

MAKERERE UNIVERSITY
MAKERERE UNIVERSITY BUSINESS SCHOOL
FACULTY OF GRADUATE STUDIES & RESEARCH

COURSE OUTLINE

PROGRAM:	MASTER OF SCIENCE IN MAKERTING
COURSE NAME:	SEMINAR SERIES III
COURSE CODE:	MKT 8108
ACADEMIC YEAR	2026/2027
SEMESTER	ONE

I. COURSE DESCRIPTION

Seminar Series III is a culminating experience designed to bridge the gap between academic theory and professional marketing practice. The course guides students through the process of transforming broad research interests into rigorous and theoretically grounded seminar papers that address contemporary marketing challenges and opportunities. The course provides students with a platform to deepen their understanding of emerging marketing issues through research, analysis and application of marketing theory to real-world contexts. Students will engage in an in-depth exploration of selected marketing topics, industry trends and organizational cases, progressively developing their work through research, peer review, presentations and feedback from lecturers and fellow students.

The final output of the course is a completed seminar paper that is formally presented to industry stakeholders, including marketing practitioners, policymakers and industry experts. This provides students with an opportunity to communicate their research findings, demonstrate their relevance to marketing practice and decision-making, and receive feedback from industry stakeholders. The interactive format fosters critical thinking, research, analytical and communication skills while exposing students to contemporary marketing practice and diverse professional perspectives. Assessment will focus on the quality of the seminar paper, depth of research and analysis, practical relevance of the findings, and presentation delivery.

2. COURSE OBJECTIVES

By the end of the course, students will demonstrate;

- I. Mastery of critical analysis and problem-solving skills
- II. Capacity to apply theoretical knowledge to real-world business scenarios
- III. Ability to synthesize complex information from multiple sources
- IV. Advanced critical analysis and ability to propose evidence-based solutions.
- V. Effective communication and presentation abilities

3. LEARNING OUTCOMES

At the end of this course, students will be able to,

- I. Conduct independent research on marketing business challenges, integrating peer-reviewed sources to produce a comprehensive seminar paper.
- II. Develop and articulate clear and compelling arguments supported by evidence to inform decisionmaking and problem-solving.
- III. Effectively communicate complex ideas and findings to diverse audiences through clear, concise, and engaging presentations.
- IV. Critically analyze business challenges and opportunities, demonstrating a deep understanding of global business trends and their implications.
- V. Collaborate effectively with peers to achieve common goals, demonstrating teamwork and leadership skills.

Week	Theme	Key Activities	Expected Output
I	Course Orientation and Introduction to Market Analysis Tools	- Course orientation and assessment requirements. - Introduction to seminar paper expectations and publication standards. - Identifying and mapping research topics aligned to emerging international marketing and trade issues. - Introduction to the ITC Market Analysis Tools.	- Clear understanding of course expectations. - Preliminary research interests identified. - Familiarity with the ITC Market Analysis Toolkit.
2–3	ITC Market Analysis Tools	- Trade Map: Trade flows, market trends, export performance, competitor analysis, market diversification and product competitiveness. - Market Access Map: Tariffs, preferential tariffs, trade agreements, and Non-Tariff Measures (NTMs). - Rules of Origin Facilitator: Origin requirements, cumulation rules and preferential market access. - ePing SPS & TBT Platform: Monitoring sanitary, phytosanitary and technical regulations affecting international trade.	- Analyse international market opportunities using trade intelligence tools. - Assess market access conditions for selected products and markets. - Identify regulatory requirements influencing international market entry.
4	Integrating Market Intelligence into Research	- Translating market intelligence into researchable problems. - Developing research questions using evidence from ITC tools. - Identifying knowledge gaps in international marketing and trade literature. - Refining research objectives and expected contribution.	- Draft research concept note. - Preliminary research objectives and justification.
5	Research Topic Pitch I	Student presentations covering: - Proposed research topic. - Research problem, Objectives & Justification. - Expected academic and practical contribution.	- Initial topic presentation. - Peer and lecturer feedback

6	Research Topic Pitch II	- Revised presentations incorporating feedback received during Week 5, followed by structured peer and lecturer critique.	- Refined research topic. - Approved research direction and scope.
7–8	Developing the Empirical Research Framework	- Identification and operationalisation of variables. - Identification of appropriate data sources. - Selection of empirical techniques and research methodology. - Development of the data collection strategy.	- Complete empirical research framework - Draft methodology chapter. - Data collection plan.
9	Preliminary Seminar Paper Presentation I	- Presentation of the seminar paper structure, literature review and research methodology.	- Structured peer and lecturer feedback for improvement.
10	Preliminary Seminar Paper Presentation II	- Presentation of preliminary findings, analysis and interpretation of results.	- Peer and lecturer feedback on analytical approach and interpretation.
11	Preliminary Seminar Paper Presentation III	- Presentation of the complete draft seminar paper for internal review before submission to external stakeholders.	- Comprehensive feedback to strengthen the final seminar paper.
12–14	Final Seminar Paper Presentations	- Presentation of completed seminar papers before invited industry experts, policymakers, practitioners and external examiners, focusing on the practical relevance and policy implications of the research.	- External stakeholder feedback. - Recommendations for improving the seminar paper prior to final submission.

5. DELIVERY METHODS:

- The course uses a blended approach (50% in-person, 50% online) combining lectures, student-led presentations, interactive discussions, and case studies. Practical workshops on literature search, data analysis, and presentation skills will support the progressive development of seminar papers.

6. ASSESSMENT STRUCTURE

A. COURSE WORK

- The coursework component (40%) is assessed continuously across the semester through two elements: Seminar paper Milestones (30 marks) and Peer Review & Scholarly Participation (10 marks). Over the course of the seminar, students progressively develop and present key sections of their seminar paper, while actively engaging in scholarly discussion and structured peer review.

B. FINAL EXAMINATION

- The final examination, constituting 60% of the overall course grade, is assessed through two components: a FINAL SEMINAR PAPER and a presentation to external stakeholders. The assessment components and their respective evaluation criteria are summarized in the table below.

Component	Criteria
Final Seminar Paper (80%)	▪ Research depth, originality, coherence, adherence to guidelines, and technical accuracy.
External Stakeholder Presentation (20%)	▪ Scored by the panel of external stakeholders/examiners ▪ Conducted according to the official examination timetable

Pass Mark: 60%

7. FACILITATOR:

Assoc. Prof. Aaron ECEL , Ph.D.

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8. COURSE REQUIREMENTS

Students must fill all course requirements in order to achieve a passing grade. These include:

- Class attendance is compulsory and must be greater than 75% in order to be eligible to sit for the final examination.
- The institution is committed to the highest standards of academic integrity and honesty; thus, students are urged to avoid any behaviour that could potentially result in suspicions of cheating, plagiarism and misconduct in the lecture rooms and examinations.
- Students are encouraged to review literature on this course since this is the best way to learn about the course and prepare for exams as well. Students may work together on assignments, BUT each student MUST write up his/her assignments independently.
- Students should avoid obtaining a final mark below 60% as this will imply failure and retaking the course when next offered. Thus, students should take courseworks seriously since it contributes significantly to the final mark.
- There will be at least two test assignments and a comprehensive final exam. No make-up course work will be given to students to compensate for poor performance. In the same regard, missing any assignment plus late submission will not be accepted and hence will attract an automatic zero.
- Failure to write the final examination will result in grade of ABS.

10. READING LIST

- American Psychological Association. (2020). Publication manual of the American psychological association 2020. *American Psychological Association*.
- Becher, T., & Trowler, P. R. (2001). *Academic Tribes and Territories: Intellectual Enquiry and the Cultures of Disciplines* (2nd ed.). Buckingham: Open University Press/SRHE.

- Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The Craft of Research* (4th ed.). University of Chicago Press.
- Borowiecki, K. J., & Composers, T. F. (2013). SEMINAR PAPER 105.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Duarte, N. (2010). *Resonate: Present visual stories that transform audiences*. John Wiley & Sons.
- Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research Methods for Business Students* (8th ed.). Pearson.
- Yin, R. K. (2018). *Case study research and applications* (Vol. 6). Thousand Oaks, CA: Sage.