

Updated: June 2025



Strategic Marketing
52:630:403:90: INDEX #21602
Term: Spring 2026
Mode of delivery: *Asynchronous*

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Office Hours: Monday and Wednesday 2:30-3:30 pm or by appointment

Key Fall 2026 Dates:

Spring 2026 classes begin:	Tuesday, January 20 th
Last day to add a class:	Thursday, January 29 th
Spring 2026 Recess	Saturday, March 14 th – Sunday, March 22 nd
Last day to withdraw with a “W”	Monday, March 23 rd (subject to change)
Last day of classes	Monday, May 4 th
Reading Days (no exams)	Tuesday, May 5 th and Wed. May 6 th
Final Exam period	Thursday, May 7 th – Wed. May 13 th

Catalog Description for Strategic Marketing:

Strategic Marketing (3 Credits): A top management perspective on the overall marketing task, including planning, organizing, controlling, and integrating all the activities of the marketing department. Integration of marketing with other operations of the business unit. Major strategic problems and current trends identified and analyzed. Prerequisites: 50:960:183 or 283, 50:960:284, and 52:630:201.

Course Learning Objectives:

Some of the skills I hope you will learn throughout the course include:

1. How to describe the difference between a business plan and a strategic marketing plan.
2. Discussing and creating major elements of a strategic marketing plan.
3. Identifying the major differences between a strategic plan and a tactical plan.
4. Communicating complex ideas effectively and accurately in a range of context

School of Business-Camden Program Learning Goals

- Critical Thinking and Analytical Decision Making: Students will be able to critically use information and data to analyze, interpret, and solve business problems.
- Communication Impact and Effectiveness: Students will demonstrate effective oral presentation and written language skills.
- Ethical Reasoning: Students will realize that organizations and their actions affect different stakeholders; they will demonstrate the ability to identify and weigh the ethical implications of these actions.
- Teamwork and Interpersonal Relations: Students will develop interpersonal skills and demonstrate the ability to work effectively in teams.

Course Materials:

No Text Book is required. All learning resources are posted in the Modules. Lectures will be posted in

Canvas for each lesson in the Announcement section each week.OTHER:

Narrated lectures, readings, and other posted material is available on the class Canvas site. This course will also use various periodicals and websites (Wall Street Journal, Financial Times, etc) as a supplement.

How to succeed in this course

- Read all text material assigned for each class
- Follow instructions in all assignments
- Start assignments early and get feedback from the instructor
- Consult/meet with the professor immediately when you need help.
- If an online tool is used (Canvas, specific software, etc.) ensure that you can access and use it appropriately.

Diversity Statement

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be

pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

Communication and Use of Canvas

Email- use your rutgers email address:All communications to students will be done using the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary.

Not checking your Rutgers email is not an excuse for missing any communications.

Canvas

Canvas is the learning management system used for this course. Posted will be the syllabus, resources, Power Point slides, announcements, guides, etc. To access this system, go to <http://canvas.rutgers.edu> log in, and click on the course in the dashboard. For technical support 833-648-4357 or help@camden.rutgers.edu.

Class Materials:

All class materials can be obtained via Canvas. Note that the PowerPoint class materials for a particular week will be posted shortly after the class.

Professor Communication:

Note that during the week, from Monday until Friday, I will try reply to all e-mails within 24 hours. Please do not expect immediate response. If you do not hear from me within 48 hours, please re-send your email as I may have overlooked or accidentally deleted your e-mail.

If you do not receive a response from me within the above listed time frame, please send the email again. I will do my best to adhere to these guidelines; I ask that you do the same if I contact you directly. While I will make every effort to be responsive to your needs, please be respectful of my availability.

Classroom policies

Exam, Quizzes, Assignment Make-up Policy

Make-up Work Policy: If, for a university-approved reason, you cannot complete a quiz, assignment, or exam during the scheduled time, you must give me written notice via email (iman.paul@camden.rutgers.edu) at least one week in advance so that other arrangements can be made. If the situation does not allow for advance notification (e.g., emergency hospitalization), contact me as soon as possible after the missed work and provide written documentation. The ability to make up work for non-university approved reasons is not guaranteed. The professor reserves the right to request written documentation to support your absence (such as a doctor's note, an obituary, or military orders).

Late Work Policy: All work must be completed and uploaded to Canvas by the specified due date (with the exception of a university-approved, documented, and professor or Dean of Students verified reason; see Make-up Work Policy above). Any work submitted after the due date

and time will receive a reduction of one full letter grade for each day that it is late.

Incompletes: "Incompletes" will only be given through prior consultation, under extreme circumstances, and when completion of the course requirements in question would substantially improve your grade. In the rare event when an "incomplete" is given, you must submit all of the agreed-upon work to me by the Rutgers registrar deadline to avoid the "incomplete" converting to an "F": <https://registrar.camden.rutgers.edu/gradeinstruction#incomplete>.

Assessments

1. Discussions: 6 x 2.5 points= 15 points
2. Quizzes: 4 x 5 points=20 points
3. Group assignments: HBR case studies (4 *10 points) =40 points
4. Group assignment: Marketing Plan Presentation= 25 points

Final Grade Ranges

A Highest grade (90% and above)	C Average work (69.5% to 74.4%)
B+ Work of distinction (84.5% to 89.4%)	D Passing, but unsatisfactory (60% to 69.4%)
B Work of distinction (79.5% to 84.4%)	F Failure without credit (Below 60%)
C+ Average work (74.5% to 79.4%)	

Disability Services/Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you and your instructor with a Letter of Accommodations. Please discuss the accommodations with your instructors as early in your courses as possible. To begin this process, please complete the [registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Field Code Changed

Academic Integrity

The Academic Integrity policy can be found at <https://studentconduct.rutgers.edu/processes/university-code-student-conduct> <http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the RU-Camden Dean of Students.

Academic dishonesty includes (but is not limited to):

- cheating
- plagiarism
- aiding others in committing a violation or allowing others to use your work
- failure to cite sources correctly
- fabrication
- using another person’s ideas or words without attribution
- re-using a previous assignment
- unauthorized collaboration
- sabotaging another student’s work

If in doubt, please consult the instructor. Please review the [Academic Integrity Policy](#). Information is also available at the RU-Camden Dean of Students site: <https://camden.rutgers.edu/deanofstudents/academic-integrity>

General AI and Generative AI Syllabus Policy Statement

You are expected to follow the University’s Academic Integrity Policy. All ideas, text, images, and other content you submit should be appropriately cited when taken, directly or indirectly, from another source.

For purposes of this course, use of AI and generative artificial intelligence (GAI) will be treated analogously to assistance from another person. Unauthorized or unacknowledged collaboration, or the presentation of another’s work as your own, is a violation of the Academic Integrity Policy. If you are unsure about whether particular uses of AI or GAI tools may be plagiarism, cheating, or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. (*Adapted from University North Carolina Greensboro*)

Syllabus Policy for AI Use with Prior Permission

If you wish to use AI/GAI for any part of a graded assignment (from idea generation to creation to editing), you must first ask for permission and explain how you plan to use the tool. In addition, you must properly cite the AI/GAI tool you use. I will treat Failure to cite the AI/GAI tool is as a violation of the plagiarism standard University Academic Integrity Policy.

Code of Student Conduct

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University, you are expected adhere to the Code of Student Conduct.

To review the code, go to the Office of Community Standards:

<https://deanofstudents.camden.rutgers.edu/student-conduct>

Note that the conduct code specifically addresses disruptive classroom conduct, which means *"engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."*

Responsible Use of Artificial Intelligence (AI)

AI can be a valuable learning tool when used thoughtfully, but it should not replace independent learning. Research indicates that overreliance on AI use can weaken critical thinking, analytical reasoning, and professional judgment—skills vital for academic success, career advancement, and job competitiveness.

This course promotes AI use to enhance learning, not substitute for it. Students must actively engage with material, critically assess any AI-assisted work, and take full responsibility for submissions, as generative AI may produce inaccurate or fabricated information. The goal is to develop students' ability to think, reason, and communicate clearly and confidently.

AI Required: Group Start-up Project

Students are required to use AI tools (e.g., ChatGPT, Gemini, Claude, etc.) during the *Ideation* stage of the Group Start-up Project. AI will be used as a *thinking partner* to enhance the quality and depth of ideas. The following stages would be marked where AI use (including proof of use) is required.

- **Idea Structuring and Refinement:** Students must demonstrate how they used AI to ask probing questions, identify potential flaws or weaknesses in their initial idea, and refine the concept based on AI feedback. The objective is to show how AI contributed to clearer, more robust business ideas.
- **Overcoming Biases and Groupthink:** AI will serve as an objective “logic check” during team discussions. Students are expected to use AI-generated perspectives to challenge group consensus and minimize bias in decision-making. Students would be asked to show how their initial strategy incorporated AI logic.
- **Competition Analysis:** Students may use AI to assist in collecting and summarizing information about competitors, industry trends, and potential market gaps. All AI-assisted insights should be properly cited or referenced in the project submission.

AI Encouraged: Class Presentations

Students are encouraged (but not required) to use AI to support their class presentations, for example, to help outline content, design visuals, or refine talking points. However, the final presentation delivery must be fully the student's own work. As always, most of the points is based on how the students defend the “WHY” of their recommendation.

No AI Permitted: Quizzes, Exams, and Case Discussions

Use of AI is strictly prohibited for all in-person quizzes, exams, and case discussions. These

assessments are designed to evaluate students' individual understanding and analytical ability without external assistance.

University Code of Conduct

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To review the Code of Conduct and Title IX policy go to [RU-Camden Dean of Students Office](#)

Note that the conduct code specifically addresses disruptive classroom conduct, which means *"engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."*

Expectations of Classroom Civility (online or in-person)

(source: the Assoc of College and University Educators)

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. ***(In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor.)***

This could also include a statement regarding what your students can expect from you *(example: I will be prepared and on time for class; I will respect you and your opinions).*

- Classroom attendance is a necessary part of this course; therefore, (include specific requirements and any impact on grades).
- You are expected to do your own work. Cheating, plagiarism, and any other form of academic dishonesty will not be tolerated and will result in (include consequences).
- Meaningful and constructive dialogue is encouraged in this class and requires a willingness to listen, tolerance for different points of view, and mutual respect from all participants. All course members will be expected to show respect for individual differences and viewpoints at all times.
- The use of electronic devices can be disruptive to those around you. As a result, the use of such devices should be limited to class-related tasks.

Day Wise Schedule

Date	Plan
Week 1	Video: Introduction & Marketing Framework Posting about final group project. Introduction (2 points)

	Due by 24 th Jan 12:00 pm EST.
Week 2	Discussion 1- Dynamic pricing-2.5 points Due Date-31 Jan
Week 3	<u>Group Assignment 1: HBR case 1-Why Consumers don't buy</u> (10 points) Due Date-7 th Feb
Week 4	Video: Developing a Marketing Strategy (Part 1) Discussion 2- Stanley (2.5 points) Due Date-14 th Feb
Week 5	<u>Group Assignment 2: HBR case 2-Mountain Man Brewing Co: Bringing the Brand to Light- 10 Points</u> Due Date: 21 st Feb Video-Developing a Marketing Strategy (Part 2)
Week 6	Quiz 1 (5points) Due Date: 28 th Feb Discussion 3-The Matcha Moment (2.5 points) Due Date: 28 th Feb
Week 7	<u>Group Assignment 3: HBR case 3-Long-Champ- 10 points</u> Due Date: 7 th March
Week 8	Quiz 2 Due Date: 14 th March
Week 9	<i>Spring Break</i>
Week 10	Discussion 4- Starbucks (2.5 points) Due Date: 28 th March
Week 11	<u>Group Assignment 4-HBR case 4: Bee-ing Better at Bombas- 10 points</u> Due Date 4 th April Quiz 3 Due Date 4 th April
Week 12	Discussion 5-AI and Marketing (2.5 points)

	Due Date: 11 th April
Week 13	Quiz 4- 5 points Due Date: 18 th April Discussion 6-Should brands take stand on social issues? (2.5 points) Due Date: 18 th April
Week 14	Group Presentation (25 Points) Due Date: 2nd May