). The data extracted and analyzed varies by the type of audience and the needs expressed by the audience given in the case study. Once students go through these set of assignments, they will learn how a firm's marketing manager communicates, for example, with his/her retailer about the marketing mix components of the firm's product.

Evaluation: The individual case will go through two rounds of feedback. First, it will be peer reviewed. Next, the revised draft will be submitted to the instructor for his/her written feedback. Students will be asked to bring all their assignments to which feedback was initially given in order to ensure that students are not making the same mistakes. While grading this assignment the instructor will provide marginal specific comments. Based on these comments, the student will write the final formal report. The group case assignment will be submitted for final grading to simulate real-world experiences. The written cases will be assessed as follows:

- How well are the answers organized?
- How effectively the writing addresses the relevant areas of the template for this case?
- How accurate is the student in listing their strategic alternatives based on class and textbook materials and picking the writing strategy intended for this audience?
- How effective is the student in explaining the data patterns, charts, and graphics as it ties to the marketing problem pertaining to this case
- How feasible is the solution in solving the marketing problem?

3. Formulate research questions and employ strategies for researching and responding to those questions.

Students independently formulate questions for two major projects: the individual case analysis and the group case analysis. Each case focuses on a different audience. They learn to develop these research questions based on several cases they have analyzed in class with the help of the instructor and class discussions. The instructor provides a fairly standard template that has been developed based on industry norms, marketing journals, and other marketing texts. This template has some detailed questions in different areas of marketing that may be used to solve a marketing-based case. This template is like a flow chart on how to diagnose a problem. The instructor also refers the students to topics within the texts,

marketing concepts, and websites, which students may use to formulate specific research questions to a case study if needed.

Based on the guidelines stated above, a student may, for example, ask what product marketing strategies will resolve the problem. What elements of the marketing mix make most sense for a particular strategic option? How will increasing advertising awareness effect trial rate of a product? Using this format the students extract the information from the case in focus and pick the writing strategy for the intended audience (e.g., how will the firm get out of bankruptcy using marketing strategies, or how will they increase sales using their newly designed distribution strategy). Students also learn that there is no one perfect answer to a case problem either as expressed by the instructor or by the author of the case. The answer the student provides does not necessarily need to match that of the instructor as long as the recommendation has critically been thought through and backed up by sound marketing rationale.

Evaluation: For both the team case and individual case the instructor assesses the quality of ideas, clarity, and organization in each section of the analysis. In addition, the instructor looks for the following:

- Effectiveness to responding to the appropriate questions from the outline
- Effectiveness in abstracting the right detail for each section of the outline

#### 4. Use discipline-specific genres to communicate information

The case projects are chosen for students to respond to a wide variety of audience such as:

- Answering a consumer complaint on a defective product
- Responding to a memo from the boss on prescribing a solution to the firm's marketing problem
- Compiling marketing information from a market research study (e.g., survey results) and summarizing the results and marketing solutions to implement thereof
- Playing the role of a consultant to analyze and select a marketing campaign for a firm
- Implementing a distribution strategy for a new product launch in the marketplace
- Writing a marketing proposal to the lien holders of a company during bankruptcy proceedings

The group cases are selected from several comprehensive marketing case studies written by the authors' of the textbook and other case writers in the marketing discipline. Each group is assigned a different case. Besides following the template mentioned earlier, students write a formal report and present it to the classroom, simulating a real-world professional presentation to an audience. The format and the discipline-specific genre needed for the report is discussed in details in the textbook and reinforced by the instructor through examples and use of the case template. The presentation is formatted the same way as marketing professionals would in their discipline (e.g., Power Point slides, handouts, and posters, etc.). The instructor provides examples of presentation styles and the amount and type of information to put on each slide for a few cases discussed in class.

Evaluation: Depending on the type of case and audience, students will be assessed on how well they are able to relate to the role of a marketing manager, brand manager, consultant, business partner, etc., in completing the assignment in terms of:

- Clarity in expressions in communicating the genre
- Degree to which the audience has created the attention, interest, and desire to effectively communicate the content of the case using the appropriate genre.

- 5. Understand conventions for communicating, disseminating, and interpreting information within a discipline.

This course reinforces some of the concepts taught in Business Communication MGT 202 and English Composition ENG 121 in order to choose the correct business written style and formatting issues. Students understand conventions from reading textbook materials, lecture materials, and past student papers on how to conduct a case analysis. Students are exposed to such conventions through case solutions provided in the text, class handouts, researching and reading web-based case analysis written by marketers, videos, etc.

Evaluation:

- How well is this case report written for a Vice President of Marketing to comprehend and take action?
- The degree to which the report contain the appropriate marketing content and format of a formal report?
- Will a retailer be able to implement the distribution strategy as mentioned in the report and does it follow the conventions of the industry?

**Assessment of Writing Intensive Outcomes**

In order to accomplish this task, students will be submitting written assignments in the following areas:

- Writing short research and/or critical thinking papers such as visiting a retail store and observing how packaging and distribution strategies are implemented for a particular product
- Written assignments to demonstrate their abilities to comprehend case problems and provide solutions for different audiences
- Written group case analysis to problem-solve through critical thinking and address the needs of an audience
- Written individual case analysis to problem-solve through critical thinking and address the needs of an audience

- 8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

**Please submit all materials in electronic form.**

**Action of the Department/College**

**1. Department**

Vote of department faculty: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

**2. College**

\_\_\_\_\_  
College Dean

\_\_\_\_\_  
Date

**Action of General Education Advisory Committee**

Vote of General Education Committee: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Chairperson, General Education Advisory Committee

\_\_\_\_\_  
Date

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**Approval**

\_\_\_\_\_  
Associate Vice-President for Undergraduate Studies and Curriculum

\_\_\_\_\_  
Date