

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: MKTG 495: Marketing Strategy 3 hours or Degree Plan(s):

#4 - Content (change of course outcomes)

See attachments for approval of course to capstone and writing-intensive course

- New syllabus (with writing intensive and capstone course requirements)
- Application for Capstone Designation for an Existing Course
- Application for Writing Intensive Course for Existing Course
- Approval for Writing Intensive Course for Existing Course

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ²³	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs

must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

Department/School(s)


Phil Vardiman (Apr 8, 2026 09:38:17 CDT)

04/08/2026

Chair Signature

Date

Chair/Program Director Signature

Date

College Academic Council(s)


Arisoa Randrianasolo (Apr 8, 2026 10:10:47 CDT)

04/08/2026

Chair Signature

Date

Chair Signature

Date

Dean(s)



04/08/2026

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Application for Capstone Designation for an Existing Course

Course Subject and Number **MKTG 495**

COURSE NAME: **Marketing Strategy**

CONTACT PERSON: Dr. Jennifer Golden, Associate Professor of Marketing

Program(s)/Major(s) for which this course will serve as capstone if approved: **Marketing, BBA (MKTG); Marketing, Analytics, BBA (MKTG-MKAN); Marketing, Digital Marketing, BBA (MKTG-MKDG)**

List the course currently fulfilling this capstone requirement: **MGMT 439: Strategic Management**

If this application is approved, the capstone designation will be removed from the previous course and added to this new capstone course, beginning with the next catalog.

Include the following information in your application:

Explain how your course or courses will meet the learning outcomes:

- Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.
- Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.
- Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.

Explain how your course or courses will meet the required assignments:

- Research assignment
- Faith and vocation assignment
- Comprehensive skills and accomplishments inventory

Attachments:

- Attach a course syllabus - **attached**
- If necessary, attach additional explanatory material that might be helpful to faculty reviewing this course for capstone and writing intensive status, such as assignments or grading rubrics. - **see page three**

**Core Curriculum Implementation Team (CCIT) Recommendation
for the Senior-Year Integrative Capstone**
Approved by UGEC 11.14.2012, UUAC 12.5.2012

“In addition to other discipline-related course goals, the senior-year integrative capstone experience will challenge the student to critically analyze, reflect, and write about the major discipline from the perspective of Christian Worldview” (Liberal Arts Core Curriculum at ACU, p. 6.).

While it is understood that the senior-year integrative capstone will vary widely across the disciplines including a specific course or cluster of courses, it is important that there be some common elements across major fields of study. Each department will submit to the UGEC its plan for implementing the senior-year integrative capstone.

Students who complete their senior-year integrative capstone should have demonstrated the following student learning outcomes:

- ☐ Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.
- ☐ Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.
- ☐ Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.

The student learning outcomes for the senior-year integrative capstone may be accomplished using a wide variety of assignments, projects, internships, research, performances, presentations, or other products; however, the following products are required of each senior-year integrative capstone and will contribute to the calculation of grades:

- A required paper with a minimum length of 2000 words (approximately 7 pages) and worth a minimum of 10% of the assessment for the course in which it is included. This paper provides an opportunity for a summative assessment of the student’s information literacy skills, including the proper citation of a minimum of 5 appropriate sources that support their research. Options to satisfy this prompt include, but are not limited to, a traditional research paper; an evaluative/reflective essay that accompanies a creative or scholarly work (such as a senior art show or recital), describing elements of the creative process; or a business plan that incorporates market research and analysis with the proposal of a specific entrepreneurial venture.
- An assignment that demonstrates the student’s ability to think critically about faith and vocation as it is expressed in a particular discipline met by a course or experience in the students’ degree plan or major.
- A comprehensive skills and accomplishments inventory reflecting the student’s scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, integrative thinking, knowledge, etc.

Description of Capstone Experience

MKTG 495: Marketing Strategy is designed as the culminating experience for marketing majors and serves as a comprehensive integration of students' academic, professional, and personal development within the discipline. The course emphasizes the application of marketing knowledge through a semester-long, client-based project in which students develop a strategic marketing plan for a real-world organization (past semesters have included organizations such as Walmart corporate, PFSWeb, and Chike Nutrition).

Students engage in advanced analysis of market conditions, consumer behavior, competitive environments, and organizational strategy. Through the Marketing Strategy Challenge (MSC), students apply concepts from across the marketing curriculum, including research, consumer behavior, analytics, and strategy, to develop and justify data-driven recommendations. This experience requires students to synthesize prior coursework while operating in a professional, team-based environment that mirrors industry expectations.

In addition to the applied project, the course includes structured opportunities for reflection and integration. Students examine ethical considerations, global implications, and the role of marketing within a Christian worldview. They also complete a personal marketing portfolio and skills inventory, allowing them to assess their growth, articulate their strengths, and clarify their vocational direction.

Evidence of Capstone Requirements

This course meets the university's capstone requirements through the following components:

- ***Research Requirement:*** *Students complete an individual Strategic Marketing Research Report (2000–3000 words) supported by at least five credible sources. This assignment requires students to analyze market data, apply marketing frameworks, and develop evidence-based strategic recommendations.*
- ***Faith and Vocation Requirement:*** *Students complete a series of written reflections examining ethical challenges in marketing and the role of faith in professional decision-making. These reflections encourage students to consider how their work contributes to the common good and aligns with their personal values and calling.*
- ***Skills and Accomplishments Inventory:*** *Students develop a Personal Marketing Portfolio and Skills Inventory that evaluates their academic experiences, professional development, and future career goals. This assignment helps students synthesize their learning and articulate their readiness for the workplace.*

Integration and Synthesis

MKTG 495 requires students to integrate knowledge from multiple disciplines, including marketing, business, analytics, and the liberal arts. The course emphasizes higher-order thinking through analysis, evaluation, and creation, culminating in a comprehensive marketing strategy that reflects both technical competence and strategic insight.

By combining applied project work, research, reflection, and professional communication, this course provides a holistic capstone experience that prepares students for careers in marketing and related fields.

Application for Writing Intensive Course for Existing Course

Course Subject and Number: MKTG 495

Course Name: Marketing Strategy

Contact Person: Dr. Jennifer Golden, Associate Professor of Marketing

For WI courses

Explain the writing intensive nature of the course, addressing (1) types of writing students do (expository, analytical, scientific, etc.) and (2) opportunities for students to develop their writing skills (feedback, revisions, sequenced assignments, etc.).

Explain how your course or courses will meet these assignments:

- Has writing assignments as at least 30% of the course grade
- Has a substantive analytical or persuasive assignment, 750-3500 words, worth at least 5% of the course grade, that will be submitted to WAC for assessment.
- Is capped at 25 students
- Uses multiple approaches to writing

Explanation (Below) & Syllabus Attached:

Description of Writing in the Course

MKTG 495: Marketing Strategy is a senior-level capstone course where writing plays a central role in how students learn, think, and communicate their ideas. Students write regularly throughout the semester in ways that reflect both academic expectations and real-world marketing work.

The primary writing assignment is a Strategic Marketing Research Report (2000–3000 words), where students analyze market conditions, evaluate data, and develop strategic recommendations for a real-world client (past clients have included Walmart corporate and Chike Nutrition). In addition, students complete reflective writing assignments focused on faith, ethics, and vocation, as well as a personal marketing portfolio and skills inventory.

Students also complete informal writing through reading notes and in-class activities, which help them process course material and prepare for discussion. Overall, writing in this course is designed to mirror the kinds of communication students will be expected to produce in professional marketing roles.

Writing Instruction and Feedback

Students receive consistent feedback throughout the writing process. Major assignments are developed in stages, giving students the opportunity to refine their thinking and improve their writing over time. Students are expected to revise major assignments based on feedback, reinforcing writing as a

developmental process rather than a one-time submission.

Feedback is provided through instructor comments, grading rubrics, and in-class guidance on expectations for professional business writing. Students are expected to use this feedback to strengthen their work, particularly on major assignments connected to the capstone project. Students are also encouraged to utilize the ACU Writing Center for additional feedback and support on their writing assignments.

Types and Amount of Writing

Writing makes up a significant portion of the course and exceeds 30% of the overall grade. Students complete a range of writing assignments, including:

- *Analytical writing through the Strategic Marketing Research Report (2000–3000 words)*
- *Reflective writing through faith, ethics, and vocation assignments and the personal marketing portfolio*
- *Applied business writing through client-focused deliverables and strategic recommendations*
- *Informal writing through reading notes, exams, and in-class exercises*

Together, these assignments help students develop the ability to think critically, communicate clearly, and apply marketing concepts in meaningful ways.

Guidelines for Writing-Intensive Courses

Definition of WI Courses

Writing-Intensive courses integrate instruction and practice in writing into upper-level content courses to assist students in becoming effective writers in a specific discipline. They provide a variety of contexts for writing, both formal (for example, research papers, laboratory reports, and book reviews) and informal (for example, journals, in-class responses to readings, and writing-to-learn activities). They help students to understand the writing process, expectations of writers in diverse settings, and key concepts about written discourse in their discipline.

Nature of the WI Course

In recognizing the diversity of the various disciplines that offer Writing Intensive (WI) courses, we do not believe we can formalize a required number of papers or words written in one semester. Instead, we wish to emphasize that a WI course needs to include writing in the overall course philosophy. Thus, we make the following recommendations:

- The class should be capped at 25 students to allow for the commitment of time and energy that an instructor must make to ensure that a class is truly writing intensive.
- The class should be a junior/senior level course, required by all majors. • The syllabus should indicate that this course is designated as a WI course and writing should be listed as a course competency.
- The instructor needs to use multiple approaches to writing in a course, such as writing to communicate, writing to learn, or writing to evaluate student progress.
- The instructor should include instruction about the writing process, such as finding sources (if research paper), drafting, peer or instructor review, revision, and regular feedback about writing.
- Writing should be included as a percentage of the course grade (at least 30%). This means that writing is used in the evaluation of students (out-of-class written assignments, in-class essay exams, daily grades/informal writing, etc.)

Expectations of WI Instructors

- Instructors should be full-time faculty with appropriate terminal degree or comparable experience. This recommendation recognizes that one goal of WI courses is to teach students the disciplinary expectations of writing in their field.
- Instructors should seek to be informed about the writing abilities of students that are relevant to potential employers. This means that instructors should ask “what kinds of writing will students be asked to do in their jobs?” and “how can instructors incorporate these writing tasks in their classes?”
- Instructors should seek to be informed about writing instruction by attending campus workshops, reading about WAC, or learning about writing instruction within their own disciplines.
- Instructors should identify and refer students who need additional help with writing to the Writing Center.



Jennifer Golden <jdb96b@acu.edu>

MKTG495: Capstone and Writing Intensive Course

Cole Bennett <cole.bennett@acu.edu>
To: Jennifer Golden <jennifer.golden@acu.edu>

Mon, Apr 6, 2026 at 9:11 AM

Jennifer, I approve the MKTG 495 syllabus as a writing-intensive course for the WAC program. Thank you very much.

(I am not associated with the Capstone approval process).

CB

On Mon, Apr 6, 2026 at 8:46AM Jennifer Golden <jennifer.golden@acu.edu> wrote:

Hi Cole -

I hope you are doing well! I am trying to get a capstone and writing intensive course over the finish line with the curriculum committee right here at the end of the semester.

Do I need approval through you on my syllabus and explanation prior to it going up for approval?

I have worked to align my classes with the other capstone courses in the college that Jody Jones and Mark Phillips teach.

If you do need to review and / or don't mind looking it over ... I have attached the details below.

[New syllabus](#) (follow Bloom's tax.)

- *made the vocational outcomes and assessment similar or the same to the finance and management capstone classes*

[Form 1](#): Application for Capstone Designation for an Existing Course

[Form 2](#): Application for Writing Intensive Course for Existing Course

Appreciate any guidance you can provide. I would like to have the students work with the ACU Writing Center as part of the requirement. I know Jessup already does that so I would like to mirror that practice in this course as well.

Thanks,
Jennifer



Dr. Jennifer Golden
Associate Professor of Marketing

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B. Cole Bennett, Ph.D.

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Director, [ACU Writing Center](#)
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**ACU College of Business Administration Course Syllabus
MKTG 495 Marketing Strategy (3 course hours)
REVISED FOR CAPSTONE + WRITING INTENSIVE COURSE**



Dr. Jennifer Golden, Associate Professor of Marketing

Office: COBA 267

Office Hours: Tuesdays / Thursdays 2:00-4:00pm; available most other days by appointment

Phone: 325.674.2596 (office); 318.751.6993 (cell)

Email: jennifer.golden@acu.edu

Classroom: TTh: 8:00-9:20am, COBA, MBB 218

ACU Mission: *The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.*

College of Business Mission: *We educate business and technology professionals for Christian service and leadership throughout the world.*

WELCOME TO MKTG 495: MARKETING STRATEGY

There will be several general objectives in this course as well as more specific goal-based learning outcomes. This is a senior-level capstone and writing intensive course and expectations for professionalism, preparation, and accountability are high.

- Integrate concepts from marketing, business, and the liberal arts to analyze complex market environments and organizational challenges.
- Evaluate consumer, competitive, and environmental data to inform strategic marketing decisions.
- Design a comprehensive marketing strategy that includes segmentation, targeting, positioning, and tactical execution.
- Apply marketing research and analytics to develop evidence-based recommendations for real-world clients.
- Construct professional-quality written and oral marketing deliverables that meet industry standards.
- Reflect on the role of marketing in society by examining ethical, global, and faith-based implications of marketing decisions.
- Synthesize prior coursework and experiences into a comprehensive assessment of personal skills, growth, and vocational direction.

CONTRIBUTION OF COURSE TO OVERALL BUSINESS PERSPECTIVE

Management of exchange (marketing) is the central function of any developed economy. Thus, marketing strategy is a critical and fundamental component of any organization's strategic approach to the market. All business students need to develop an understanding and appreciation for the role that marketing management/strategy and tactics plays within a variety of economies and organizations; however, this course specializes in skills for marketing majors.

CONTRIBUTION OF COURSE TO CHRISTIAN SERVICE AND LEADERSHIP

This class will provide students with the opportunity to educate the mind and the heart as they relate to business, marketing, and commerce. It is important to create a class culture that helps each of us become more like Christ as we serve Him in the workplace.

COURSE EXPECTATIONS

The format for this class will consist of a balance of multiple styles of learning. It will include lecture, guest lectures, tours, notes, in and out of class discussions, case studies, exams, and team-based project

assignments. Stress will be placed on class interaction. Each class member should read the assigned material and complete problem assignments prior to the class period in which they are due.

- Introduction of relevant current events, literature, examples, or applications is considered a standard means of contributing to class dynamics and understanding.
- As an upper-division course in marketing, the standard for participation is high: ***mere class attendance does not qualify as a contribution to this component of the course.***

Students should not only read text materials in a timely manner but also be able to demonstrate recall and cognitive competence from the text content and display an intellectual involvement in the assigned exercises. Since it is difficult to demonstrate these competencies if one is not present for class, it should be understood that **class attendance and involvement are essential.** The course is designed to maximize your learning through the application of marketing strategy concepts and the development of critical thinking. Strategy cases, questions, projects, & assignments will be used to facilitate this discussion.

PREREQUISITES

Successful completion of MKTG 320 (Principles of Marketing) and MKTG 341 (Marketing Research), both with the grade of "C" or better, is a requirement for enrolling in MKTG 495.

- ***It is preferred that the student has also completed MKTG 342 (Consumer Behavior).***

Although only these basic courses are listed as prerequisites, due to the many configurations in which a student may pursue the curriculum, it is assumed that the student will have a comprehensive grasp of the many facets of marketing theory and application. **This course is highly recommended to be taken at the very end of the marketing sequence as a senior.**

GRADES

Grades will be determined as follows:

- MSC Project & Research Report **45%**
- Exams **25%**
- Reading Notes **15%**
- Attendance and Participation **15%**

The following grading scale will be used to determine final course grades:

A	90-100	B	80-89	C	70-79
D	60-69	F	Below 60		

Text: The textbook is required for class assignments, projects, and exams.

Marketing Management

By: Philip Kotler, Kevin Lane Keller, Alexander Chernev

ISBN13: 9780135887158

Other texts and readings (at no cost) will be assigned periodically, provided by the professor and distributed via Canvas (see weekly reading and resources tab).

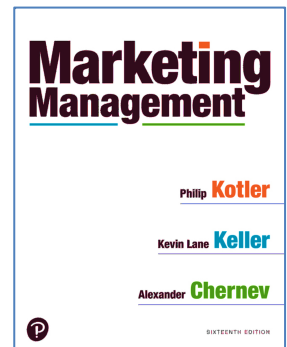
See the online bookstore for rental options.

COURSE ASSIGNMENTS

You will be assessed through three major categories of activities described below.

This will be a robust class with several methods of assessing your work due to the diverse field and skill sets available for its students.

- Foundational Learning Activities (Reading Notes, Participation and Written Exams)
- Capstone Project (MSC) (Client Project and Strategic Marketing Research Report)



- Capstone Reflection & Integration (Faith, Ethics, and Marketing Reflection, Personal Marketing Portfolio and Skills Inventory)

FOUNDATIONAL LEARNING ACTIVITIES

Reading Notes: Instead of traditional quizzes, you will complete seven reading note assignments for assigned chapters and resources. These are designed to help you process material, build your own study guide, and come prepared for class discussions. Reading note prompts may vary throughout the semester and from previous offerings of this course. Notes must be in your **own words**, organized clearly (typed or legible handwritten), and show depth of thought beyond summary.

These assignments require time and intentional reflection. Higher levels of credit are earned through thoughtful engagement, application, and original insight. Notes that primarily summarize content without analysis or reflection will typically earn a C-level grade. Plan to spend adequate time outside of class if you hope to earn above-average scores. Artificial intelligence (AI) is not permitted as a substitute for your own thinking or writing on reading note assignments. Submitting AI-generated content will be treated as an academic integrity violation for these assignments. Periodic checks through Canvas systems (such as Turnitin) may be used to verify originality and authorship.

Participation: You will be evaluated based on your individual and team participation by the professor. You will receive periodic feedback based on your performance if there are problems, and any concerns can be addressed through a meeting outside of class. Final feedback will be given through Canvas report. This will be determined by an unsatisfactory, satisfactory, or exceeds expectations grade. Meaningful participation assumes preparation through assigned readings and notes. This will determine your final participation grade in the class.

- Unsatisfactory (Below 70) is a failing grade and will result from lack of discussion in groups, not participating in team activities in class, not participating in class discussion (not speaking up), and lack of engagement (distracted by technology, etc.).
- Satisfactory (71-89) is given for normal expectations. This would include paying attention most of the time, occasionally answering a question, and joining in with class discussion, but not leading.
- Exceeds expectations (90+) would be asking thought provoking questions in class, providing personal examples, speaking up often, connecting class concepts to your own experiences, leading class discussions, encouraging others in the class, engaging outside of class, etc.

Attendance: Based on the high level of participation, group work and the nature of your senior capstone level course; it is expected that you attend all classes.

- **Unexcused Absences:** For every unexcused absence 15 percent will be deducted from the attendance portion of your grade and reported at the end of semester. It is important to note that if you are not in class, it will also hurt the participation portion of your grade as well.
 - There will be an opportunity to make up to two unexcused absences at the end of the semester through an instructor-assigned activity. Save these absences for an emergency – please come to class.
 - If you miss due to an unexcused absence, it is your responsibility to reach out to class members to catch up. You may schedule a time with the professor outside of class to gather class information.
- **Tardy:** If you are 15 minutes late to class or more, it will count as a half absence so please come to class even if you are late to receive partial credit. However, do not make this a pattern or it will impact your overall grade.
- **University Policy:** A student who misses more than six classes will be dropped from the course.
- **Approved Absences:** If you are seriously ill with a doctor's note or have a university-approved absence, I want you to be able to engage the course material in other meaningful ways without attending face-to-face class sessions. This will be arranged based on each case and it is expected you

seek out that instruction before your absence. This is your responsibility. The only way to have this level of make-up work is if you communicate with me within a reasonable amount of time prior to the absence.

- *If you are extremely ill (not just under the weather), the expectation is that you will immediately let me know and then have a follow-up appointment with your medical provider or the [MACCC](#) in order to demonstrate the reason for the absences. Just feeling under the weather without a doctor's excuse will count as an unexcused absence.*

Examinations: Exams will be primarily short answer and essay; however, some may contain multiple-choice or true/false questions. Exams **MUST** be taken during the scheduled class period or during the time limit if assigned as a take-home exam. If you must miss an exam, you must provide a valid reason and inform me one week before the day of the exam to make other arrangements. If you miss a scheduled examination without contacting me prior, you will receive a zero for the exam.

CAPSTONE PROJECT

This marketing capstone course also includes a major project, a comprehensive marketing plan developed through several Marketing Strategy Challenge (MSC) projects and supporting assignments.



Marketing Strategy Challenge (MSC):

- *The MSC is a semester-long project in partnership with Walmart (focusing on the Creamer, Sour Cream, and Cottage Cheese categories).*
- *You will complete a series of team-based mini-projects that build toward a **final strategic marketing plan and professional presentation made to a client the final weeks of class.***
 - *More information about the project pieces and grades are available on Canvas.*
- *The project is designed to simulate "real-world" marketing, consulting, and decision making. It requires strong research, professionalism, and application of class concepts to earn credit.*
- *Roles will vary (consultant, researcher, critic, etc.), reflecting the flexibility marketers need in practice and will expect high levels of critical thinking.*
- *Deliverables must meet a high standard of business writing and presentation, as if they were going directly to Walmart. If the assignments do not meet the expectations, the team will be asked to stop presenting or to re-work the assignments before turning them into the client.*

Strategic Marketing Research Report (Capstone Research Assignment)

*As part of the Marketing Strategy Challenge, each individual will produce a comprehensive written marketing strategy report (minimum 2000–3000 words) supported by at least 5 credible sources. This assignment serves as the **capstone research requirement** and demonstrates students' ability to conduct advanced analysis and produce professional-level work.*

This report will:

- *Analyze market conditions, competition, and consumer behavior*
- *Apply marketing frameworks and research methods*
- *Develop and justify strategic recommendations*

Expectations for Group Work: *All students are expected to contribute meaningfully to their team's work. Peer evaluations will be incorporated into grading.*

- In rare cases, a team member may be removed from their project team due to sustained lack of contribution or behavior that negatively impacts the team's ability to complete the work. This decision may be initiated by the team or by the professor, but removal will only occur after documented concerns, peer evaluations, and a meeting with the professor.
- If approved, the removed student will continue the project individually and will receive a letter-grade reduction in the course overall. The student will not be permitted to rejoin another team or benefit from team-generated materials.
- This policy was created after repeated examples of freeloading and unproductive teamwork in prior courses. While equal contribution does not mean identical work, every student is expected to participate meaningfully and professionally. Full details of this process will be posted on Canvas.

CAPSTONE REFLECTION AND INTEGRATION

Faith, Ethics, and Marketing Reflection: *Students will complete an individual written reflection (750–1000 words) examining the role of marketing within a Christian worldview. Students will complete a series of structured reflections throughout the semester in class.*

This assignment will require students to:

- *Evaluate ethical challenges in marketing practice*
- *Reflect on how faith influences decision-making in business*
- *Consider their role as marketing professionals serving the common good*

Personal Marketing Portfolio and Skills Inventory

Students will develop a written reflection and portfolio (500–1000 words + artifacts) that assesses their growth throughout the marketing program.

This includes:

- *Key skills developed (research, analytics, strategy, communication)*
- *Academic and professional experiences (projects, internships, leadership)*
- *Future career goals and vocational direction*

COURSE POLICIES

There are several course policies expected of a senior level course.

Writing Intensive Designation: *This course is designated as a Writing Intensive (WI) course. Writing is a central component of learning and assessment and will account for more than 30% of the course grade.*

Students will engage in multiple forms of writing, including:

- *Analytical writing (marketing strategy report)*
- *Reflective writing (faith and vocation assignment, personal inventory)*
- *Applied business writing (client deliverables, presentations)*
- *Informal writing (reading notes and in-class exercises)*

Students will receive feedback throughout the writing process, including opportunities for revision on major assignments.

Research Standards: Strong strategic decisions depend on strong research. You are expected to use a mix of secondary research, including peer-reviewed articles, credible industry sources, and company data, as well

as primary research when possible (even if just small focus groups). The textbook is also an expected resource for all assignments.

Late Work: No late work is accepted unless prior arrangements have been made within a reasonable amount of time prior to the due date (e.g. excused absence). This is especially important on team assignments.

- Please communicate **BEFORE** missing an assignment within a reasonable amount of time. For example, the night at 11:00pm before the assignment is due is not a reasonable amount of time (unless you experienced an emergency).
- Failure to complete any assignment results in a 25 percent deduction if 24-hours late, 50 percent if 48-hours late, and then a zero for that assignment after 48-hours.

Technology: We will primarily use the Canvas platform for class information, assignments, submissions, recordings, etc.

Technology is important in class **IF** you are working on class material. If I find cell phones and laptops in class are a distraction to you or your classmates, I will ask you to stow them unless we are using them for an assignment. Cell phones are only permitted for in – class assignment research. Please refrain from text, social media, etc. to focus on the class assignments. This can also be a distraction to others in class if you are not focused on the activities. **Your grade will be impacted if this behavior becomes habitual.**

Formatting Expectations: All assignments need to be neatly organized with correct grammar, spelling, and proper sourcing.

- Please pay close attention to rubrics, as they will provide further detail of the assignment information and formatting plays a significant role with your grade.
- The more organized your information, the easier it is to grade, the more effective and professional your work will be. I will provide examples and give a lot of feedback so you can work on these expectations. However, some of them are open to interpretation as many employers will not give you examples or templates. This course is meant to be a part of the training program for what the workplace will be like.

Class communication: Class communication will be done primarily through email and Canvas feedback. It is important that you check these tools often for class updates, changes, and assignments that will be provided. Course assignments will also be submitted through these channels as well as in class.

Ethics: Academic integrity is expected. Students are encouraged to discuss the assignments with other students in the class. However, the individual written assignments, study guides, and exam preparation must be completed alone. If you plagiarize written work, are caught making plans to cheat, or help others cheat, expect to receive an F in the course or face a consequence on that assignment.

Artificial Intelligence (e.g. ChatGPT): Generally speaking, you are not authorized to use artificial intelligence engines, software, or artwork generating programs (or similar) to produce work for this class EXCEPT on assignments that I have identified and for which you will have received significant guidance on appropriate use of such technologies (such as generation product mock-ups for your final marketing plan presentation). I will provide more information about the specific assignment when the time is appropriate in the course. You may not, however, construe this limited use as permission to use these technologies in any other facet of this course.

If an assignment requires the use of AI, there are important elements to consider. Learning to use AI is an emerging skill and I discuss how to use them. We will discuss this further in class, but it is important to think

about the following as we continue to balance the use of this in our discipline and the degree to which it prohibits your learning in class.

Be aware of the limits of ChatGPT, such as the following:

- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts in order to get good outcomes. This will take work. Remember, garbage in ... garbage out.
- Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a note at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results.
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.

Be sure you are familiar with ACU's policy (please see Honor Code at the end of this syllabus). If the professor believes you are using AI to simply do your assignments, versus using and citing it as a resource / tool to help conduct research or brainstorm, the professor may have the liberty to dock your grade.

COBA faculty, staff and students will strive to proclaim in their lives competence, character and community. In joining COBA, students, faculty, and staff covenant to abide by the following ethical principles.

- *Competence:* To lead and serve well requires competence. And to become competent requires diligence and hard work. We owe it to all who have prepared the way and who will follow in our footsteps, to be good stewards of opportunities and resources. Thus, in all you do: set priorities, seek excellence and professionalism in your work, satisfy requirements, and take responsibility for your learning and performance. You cannot build competence if you lie, cheat, steal, or tolerate those who do.
- *Character:* A reputation of good character is built slowly through testing, yet can be destroyed in an instant by compromise or careless work, just as it can through injustice. Guard your character; it is worth more than a grade or promotion. "A good name is more desirable than great riches; to be esteemed is better than silver or gold" (Proverbs 22:1). You cannot build character if you lie, cheat, steal, or tolerate those who do.
- *Community:* A spirit of fellowship and mutual encouragement holds each community member accountable. Accountability leads to a healthy community through adequate preparations for the tasks at hand, respectful truthfulness in all situations, and adding value to the tasks at hand. As a community, we must hold each other accountable to the principles of competence, character, and community. You cannot build community if you lie, cheat, steal, or tolerate those who do.

ACU's Policies

Academic Integrity:

"Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#)."

ADA Compliance Policy:

“Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu call their office directly at 325-674-2667.

Anti-Harassment Policy:

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy.

MKTG 495 TENTATIVE COURSE SCHEDULE (SPRING 2026)

DATE	MODULES	CHAPTERS / DATES
Weeks 1-3	Introduction to Course	Syllabus, Introductions
	Fundamentals of Marketing Management / Strategy	Ch 1: Defining Marketing for the New Realities
		Ch 2: Marketing Planning and Management MSC 1: Walmart Marketing Strategy & Tactics Analysis
Weeks 4-5	Analyzing the Value Offering; Understanding the Market	Ch 5: Conducting Marketing Research MSC 2: Comp Shopping
		Ch 3: Analyzing Consumer Markets
		Exam 1: Tentative Date Tuesday, 2/17
Weeks 5-8	Positioning the Value Offering	Ch 6: Identifying Market Segments and Target Customers
		Ch 7: Crafting a Customer MSC 3: Walmart Personas
Weeks 9-11	Developing the Value Offering	Ch 8 & 9: Designing and Managing Products & Services
		Ch 10: Building Strong Brands
Weeks 12-14	Communicating & Delivering the Value Offering	Ch 12: Managing Marketing Communications
		Exam 2: Tentative Date Tuesday, 4/7
		Ch 13: Designing an Integrated Marketing Campaign in the Digital Age MSC 4: Tactics New Product Marketing Plan
		Ch 11: Managing Pricing and Sales Promotions
		Ch 15: Designing and Managing Distribution Channels
Week 15	Pitching the Value Offering	Final MSC: Marketing Plan Projects Due
Finals		Final Exam Tuesday, 5/5 10:00-11:45am

Notes:

1. This is only an estimated schedule; changes to this schedule will be announced in class, online, or via email. You will follow a course module set-up in Canvas to find all up to date course information.
2. We will occasionally have additional class time designated to group work.