



# DEPARTMENT OF MARKETING

## Department Writing Plan

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## Summary

In creating the Marketing Department writing-enriched curriculum, faculty member, Dr. Parimal Bhagat, served as the initial liaison between Dr. Bryna Siegel Finer, Writing Across the Curriculum (WAC) Director and the Marketing Department.

Where and how writing was already being taught and what changes will be made to the Marketing Department curriculum was determined based upon a template provided within the WAC website. In addition, a compilation of IUP Department Writing Plans (DWP) served as a guide for the development of this DWP for Marketing Department instructors. Marketing Department faculty participated actively in the development and enhancement of this plan by providing input into the writing requirements of their respective courses, by reviewing and editing all drafts of this plan, and by discussing and approving the plan.

Marketing Department faculty will participate in professional development training in writing-to-learn pedagogy through workshops with the WAC Director and in full department faculty meetings the WAC Director may visit.

The Marketing Department faculty also developed a statement of “Department Commitment to Writing” to be included within all syllabi for courses that will be a part of the writing-enriched curriculum.

The WAC imperative from the Provost’s and Dean’s Offices has been communicated to the department with the Marketing faculty unanimously supporting the initiative. This finalized WAC plan has been unanimously supported by the Marketing department faculty.

# Marketing Department Writing Plan Rollout 2024-2025

## Professional and Academic Genres in the Field of Marketing

In order to be successful in an organization, professional employees must have strong communication skills. The IUP Marketing Department is committed to helping students improve their writing skills toward the goal of being able to effectively communicate as professionals in the marketing field.

## Student Writing Skills and Abilities

Upon completion of their undergraduate degree, students in the Marketing Department need a variety of writing skills and abilities. These include:

- Synthesizing and analyzing information;
- Writing descriptively (both quantitatively and qualitatively);
- Understanding different audiences, adapting information to those audiences appropriately for different tasks;
- Effectively and fairly using research materials, including appropriate citation style, e.g., APA
- Conveying messages, including emails or instant chats, clearly and concisely;
- Using disciplinary terminology correctly and appropriately; and,
- Designing documents effectively (including graphics, text, and organizational features).

The IUP Eberly Marketing Department is committed to introducing, emphasizing, and reinforcing these skills and abilities throughout the curriculum, and will do so through the purposeful mapping of writing assignments and activities that follows at the end of this document.

## Integration of Writing into Undergraduate Curriculum

Marketing Department faculty are to participate in professional development training in writing-to-learn pedagogy through writing workshops with the WAC Director and in full department faculty meetings the WAC Director may visit.

Student success in an organizational setting requires students to have practical and technical skillsets and professional communication skills. Organizational members must learn to balance the interests of owners, consumers, employees, and stakeholders. The basic Marketing functions of planning, organizing, influencing, and controlling operations is a guiding principle of this curriculum and the department will use writing-to-learn and writing-to-communicate activities to contribute to student learning outcomes.

Writing instruction in the Marketing Department is to be integrated in the following ways:

**Writing-to learn-activities** allow students to develop Marketing knowledge and technical skills through writing. These activities enhance student learning by encouraging critical thinking.

In all courses, Marketing Department faculty will use writing-to-learn activities, such as exercises' reports, discussion summaries, analyses; briefs, and such kinds of short writing assignments writing assignments that engage students and lead to student classroom discussions of the topics covered, in order to enhance student learning.

**Writing-to-communicate activities**, such as project and case-based learning, allow students to:

- Develop proficiency in key Marketing functions;
- Demonstrate ability to effectively research and perform due diligence;
- Develop proficiency in concise professional communication strategies;
- Gain experience in technical writing;
- Apply Marketing theory to real world scenarios;
- Develop industry specific technical skills;
- Analyze problems and develop solutions; and,
- Develop conceptual Marketing skills to manage from the perspective of the whole organization.

### **Researched Writing**

Students will continue to take English 202.

In all courses, the Marketing Department faculty will use writing-to-communicate activities, such as case analyses which result in student presentations, facilitation of student in-class discussion with feedback provided by faculty.

## **Communicating Writing Expectations to Students**

Writing expectations are to be communicated through the Eberly College of Business Student Learning Outcomes (SLO), specific course syllabi, course learning outcomes, course requirements, in-class and online instructor-student interaction, and course project assessment rubrics.

The writing expectations of Marketing Department students will link specific course learning outcomes with the Eberly College Student Learning Objectives and Outcomes. These learning goals, objectives and outcomes will ensure that program graduates will:

- Understand core knowledge of business functional disciplines and their interdisciplinary nature and have the ability to integrate them;
- Communicate effectively;
- Exhibit data analysis, critical thinking, and decision making skills;
- Demonstrate leadership skills and the ability to work effectively in teams;
- Integrate and value a global perspective as well as demographic and cross-cultural diversity in a business environment;
- Understand the implications of corporate social responsibility (CSR) and ethical behavior;
- Demonstrate proficiency in the use of technology; and,
- Possess a well-rounded liberal studies education that values the need for continuous learning and adaptation to change.

Students in Marketing are expected to be able to communicate effectively and professionally in an oral and written manner. Throughout the curriculum, students develop professional writing by developing personal professional communication, preparing documents for project planning, analysis and execution exercises, developing marketing plans for product design, branding and advertising, and industry specific writing.

Furthermore, students engage in writing outside the classroom through participation in student organizations. Students take professional meeting minutes, employ event planning writing skills for fundraising and volunteer events, and engage in online marketing through social media. Many students also have the opportunity to compete in case-writing, business planning, or supply chain case competitions (which are open to all business students) that all require an extensive amount of writing.

The curriculum map that follows illustrates a variety of writing assignments required throughout the curriculum. The Department's Commitment to Writing syllabus statement will be included on all Syllabi of Record to reinforce the Marketing Department's commitment to student writing explicitly in each course.

## **Marketing Department Commitment to Writing Syllabus Statement**

*Effective writing is critical to a student's academic and business success. In Marketing courses, students will engage in various writing activities and assignments intended to improve learning and communication skills, and to prepare you for professional careers. Well-supported and properly cited research, clarity, structure, and organization are key elements of professional writing for Marketing courses and careers.*

## **Implementation and Assessment of Marketing Department Writing Plan**

The WAC Director recommends to the Marketing Department the following action items for continuing program facilitation:

1. Elect at least one faculty member to continue to be the WAC/Marketing Department Liaison (this could count as Department Service);
2. The Marketing Department Liaison should oversee the following activities:
  - Provide all Marketing Department faculty a copy of the DWP, and recommend faculty attendance at WAC workshops or the May 2-day writing workshop for Liberal Studies faculty, if they have not already done so;
  - Encourage Marketing Department faculty to add a “Marketing Department Commitment to Writing” statement to the syllabus as appropriate;
  - Report results of biennial assessment to the WAC Director for feedback and guidance;
  - Add areas for the teaching and assessment of writing as goals on department and faculty five-year review documents; and,
  - Update the writing outcomes curriculum map as courses are added, removed, and revised in the BS in Marketing curriculum (and communicate these changes to the WAC Director).

## Writing Outcomes Curriculum Map

### The Writing Outcomes Curriculum Map demonstrates:

1. Conscious effort on the part of Marketing Department faculty at placing core disciplinary genres at appropriate levels of the curriculum and reinforcing the writing skills necessary for students to succeed in writing, for example: how to write clearly and concisely as expected in an executive summary, how to use appropriate industry jargon, write in an organized and structured manner and professional growth(e.g., resume, cover letter, business letter, etc.), among other examples.
2. Thoughtful integration of writing-to-learn activities in all courses in the curriculum. Every course is to include one or more such activities (e.g., journals and note-taking, exploratory writing, other such low stakes writing activities).
3. The importance of developing **“low stakes” and “high stakes” writing assignments**. The “low stakes” student writing assignments may be viewed as assignments which involve write-to- learn as well as write-to-communicate, expectations of students, however, they may not necessarily be graded. The assignments are an integral part of the course requirements but may not necessarily involve comprehensive course content coverage. The “high stakes” student writing assignments are graded and involve comprehensive course content coverage and contain write-to-learn expectations of students, but with a greater emphasis on student write-to-communicate expectations (e.g., term papers, marketing plans).
4. Balanced measures for assessing writing, that is, writing is graded for demonstrating mastery of course content as well as improvement of writing skills over time through informal course clusters, for example:
  - In MKTG 320 and MKTG 321, students research potential career paths and marketing elective choices (course clusters) to meet their career goals. MKTG 421, 434, 436, 443 and 450 represent a “STEM” cluster focusing on analysis and teach students how to write technical reports. In MKTG 450 students learn and apply Strategic and Tactical Marketing theories. MKTG 433, 439, 440, 445 and 448 represent the “Digital Marketing” cluster where students build on holistic marketing communications skills. In MGMT 495 Business Policy (a capstone course for ALL business students), students apply classroom concepts to an organization in the form of a written case analysis report and presentation.
- 5 Continued requirement of students to participate in case analyses that require students to submit drafts of case analysis reports, require student editing and faculty guidance in student re-submission of final case analysis reports which are graded separately.



## List of Marketing Department Courses, Writing Objectives, and Student Learning Outcomes<sup>1</sup>

The BS in Marketing Writing-Across-the-Curriculum Plan demonstrates:

- Conscious effort on the part of Marketing faculty in ensuring both WTL and WTC opportunities are provided to students.
- Frequent feedback is provided by the Marketing faculty to ensure continuous improvement.
- Professional technical writing skills are taught in many of the courses.
- All courses across our curriculum use some WTL and/or WTC; 100% of courses are writing-enriched.
- Note that MKTG 320, 321, 421 and 450 are the required marketing courses offered every semester while the rest are marketing electives offered at least once a year.

Course	Course Title and Course Description	Expected Writing Outcomes/Skills  (these might be explicitly listed in the course objectives, or implicit through the assignments)	Writing Activities Writing to Learn (WTL) <sup>2</sup> and Writing to Communicate (WTC) <sup>3</sup>  Writing assignments may include some selection of:	Introduced, Reinforced, and/or Emphasized <sup>4</sup>	Genres modeled through reading and writing
<b>MKTG 320</b>	<b>Principles of Marketing</b>  A study of those activities necessary to the design, pricing, promotion and distribution of goods and services for use by organizations and ultimate consumers.	Students will search integrate information on a contemporary topic into written statements and responses.	Students will first research on topic using outside sources and prepare a response [WTL]. Student will then participate in discussion forums either in-class or on D2L wherein they first write-up a substantive lead response and then reply to the posts of two or more students. [WTC]	Introduced	Textbooks, websites, current topics in practitioner media and scholarly articles.

<sup>1</sup> BS (Marketing) includes the Business Core curriculum courses BCom 321 and MGMT 495 for which WAC proposals have been approved under the Management Department. These are our essential writing-intensive courses in addition to our own MKTG 450 department writing-intensive course.

<sup>2</sup> WTL e.g. Journal logs, reflections, class notes, blog, FB entry, project ideas – these are not formally assessed. Objective is to develop critical thinking and knowledge of course material for personal learning.

<sup>3</sup> WTC e.g. Project Reports, Powerpoint Presentations with notes, Proposals, Case Reports, Position Papers, Article Critiques – these tend to be formally assessed, some with opportunity to revise and resubmit. Objective is to develop proficiency in key marketing functions, effective research and technical writing, and professional business communication skills.

<sup>4</sup> **Introduced:** typically in early coursework such as in MKTG 320 and MKTG 321; **Reinforced and/or Emphasized:** typically in upper level and capstone coursework.

<b>MKTG 321</b>	<p><b>Consumer Behavior</b></p> <p>A survey of noteworthy contributions of behavioral science and research on consumer purchasing and decision-making process, with particular attention to formal and informal influence patterns.</p>	<p>Students will analyze information from cases pertaining to pre-,during-, and post-purchases</p>	<p>Students will thoroughly study the cases and using knowledge gained from previous chapters will write their responses to specific questions [WTC]. Additionally, students write responses to in-class exercises [WTL].</p>	<p>Introduced and reinforced</p>	<p>Textbook, Internet resources, and published articles</p>
<b>MKTG 421</b>	<p><b>Marketing Research and Analytics</b></p> <p>A survey of noteworthy contributions of behavioral science and research on consumer purchasing and decision-making process, with particular attention to formal and informal influence patterns.</p>	<p>Students will develop analytical writing abilities geared toward marketing research techniques &amp; methods for designing, executing, analyzing, evaluating, and interpreting empirical data related results &amp; findings.</p>	<p>In-Class Analytical Exercises, and several Data Analyses [WTL]. Detailed Project Report explicating the modeling, variables, empirical measures, instrumentation design, data analyses, interpretations of the results, and the substantive marketing implications of their findings [WTC].</p>	<p>Introduced, Reinforced, Emphasized</p>	<p>Textbook, Exercises, Datasets</p>
<b>MKTG 450</b>	<p><b>Marketing Strategy</b></p> <p>Develops marketing and business decision-making skills to evaluate real-world business situations, analyzes marketing problems and scenarios, and produces solutions in the form of marketing and business strategies. Involves analyses based on quantification of marketing decisions and problem-solving scenarios using exercises and in-depth case studies that develop analytical reasoning. This senior-level course integrates knowledge of marketing and other business management functions into marketing strategy development, implementation, and control using either a marketing plan or marketing simulation exercises. Readings on classic and emerging issues provide applied perspectives of marketing in the business environment.</p>	<p>Students will develop managerial writing abilities for evaluating business marketing tactics and strategies in problem-solving and decision-making applications &amp; demonstrate analytical writing comprehension toward assessment and explication of marketing metrics and performance measurement dynamics integrating the field's domains.</p>	<p>In-Class Activities on Problem-Solving Exercises, and detailed Case-Analyses [WTL]. Article-Reports based on answering primer questions, and Case-Analyses papers based on evaluating pertinent marketing functions &amp; metrics along with explicating those computational facets featured in respective cases [WTC]. Certain Case-Analyses Reports, and the Marketing Plan Report will be subject to furthered writing proficiency via initial submission to be graded &amp; opportunity granted for revision-and-resubmission with guided improvements [WTL, WTC].</p>	<p>Reinforced and Emphasized.</p>	<p>Content sources, Exercises, Cases, Articles from practitioner sources.</p>

<b>MKTG 350</b>	<p><b>International Business</b></p> <p>Studies the international dimensions of business and the critical environmental and organizational factors that affect managerial approaches in the international arena. Focuses upon the impact of cultures, women, religions, ethnic minorities, racial minorities and country uniqueness upon international businesses</p>	<p>Students strengthen their writing abilities by analyzing the impact of global business environment on global business idiosyncrasies and practices as well as by exploring the dark side of international business with mini-case and current business event-analyses in informal class write-ups, and formal write-ups of detailed video case analyses.</p>	<p>In-class informal write-ups about mini cases (WTL), online discussions about the dark side of international business (WTL), and lessons learned for similar competing business firms and situations from the detailed video clips (WTC)</p>	<p>Introduced, Reinforced</p>	<p>Global Business Knowledge (globoledge) website, US government and foreign government websites, textbook, current news and articles, TED talks</p>
<b>MKTG 430</b>	<p><b>International Marketing</b></p> <p>International marketing and markets are analyzed. Special consideration is given to the significance of government regulations, organization structures of export and import enterprises, and credit policies.</p>	<p>Students develop writing skills by critiquing classical and current international marketing articles, developing PowerPoint presentations with notes for case analyses, and online and in-class discussions about the impact of dynamic global market conditions on international marketing strategies, tactics, and practices</p>	<p>In-class and online informal discussions about company cases and impact of current dynamic market challenges (WTL), and PowerPoint presentations with Notes and case briefs (WTC). Classical and current article critiques (WTC)</p>	<p>Introduced, Reinforced, Emphasized</p>	<p>Company websites, video cases, textbook, TED Talks, Classical and current articles</p>
<b>MKTG 431</b>	<p><b>Business-to-Business Marketing</b></p> <p>Concerned with the major activities involved in the marketing of industrial goods and services, including the industrial marketing system, marketing information needs of the industrial firm, industrial marketing implementation and control, and channel, pricing, product, and promotional strategies for industrial goods</p>	<p>Students will learn writing skills to deliberate, address, comprehend, explain, evaluate, &amp; analyze several issues and situational dynamics within the business-to-business spectrum of global industrial marketing functions &amp; processes.</p>	<p>In-Class Activities on Exercises addressing key content material application, and Case-Analyses [WTL]. Article-Reports based on answering primer questions, and Case-Analyses Reports based on evaluating functional elements and explaining the contextual dynamics featured in respective cases [WTC].</p>	<p>Reinforced, Emphasized.</p>	<p>Textbook, Exercises, Cases, Articles from practitioner sources.</p>

<b>MKTG 433</b>	<b>Advertising</b> An introduction to the principles, practices, and creations of advertising. Use of various media and legal, economic, social, and ethical aspects of advertising are also considered.	Students will develop writing skills pertaining to advertising and promotion including planning, objective setting, creative and media plans, marketing and customer analysis	Students develop original advertising campaigns/plans which include a draft written paper [WTL], final report [WTC] and oral class presentations [WTC]. The campaigns include topic development, advertising objectives, creative and media plans, and analysis with feedback. In addition, a detailed written case analysis [WTC] and discussion posts [WTL, WTC] are required. The topics are related to current events in the field.	Introduced, reinforced, emphasized.	Textbooks, websites, videos, current events including topics in practitioner media, and scholarly materials.
<b>MKTG 434</b>	<b>Business Logistics</b> Implements a technical and analytical approach for designing and executing the logistics functions within business supply chains. Analyzes and evaluates the key logistical domains of order processing, inventory functions, warehousing, transportation, distribution, and customer service elements using quantitative methods and management science techniques. Applies a systems perspective for optimization of logistical parameters toward industrial marketing and operations efficiencies in the varied dynamics of transactional fulfillment.	Students will demonstrate technical writing abilities geared toward evaluating & analyzing operational components of varied logistical functions and parameters in assessment of their computational & applicational dynamics.	In-Class Analytical Exercises, and detailed Case-Analyses [WTL]. Article-Reports based on answering primer questions, and Case-Analyses Reports based on evaluating the applications of functional elements and explicating those computational facets featured in respective cases [WTC].	Introduced, Reinforced, Emphasized.	Content sources, Exercises, Cases, Articles from practitioner sources.

<b>MKTG 435</b>	<b>Professional Selling &amp; Sales Management</b>  Introduces the role and nature of modern personal selling in marketing. Theory and practice of personal selling process, sales planning, delivering sales presentations, and relationship marketing are emphasized. Basics of managing sales force including territory management, recruiting, training, and compensating sales force are also covered.	Students will develop interpersonal and professional selling skills related to the sales, management, and customer relationship development necessary to successfully personally sell products and services.	Students participate in role place exercises whereby each stage of the personal selling process is performed requiring written development of the script [WTL] prior to class presentation. A research paper and oral videotaped presentation is required which entails the stages of the personal selling process from topic development to the greeting, questioning, demonstration, negotiations, closing techniques, and follow-up activities. In addition, a written detailed case analysis is required [WTC].	Introduced, reinforced, and emphasized	Textbooks, websites, videos, current events including topics in practitioner media, and scholarly materials.
<b>MKTG 436</b>	<b>Retailing &amp; Omnichannel Management</b>  Introduces retailing and omnichannel management including the synergistic optimization of all retail channels and customer touchpoints for an integrated customer retail experience.	Students will demonstrate understanding of retail stores, their location, procurement, merchandising and e-selling.	Case Analyses [WTC], in-class exercises [WTL], and development of retail store homepage and contents [WTC].	Introduced, Reinforced, Emphasized.	Textbook, websites, and managerial articles
<b>MKTG 437</b>	<b>Services Marketing</b>  Focuses on current theories and applications of marketing techniques in the fast-growing area of services in the business, government, and nonprofit sectors. Emphasizes characteristics of services and their marketing implications and formulation and implementation of marketing strategies for service firms.	Students will evaluate components of services marketing and prepare their analysis and recommended changes in a written report.	Topical written assignments which are structured and based on real-world companies. [WTC, WTL]. In-class and online discussions on contemporary topics [WTC] based on outside research and site visits [WTL].	Introduced and Reinforced.	Textbook, websites, company information, site visits (individual), practitioner and scholarly articles.

<b>MKTG 439</b>	<b>Internet Marketing</b>  Presents a strategic framework for developing marketing strategies on the Internet. Extends the marketing mix framework to e-commerce using current theories and applications in online product, online pricing, web-based marketing communication, and distribution strategies. Other topics include marketing research on the Internet, electronic retailing, Internet-based customer relationship management, and legal-ethical dimensions of e-marketing. Students use Internet-based, online marketing cases.	Students will develop professional case analysis report writing skills as well as written debating skills thru discussion topics on controversial online marketing topics.	Discussions [WTC, WTL] on internet marketing topics and case reports [WTC] involving practical real-world cases.	Reinforced and emphasized.	Textbook cases, Wall Street Journal Articles.
<b>MKTG 440</b>	<b>Direct Interactive Database Marketing</b>  An introduction to the role and nature of direct marketing, including its current theory and practice. Topics include designing and implementing direct mail marketing, telemarketing, catalog marketing, e-mail marketing and Web/Internet based direct marketing for consumer and industrial markets. Case studies and applications are utilized. Social, public policy, and legal issues in direct marketing are also explored.	Students will develop professional case analysis report writing skills as well as written debating skills thru discussion topics on controversial online marketing topics.	Discussions [WTL, WTC] on direct marketing topics and case reports [WTC] involving practical real-world cases.	Reinforced and emphasized.	Textbook cases, and articles and Direct Marketing Association white papers

<b>MKTG 443</b>	<b>New Product Design &amp; Branding</b>  Discusses the new product design, development, branding, and launch process companies use to bring a new concept to market by satisfying customers' unmet needs. Blends the perspectives of marketing and design and the process of product creation. A step-by-step process from product planning and concept generation to commercialization and product launch planning is covered.	Students will complete a project where they design, develop and brand a new product.	Students will explore new product ideas using trend analysis and consumer research techniques [WTL]. Students will prepare a Mission Statement [WTC], apply the steps of new product development to their product idea [WTL] and prepare a detailed project report [WTC]. Students will present their project using PowerPoint or other presentation modes [WTC]. Students will respond to short response questions on an exam [WTC].	Introduced, Reinforced, Emphasized.	Textbook, internet search, practitioner and scholarly articles, videos.
<b>MKTG 445</b>	<b>Social Media Marketing</b>  Explores the online marketing activities, practices, and interactions of individuals and organizations using conversational electronic media. Assorted social media interactive networking tools and applications are examined. Students study and develop social media marketing programs.	Students will explore social media marketing practices including strategy development, target market identification, platform selection, content development, and social media monitoring.	Students will conduct in depth written case analysis [WTC] which include topics such as social media monitoring, current trending platforms with usage implications, and e-commerce applications including digital marketing with retail applications. Discussion posts [WTL, WTC] are utilized to further enable students to articulate in written format social media marketing strategies, objectives, and future implications.	Introduced, reinforced, emphasized	Textbooks, websites, videos, current events including topics in practitioner media, and scholarly materials.
<b>MKTG 448</b>	<b>Brand Design</b>  An integrated study of branding concepts in marketing and art, including aesthetics in commercial art, design of brand and corporate identity trademarks, theories of brand marketing and business strategy, customer touchpoints in brand communication and branding as a corporate strategy. (Also offered as <a href="#">ART 448</a> ; may not be taken for duplicate credit.)	Students will audit the brand marketing strategy by preparing a structured report in a technical writing style. Students will redesign a brand identity using art and design tools and present the results.	Students will consolidate marketing information about a branded product [WTL]. Students will provide brand strategy recommendations in a written report [WTC] and present the results either in a poster or a PowerPoint presentation [WTC].	Reinforced and emphasized	Textbook, websites, contemporary practitioner and scholarly research articles and supplemental readings.

<p><b>MKTG 493</b></p>	<p><b>Marketing Internship</b></p> <p>Practical experience in the marketing field to develop knowledge and experience in the practical application of theory to actual problems in a non-classroom situation. A maximum of 3cr of internship in the student's major may be applied toward the marketing major-area elective requirements. Additional internship credit must be used as free electives only. Admission only by permission of the department chairperson and the dean, Eberly College of Business.</p>	<p>Students will document their task outcomes and journey first in a journal and then formally in reports.</p>	<p>Students will reflect on their experiences at the internship site using a daily journal log [WTL]. Students will document their task outcomes in a written report [WTC].</p>	<p>Reinforced and emphasized.</p>	<p>Company website and other information using internal documents and external search.</p>
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## Appendix A – Assessment of Student Writing in the MKTG 450 Course

The MKTG 450 course is completed by all graduating senior-level Marketing majors. Case Analyses and PowerPoint Presentations are graded as part of the course as is the case in other select MKTG prefix courses. It is suggested that at the end of a semester, two faculty members may separately review and rate the capstone case analysis projects using the rubric provided on the next page.

### Writing Assignment

Students conduct a detailed marketing case analysis project and submit their findings via a case analysis report.

The case analysis technique as a rigorous qualitative and quantitative learning tool provides active learners with opportunities to identify, evaluate, and resolve organizational marketing dynamics in line with the pedagogy implemented by us as faculty toward imparting those skills. By analyzing situations that are described in cases and presenting the results, active learners (i.e., students) become skilled at effectively using the tools, techniques, concepts, and metrics that combine to formulate the strategic marketing fabric of business decision making. In unison, the case analysis report preparation and comprehension process provide students the opportunities for writing-to-learn and writing-to-communicate.

Students are demonstrated several cases which provide the context to conduct thorough marketing analysis drawing on varied metrics and computational perspectives for informed substantive decision making pertaining to the diverse domains within the business marketing spectrum of organizational functioning. Presented within the cases are problems and situations that marketing managers/executive analyze and evaluate toward sustenance and growth criteria using the suited metrics and methods. A marketing strategy case analysis can focus on a single organization or a business unit of a large, diversified firm or a particular product line or brand.

The marketing case analysis method calls for a purposeful diagnosis of an organization's current modes operandi as manifested by its external and internal environments, along with substantive evaluation of its pertinent marketing performance metrics, so that appropriate strategic, tactical, and operational actions can be recommended in light of the firm's marketing objectives. The case analysis report preparation thereupon involves comprehension in terms of thoughtful compilation of the conducted qualitative/quantitative analyses via written content expression and articulation of the stepwise processes followed in addressing all the applicable dynamics within the case. The case method for marketing planning that we are recommending to you has a rich heritage as a pedagogical approach to the study and understanding of marketing performance and effectiveness.

The written case analysis report must include:

- Title / Cover page
- Executive Summary
- Table of Contents and Table of Figures
- Glossary of terms
- Body / Text (8-10 or more pages of content)  
Introduction through Summary
- References page – At least 6 sources (3 non-Internet sources such as journals/periodicals found online as applicable to case contents; citing a website is considered an Internet source)
- Appendices (Tables, graphs, statistical data analyses' outputs, visuals, financial spreadsheets, etc.)

## Writing Across the Curriculum Assessment Rubric

The rubric below will be used to assess all students in the MKTG 450 Marketing Strategy course that is completed by all graduating senior-level Marketing majors, as well as other select courses where “high-stakes” assignments are actively worked on by students.

	Exceeds Expectations = 4	Meets Expectations = 3	Emerging = 2	Below Expectations = 1
<b>Descriptive Language (quantifying)</b>	Demonstrates clear/strong understanding of how to interpret and explain financial and statistical data for a familiar audience	Demonstrates general understanding of how to interpret and explain financial and statistical data and write it for a familiar audience	Demonstrates an attempt to interpret and explain financial and statistical data but with errors.	Does not explain or interpret financial data or does so inaccurately.
<b>Descriptive Language (qualifying)</b>	Prose descriptions are vivid and non-generic; provides ample examples and details in responses in appropriate length	Prose descriptions are vivid and non-generic, uses minimal amount of examples and details, at or close to appropriate length for Document	Uses some descriptive language but it is not impactful or vivid; may not have enough description.	Vague, generic terms, unclear, does not provide the full amount of necessary/ required information
<b>Understanding of audience and task</b>	Formal language, free of colloquialisms, mindful of stakes and audience	Approaches task seriously, may contain only a few minor lapses in formality	Approaches task seriously but contains enough lapses in formality that they are distracting	Inappropriate tone or language (e.g. contractions, stream of consciousness, lack of organization, self-referential)
<b>Citation</b>	Consistent citation format	A few citation lapses	Attempts citation but with multiple errors	Inconsistent citation or lack of citation
<b>Grammar and mechanics</b>	Polished grammar and mechanics	Minor errors that do not impede meaning or sentence clarity	Sentences are readable but there are enough errors that they are distracting	Grammatical issues detract from readability
<b>Uses disciplinary terminology appropriately</b>	Fluency with terminology of the discipline	Uses some disciplinary terms mostly appropriately; may miss a few key terms that could be helpful for clearer Expression	An even mix of accurate and inaccurately used terminology; may use commonplace terms more than disciplinary terms.	Most terms used inaccurately or haphazardly; or does not use any terminology from the discipline
<b>Effective PowerPoint Presentation Design</b>	This is a professionally produced PowerPoint document and presentation	Professional and ready for an external audience (clear, concise, easy to read and follow, page numbers, uses headings, formatting options)	There is an attempt at general formatting, but lack of attention to detail (unclear or missing headings, formatting, and organization).	Lack of organization, haphazard or lack of formatting, difficult to follow

## Appendix B – Baseline Results of Student Writing Assessment

During Fall 2023, the Writing Across the Curriculum Grading Rubric was utilized for assessing “high stakes” student writing assignments in the MKTG 450 Marketing Strategy course that is completed by graduating senior-level Marketing majors. The sample size of 25 respondents, assessed on the above rubric’s criteria, constituted the 25 students enrolled in the course.

The results explained below are considered “baseline” results from the first round of assessment of student writing samples. Based upon the rubric, the percentages of papers that exceeded expectations, met expectations, did not meet expectations but were emerging, and those that were below expectations, were determined. The results were as follows:

### - Areas in which student-writing ‘exceeds/meets expectations’ via Results Above 77% -

#### Criterion 3: Understanding of audience and task

Term/Year	Exceeds/Meets Expectations	Emerging/Below Expectations
Fall 2023 (N = 25)	36% / <b>48%</b>	8% / 8%

#### Criterion 6: Use of disciplinary terminology appropriately

Term/Year	Exceeds/Meets Expectations	Emerging/Below Expectations
Fall 2023 (N = 25)	<b>52%</b> / 28%	12% / 8%

#### Criterion 1: Descriptive Language (quantifying)

Term/Year	Exceeds/Meets Expectations	Emerging/Below Expectations
Fall 2023 (N = 25)	<b>44%</b> / 36%	12% / 8%

### - Areas in which student-writing is ‘emerging/below expectations’ via Results Below 77% -

#### Criterion 2: Descriptive Language (qualifying)

Term/Year	Exceeds/Meets Expectations	Emerging/Below Expectations
Fall 2023 (N = 25)	32% / <b>40%</b>	20% / 8%

#### Criterion 5: Grammar and Mechanics

Term/Year	Exceeds/Meets Expectations	Emerging/Below Expectations
Fall 2023 (N = 25)	24% / <b>44%</b>	16% / 16%

#### Criterion 4: Citations

Term/Year	Exceeds/Meets Expectations	Emerging/Below Expectations
Fall 2023 (N = 25)	28% / <b>36%</b>	28% / 8%

## **Analysis of Results by the Department**

The key objective toward a writing achievement perspective here is to maintain/sustain and better results where those respective expectations were met/exceeded, and certainly address/rectify and improve results where those respective expectations were emerging or below acceptable norms.

Per criterion 3, students have indeed treated assigned tasks seriously, considering they are graduating seniors whereby their relatively mature mindsets by then manifest positively in working on such hands-on analyses/applications-based course material to bridge their learning and credit-earning responsibility.

Per criterion 6, these students as Marketing majors have exhibited their cross-functional synergies, as demanded by this discipline, in terms of drawing upon content from the varied connected Marketing domains and allied business fields with appropriate utilization of respective language and applications of related terminology in their written tasking to display learning and expressed comprehension.

Per criterion 1, students certainly have demonstrated their ability to understand/analyze/evaluate data in varied quantitative/statistical/analytical manner by applying appropriate metrics/methods/techniques for interpreting Marketing problems/situations/opportunities and configuring solutions/tactics/strategies which concretely and substantively get expressed in their written communication.

Criteria 2, 5, and 4 are truly deserving of far more scope for betterment. These can be treated as an interconnected block focusing on elevating students' overall ability to improve their writing-to-communicate skills. Students need to be given more writing-based assignments which rely on formulation of their descriptive thought schema that finds its way onto writable contextualization. We need to address the way in which they improve their professional written communication by describing respective content in cogent lucid manner. Our field is diverse in spectra and evolving in synergistic demands of the growing marketplace; accordingly, our training imparted by us to our majors via pedagogical practicalities is surely based of highly real-world oriented examples/illustrations/linkages. Hence, it is becoming rather imminent that we need to provide them with more writing opportunities which can enable them to articulate their mental imagery of business dynamics when cogently describing examples/illustrations, with reasonably polished grammar and language mechanics. Naturally, the honing process will also need to significantly improve their use of citation in written content, in terms of the nature and format for referencing and citing varied types of information sources.

Conducting workshops which are primarily geared toward improving students' writing ability is surely necessary; the focus therein will need to be purely toward the writing facets which elevate their business communication potential. Attendance will need to be mandated for all students, and their involvement to be treated seriously for credit-bearing in order to have an impactful presence in their curricular training. The Writing Center can also be consulted in providing tips and guidance to students in this dialog. Their resources are valuable and should be made available to students by us as faculty integrating them within our curricular/pedagogical pathway.

Overall, we need to hone our students' abilities for professional expressive written communication.

## **Recommendations from the WAC Director based on Assessment Results**

The majority of students are meeting or exceeding expectations in all criteria on the rubric. Marketing faculty should be commended for this result.

As I have noted on multiple writing plans, grammar and citations are, across the university, struggles for students. However, I do not recommend, as the faculty have suggested above, mandated workshops in these practices. Instead, I recommend integrating these practices more fully into instruction in all classes taught in the curriculum and including Writing Center workshops as recommended to most students, required for students who are especially struggling.

As the WAC director, I am happy to lead the Marketing faculty in a workshop on how to more fully integrate grammar and citation instruction into their courses while not sacrificing time for content instruction. The Writing Center director can assist with strategies for supporting students.