



ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications (CS)	
Course Title:	MKT 415 - Marketing Strategies
Last Update:	December 2013



Course Specifications

Institution: Al Yamamah University	Date of Report: October 30, 2013
College/Department: College of Business Administration	

A. Course Identification and General Information

1. Course title and code: MKT 411: Marketing Strategy			
2. Credit hours Three hours			
3. Program(s) in which the course is offered. BBA (Marketing)			
4. Name of faculty member responsible for the course Dr. Majdi Khaleeli			
5. Level/year at which this course is offered 4 th year, 1 st semester			
6. Pre-requisites for this course (if any) MKT 311: Consumer Behavior			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="text" value="*"/>	What percentage?	<input type="text" value="%90"/>
b. Blended (traditional and online)	<input type="text" value="*"/>	What percentage?	<input type="text" value="%10"/>
c. e-learning	<input type="text"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="text"/>	What percentage?	<input type="text"/>
f. Other	<input type="text"/>	What percentage?	<input type="text"/>
Comments:			



B Objectives

1. What is the main purpose for this course?

Course Description:

In addition to being conversant with the concepts and theories associated with the marketing discipline, marketing practitioners must also be able to identify and address marketing strategy and strategic marketing decision making issues which invariably arise in all organizations. These strategy-related issues require skills in marketing problem diagnosis and in identification and evaluation of potential strategic solutions. It is now widely accepted that a strategic perspective is the essential building block for successful marketing practice and this course provides students with a sound theoretical framework for marketing strategy and strategic marketing decision making.

The Purpose of the Course:

- Analyze and evaluate the marketing activities carried out by Organizations.
- Assess the importance of/and relationship between corporate strategic planning and strategic marketing planning.
- Formulate and use strategic marketing plans under varying internal and external environments.
- Use strategic tools to achieve competitive advantage over competitors.
- Apply the knowledge and concepts of strategic marketing in real life

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- **On yearly basis, review the textbook requirement and add or update the edition of the main textbook.**
- **Periodically, in every two years, review the entire course content and develop the course as per the need and requirement of the environment.**



C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Market-Oriented Strategies: An Introduction	3	9
Corporate Strategy Decisions and Their Marketing Implications	2	6
Business Strategies and Their Marketing Implications	2	6
Understanding Market Opportunities	1	3
Targeting Attractive Market Segments	1	3
Marketing Strategies for New Market Entries	1	3
Strategies for Growth Markets	1	3
Strategies for Mature and Declining Markets	1	3
Marketing Strategies for the New Economy	1	3
Organizing and Planning for Effective Implementation	1	3
Measuring and Delivering Marketing Performance	1	3



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	38			5	2	45
Credit	3					

3. Additional private study/learning hours expected for students per week.	4
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<p>4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy</p> <p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> • Analyze and evaluate the marketing activities carried out by Organizations. • Assess the importance of/and relationship between corporate strategic planning and strategic marketing planning. • Formulate and use strategic marketing plans under varying internal and external environments. • Use strategic tools to achieve competitive advantage over competitors. • Apply the knowledge and concepts of strategic marketing in real life
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align



with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1 1.2	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Explain various strategies undertaken by marketing people. ▪ Identify Performance Benchmarks ▪ Understanding basic Strategic marketing Analysis ▪ Understanding The Framework for Marketing Analysis ▪ Understand Tactical Analysis concept 	<ul style="list-style-type: none"> ▪ <i>Combination of lectures, tutorials and individual and group assignments.</i> ▪ <i>Lectures begin with overview of content to be presented linking it to previous information and explaining its significance, and conclude with a review.</i> ▪ <i>Tutorials review material presented in lectures to check understanding and provide clarification required before discussing the potential uses of the information.</i> ▪ <i>Essay assignments require students to locate and use significant information in the field.</i> 	<ul style="list-style-type: none"> ▪ <i>Multiple choice tests carrying 20% of final assessment.</i> ▪ <i>Mid and final examination with a combination of multiple choice and essay items counted for 60% of the final assessment, respectively.</i>
2.0	Cognitive Skills		
2.1 2.2	<p>In general :</p> <ul style="list-style-type: none"> ▪ The ability to analyze and interpret business situation and its problems in terms of available information. ▪ The ability to apply conceptual understanding of knowledge, theories, models and procedures to solve a range of business situations and problems. <p>In specific:</p> <ul style="list-style-type: none"> ▪ Analyze the marketing trends, generate and develop the marketing 	<p><i>Various methods will be applied like:</i></p> <ul style="list-style-type: none"> ▪ <i>Giving assignment where students need to apply skills to solve the problems mentioned in the assignment.</i> ▪ <i>Arranging tutorials that includes discussion of issues and problems where analytical skills are needed to solve it.</i> ▪ <i>Conducting in-class assignments</i> 	<ul style="list-style-type: none"> ▪ <i>Each test given during semester to include at least one item requiring students to apply formulae or conceptual insight in solution of a new problem.</i> ▪ <i>End of semester test in each course to include items requiring students to identify and use appropriate analytical tools for a new problem.</i> <i>Assessment of final year capstone group</i>



	<p>plan and strategy.</p> <ul style="list-style-type: none"> Apply skills in Strategic Analysis Analyze the marketing trends, generate and develop the marketing plan and strategy. 	<p><i>including some open ended problem solving tasks where students need to select appropriate methods or solutions.</i></p> <p><i>Enrolling in the senior project courses where students' deals with a major business problem related to their area of concentration and suggest possible solutions.</i></p>	<p><i>problem solving task has 40% of assessment based on appropriate choice and use of appropriate investigative methodology, and includes mark bonus for creativity on solution.</i></p>
3.0	Interpersonal Skills & Responsibility		
3.1 3.2	<ul style="list-style-type: none"> <i>The ability to work effectively in groups and exercise leadership when appropriate.</i> <i>The ability to act responsibly in personal and professional relationships with high moral and ethical standards.</i> 	<ul style="list-style-type: none"> <i>Each course includes at least one group project with a randomly selected team leader. Instructors give mid task counseling on approach taken.</i> <i>Assessments include evaluation of standard of report by group and individual performance rating on contribution made.</i> <i>Ethical issues considered in case study and role play tasks with group analysis of appropriate resolution.</i> 	<ul style="list-style-type: none"> <i>Assessment of group assignments within each course.</i> <i>Individual project assignments in courses require independent study skills.</i> <i>Senior project includes an individual component for the contribution of each person.</i>
4.0	Communication, Information Technology, Numerical		
4.1	<ul style="list-style-type: none"> <i>Ability to communicate effectively in oral and written forms.</i> <i>Ability to use information and communications technology, and use basic mathematical and statistical techniques.</i> 	<ul style="list-style-type: none"> <i>Students will go through eight levels of English proficiency courses during orientation year to learn basic communication skills in English.</i> <i>There are two computer courses and one math course during the orientation year where students learn the basic skills of handling computers and the basic</i> 	<ul style="list-style-type: none"> <i>Direct assessment of basic skills including communications skills in English Language and use of IT, like class tests, assignment and exams.</i> <i>For testing the students math and statistical skills, class tests and assignments are taken along with major exams.</i>



		<p><i>of mathematics.</i></p> <ul style="list-style-type: none"> ▪ <i>The Introduction of statistics course during the first year of the academic program enables students to learn various statistical tools and techniques.</i> ▪ <i>Some courses in each year include required use of ICT for analysis and reporting, with quality of usage forming part of assessment. Assignments include required use of search engines on the internet.</i> 	
4.2			
5.0	Psychomotor		
5.1			
5.2			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct



Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Participation	6th	10%
2	Midterm Exam	8th	20%
3	Presentation	10th	10%
4	Assignments & Quizzes	5 th & 11th	10%
5	Report	14 th	10%
6	Final exam	16th	40%



D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- *In addition to class lectures time, faculty members assign minimum two hours per week for student consultations and academic advice. The consultation time is mentioned in the Faculty Time Table and is display on the faculty member's office door.*
- *During the registration period, faculty members also spend time for review and approving students' registration form. Each faculty member is assigned a group of students for advising. The list is posted in the faculty office and students are advised to visit the faculty member during the time mentioned in his/her faculty time table.*

E. Learning Resources

1. List Required Textbooks

Marketing Strategy: A Decision-Focused Approach, 7/e
Orville C. Walker, Jr., University of Minnesota
John W. Mullins, London Business School
ISBN: 0073381152
Copyright year: 2011

2. List Essential References Materials (Journals, Reports, etc.)

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)
Websites as indicated in the textbook

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

The CD provided by the publisher of the textbook.

F. Facilities Required



Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- *A classroom with 40 seating capacity is required.*
- *Classroom should be equipped with multimedia projector and Internet access.*



2. Computing resources (AV, data show, Smart Board, software, etc.)

- *Currently there is no need of any special computing resources.*

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- *Currently there is no need of any other resources.*

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- *During week 13 and 14, the YU's "Student Affairs" department conducts a survey covering all aspects relating to their learning experience for the concerned course. Students are given questionnaire on different areas of the course including the effectiveness of the course.*
- *There are two ways that the survey is undertaken: manually by distributing the printed forms to the students during the class meeting hours and by electronically, where students are required to go to the computer lab for participating in the survey.*
- *The responses are forwarded to the "Information Center" where it is analyzed and reports are prepared.*
- *The report is called "Course Evaluation Survey" or CES and is submitted to the department chairman, who shares the report with the respective faculty members.*

Attachment:

- ** Copy of questionnaire
- ** Sample copy of CES

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- *Classroom observations are conducted by the Department chairman during class periods, especially for the newly recruited faculty members.*
- *A form with some standard questions regarding classroom activities is used to evaluate the performance of the faculty members during the classroom visits.*
- *Faculty members are informed about the classroom visits without notifying a specific day for the visit.*
- *The reports are shared with the faculty members.*

Attachment:

- ** Classroom Observation Policy



** Classroom Observation form
** A sample copy

2 Processes for Improvement of Teaching

The process for improving the teaching includes the following:

- *Workshops and seminars are conducted throughout academic year to address specific teaching strategies and improvements.*
- *Feedbacks from students using different types of survey are shown and discussed with faculty members to improve the teaching.*

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- *The university is currently in the process of finalizing agreement with other universities to manage this issue.*

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- *At the end of each semester, Curriculum committee conducts a meeting with all faculty members in which surveys filled by the students and other feedbacks from faculty members are discussed. Effectiveness of the courses, mistakes done and weaknesses are discussed. These points are made basis for the planning for improvements for next semester/ year.*
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Faculty or Teaching Staff: _____

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____