
FCS 199H1-S MARKETING IN THE FRENCH-SPEAKING WORLD

Winter 2023 – Mondays, 5:10 PM – 7:00 PM

INSTRUCTOR

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GENERAL COURSE DESCRIPTION

This course investigates sociocultural and linguistic issues surrounding market expansion and marketing of products and services to French-speaking audiences in Canada and elsewhere. Students consider challenges posed by increased globalization through comparisons of English- and French-speaking communities, while exploring basic marketing theory. Through case studies of successes and failures, students examine how companies develop and adapt branding and messaging for Francophone audiences by integrating differences in humour, values, politics, and financial considerations. Students thus develop an understanding of the Francophone consumer and gain skills for advertising and branding in a Francophone or bilingual environment. This course is taught in English. Restricted to first-year students.

N.B.: This course is not eligible for the CR/NRC option.

COURSE OBJECTIVES

First-year foundational course have a number of objectives. At the end of a first-year foundational course, students should be better equipped to:

- Participate in university-level discussions and debates
- Think analytically
- Express ideas and logical arguments in spoken and written form, including in oral presentation format
- Conduct research, properly cite sources and compose bibliographies
- Work in groups towards a common goal

This particular course aims to bridge the gap between students' interest in French cultural and linguistic studies and possible educational and career paths in commerce and beyond, in which a knowledge of cultural differences between English and French is relevant. The areas of academic inquiry are not limited to French studies but are relevant for any student with an interest in business and marketing from a global perspective. From a career development perspective, this course is pertinent for students in French programs, but also in business, economics, or communications programs, in addition to those who aim to work for multinational or cross-provincial organizations.

CLASS ORGANIZATION AND ASSESSMENT

Activity	Percentage
Case analyses (best 2 of 3)	30%
Group project (2 parts)	35%
Outline and bibliography (February 27)	10%
Oral presentation (March 27 / April 3)	25%
Online forum posts (summaries and reactions)	15%
Class participation and preparedness and overall assessment	20%

- This course is based primarily on case studies, including longer cases and shorter caselets (news articles, blogs, etc.). Students are expected to have read and prepared all of the material indicated in the course calendar **before coming to class**. These cases will be discussed using a variety of methods. Students should have the materials with them for all class meetings.
- **Case analyses.** Students write a one-page, three-paragraph summary and analysis of three of the cases among those indicated in the “potential case analysis” section of the calendar. All assigned cases on the topic should be included as source material and no additional sources are to be consulted (conclusions should be based on the facts presented in the case(s)). The first paragraph consists of a summary of the content of the case, the second paragraph involves analysis or interpretation of the case (identification of problems, what was particularly good or successful), and the third paragraph proposes solutions and/or indicates take-away messages. This analysis can be improved by applying frameworks (4 Ps, SWOT, PEST(LE), etc.) seen in the course. As the purpose of these assignments is to develop students’ analytical writing skills, only the two highest scores will be counted.
- **A two-part group project.** Working in groups, students analyze the assigned case, applying notions discussed in class and drawing on examples from the cases and caselets, to consider market expansion into the assigned geographical environment. The first part of the project consists of a bibliography of at least five (5) relevant academic sources to consult (apply the [Chicago Manual of Style](#) bibliographical guidelines, but it is most important to be consistent in citation style) and an outline of planning talking points (pros and cons, preliminary analysis applying course frameworks). This submission should be between 1 and 2 pages in length. The second part of the project involves a group presentation in which each group’s ultimate analysis and conclusions will be presented to all classmates, accompanied by visual support in the form of a PowerPoint presentation.
- **Discussion forum.** Regular participation is expected on the **online discussion forum**, where students have the opportunity to react to course topics and readings and share ideas and links with classmates. Each week, students should post a two-to-three sentence summary of **at least one** article found online (including the relevant link) *by the end of the day on Friday*. It should be either:
 - an article that gives more detail and/or a differing point of view on one of the week’s cases
 - an article describing a different situation that is relevant to the week’s topic (*e.g.*, another French company that faced challenges in global expansion).

Additionally, before the Monday class meeting, students should read and react to the content of at least **two** classmates’ posted articles (two meaningful sentences, not simply “That’s interesting” or “I didn’t know that”).
- **Timely attendance** is expected at every class meeting. Your progress is heavily dependent on your attendance and participation. You should not arrive late or leave early. Students need not give prior notice of their absence from class nor explain an absence. All absences are taken into account when assessing participation except in the following cases, which require advanced notification:

- Absences covered by a University of Toronto *Verification of Student Illness or Injury*;
- Absences covered by a letter from the **Registrar**;
- Absences due to **religious observance**. In this case, according to University policy students must generally provide a minimum of **three weeks advance notice** to the Course Instructor to receive accommodations for missed work and to have the absence considered excused. If you have a religious observance in the first three weeks of class, please inform your instructor in the first week. If this notice is not provided, no accommodations can be made. For more information, see the complete policy [here](#).
- **Participation and Overall Assessment.** Because this is a discussion-based course, regular preparation of the course material is essential for steady progress and good performance. This portion (20%) of the grade will reflect students' attendance, level of preparedness, active engagement and interest and active participation in class. In accordance with Section 10.9 of the Faculty of Arts and Science's *Academic Handbook for Instructors*, this grade cannot be released to students before the final grade has been officially posted on ACORN.
- ***There is no final university examination in this course.***