PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

DR. ANDREA SCOTT
MKTG 473.22
MARKETING MANAGEMENT
SUMMER 2015
Tuesdays
6:00 PM – 10:00 PM
WEST LOS ANGELES GRADUATE CAMPUS

SYLLABUS

FINAL
May 5, 2015
Tuesdays, 6:00 PM to 10:00 PM
WLA 209

Dr. Andrea Scott
24255 Pacific Coast Highway
MAL-4100
Malibu, CA 90263
310-506-8537 (office); 424-234-9917 (cell); 310-506-4126 (fax)
ascott@pepperdine.edu

Office hours: https://dr_ascott.youcanbook.me/ [#310 Beckman Building in Malibu; TBD in WLA]

Introduction
In this class we will explore the role of marketing in the modern economy and in organizations. We will consider the marketing concept, marketing orientation and customer orientation as business philosophies and learn about the marketing mix and the interrelationships among its components. In addition, students will be exposed to the role of marketing in corporate strategy and planning and become familiar with consumer behavior and how buyers think about purchasing.

Course Description
Major marketing methods, institutions, and practices are surveyed in this course. It includes analysis of market structure, environment, demand characteristics, and market strategy; product research and development; and distribution alternatives, promotional programs, and pricing decisions.

Course Objectives
- To develop an understanding of the marketing environment
- To learn and apply basic marketing principles
- To introduce strategies and tactics for solving marketing problems
- To develop a market-driven business philosophy
- To increase analytic ability in assessing the business environment
- To enhance oral and written communication skills
- To develop an original, simplified marketing plan

Texts and Course Tools
1. The selected text for this class is Contemporary Marketing, 16th ed., by Louis E. Boone and David L. Kurtz (ISBN-13: 978-113-362-8460). Older editions of the book are completely acceptable and are available on reserve in your center’s library. We may also supplement the text with a handful of contemporary business articles that are accessible via the Pepperdine University Library. Additional instructions will be available via Sakai (see next item).

2. We’ll be using the Sakai portal extensively to communicate with each other. Please familiarize yourself with the course website and check it often: https://courses.pepperdine.edu
3. On the first day of class, we’ll form a handful of four- or five-person teams. Each team will then work as a unit throughout the term and it will be your responsibility to prepare group assignments (e.g., in-class exercises), the marketing plan and presentation details. You are expected to be creative and insightful with these deliverables. Therefore consider the following when you are choosing your team:

- Logistics such as home locations and schedules
- Ambitions, ability levels, and work styles should be consistent.
- Personalities and diversity; It is often helpful to have a variety of business backgrounds represented

Grading

Per the guidelines presented in the Graziadio catalog, "A" indicates superior achievement; "B," indicates average or satisfactory achievement; and "D-" is the lowest passing grade. There are no pre-determined number of As.

Grades will be administered according to the following system:

Course Grade Components & Scoring

Grades will be administered according to the following weighting system:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>%</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intra-group Evaluation</td>
<td>Individual</td>
<td>5</td>
</tr>
<tr>
<td>2. Class Participation &amp; Involvement</td>
<td>Individual</td>
<td>5</td>
</tr>
<tr>
<td>3. Online Research Assignment</td>
<td>Individual</td>
<td>5</td>
</tr>
<tr>
<td>4. &quot;MPA&quot; Assignment</td>
<td>Individual</td>
<td>15</td>
</tr>
<tr>
<td>5. Test #1</td>
<td>Individual</td>
<td>15</td>
</tr>
<tr>
<td>6. Test #2</td>
<td>Individual</td>
<td>20</td>
</tr>
<tr>
<td>7. Live Case Marketing Project</td>
<td>Team</td>
<td>35</td>
</tr>
<tr>
<td>a. Midpoint Presentation (7.5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Final Marketing Plan (20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Final Presentation (7.5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Score</th>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Qualifiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 – 100%</td>
<td>A</td>
<td>4.0</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>90 - 93.9%</td>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>87 - 89.9%</td>
<td>B+</td>
<td>3.3</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>84 - 86.9%</td>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>80 - 83.9%</td>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>77 - 79.9%</td>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>74 - 76.9%</td>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>70 - 73.9%</td>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>67 - 69.9%</td>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>64 - 66.9%</td>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>60 - 63.9%</td>
<td>D-</td>
<td>.7</td>
<td></td>
</tr>
<tr>
<td>0 - 59.9%</td>
<td>F</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

Other Considerations

No make-up exams will be given. Anyone with special needs needs to see me during the first week of classes.

Academic dishonesty and/or misconduct (including, but not limited to the use of illegally obtained notes or exams, drawing of exam answers from another’s exam, the sharing of exam answers with others, and plagiarism of any turned in material) will not be tolerated. Pepperdine University’s policy is further explicated in this syllabus. Academic integrity mandates the following:

1. On group assignments, all work is to be performed exclusively by the members of the assigned group. Each member of the group is expected to pull his/her weight. Please keep in mind that intra-group evaluations are taken seriously.

2. When outside research is performed, sources are to be cited individually and any information discovered via published sources is to be identified as such. Footnotes and In-text citations are preferred over endnotes.

3. All individual assignments must be the exclusive work of the individual student whose name appears on the work.
Expectations of Written Work

I am particularly about written work. Therefore, please note the following grading policy: If I encounter five or more grammatical or formatting errors in the document (see the rubrics exhibits for additional clarification), you will automatically lose 5% off the paper. Hopefully this is sufficient motivation to carefully PROOFREAD your work and to use the writing services of the University as appropriate.

Papers are due at the start of class. Please do not put them in presentation binders; a staple is sufficient (the final project is the exception). All papers are graded for both form and content: content in meeting the defined objectives and form in the presentation and clarity of communication (proficient use of English grammar and punctuation is expected). All reference resources must be properly cited and individually sourced. The following criteria apply to all submitted work:

- Typed in 12 point font (minimum)
- Double-spaced (except bullets & lists)
- Used standard one inch margins
- Numbered pages if more than a page long
- Stapled in the upper left corner
- Identified by your name, submission date and assignment label (i.e., “Marketing Insight #2”)

Late Assignments

Assignments will be penalized by 10% if turned in one week late, 25% if two weeks late. No assignments will be accepted after two weeks past the due date. I will make every effort to return assignments by the following week; you will receive scores no later than two weeks after submission (unless extreme circumstances persist).

Laptop & Cell Phone Policy

- Because our class is primarily discussion-driven, it is not a laptop-friendly environment during lecture time. We will often have group work when a laptop will be helpful and you’ll be welcomed to use it during the prescribed activity ONLY. Therefore you should bring your laptop with you to each class session.
- Kindly print paper versions of the articles, worksheets, and/or cases for our class discussions and feel free to print out the Power Point slides that are posted as a courtesy on Sakai. Audio recording is permitted. If you are uncomfortable with this arrangement or need to take notes on your laptop, kindly consider a different section.
- Note: meals should be consumed prior to class or during the break; beverages are permitted.
- Cell phones are not permitted during class time. Kindly keep them off and in your bags instead of on your person or on the desk. If you know you have an addiction, take a different professor. This is a real consideration: [https://www.linkedin.com/pulse/article/20140922000612-50578967-why-successful-people-never-bring-smartphones-into-meetings](https://www.linkedin.com/pulse/article/20140922000612-50578967-why-successful-people-never-bring-smartphones-into-meetings). If you have an urgent situation that requires your special attention during class time simply let me know.

What I Expect From You…

- Come to class fully prepared to discuss all assigned material since you share responsibility for the quality of the experience. Contribute to the class discussion in a way that enhances the learning process.
- Conduct yourself in class as you would in a business situation (i.e., be courteous, offer constructive criticism, compliment a job well done, etc.)
- Provide ongoing feedback with regard to the extent in which this class is meeting your expectations and objectives.

What You Can Expect From Me…

- I’ll come to class fully prepared to discuss all assigned material since I share responsibility for the quality of the experience. I’ll facilitate the class discussion in a way that stimulates and enables the learning process.
- I will provide periodic feedback with regard to the extent in which you seem to be grasping the goals and objectives of this course.
- I am genuinely committed to your personal and professional development and am available to you as a resource beyond the classroom.
Conduct

This course may require electronic submission of essays, papers, or other written projects through the plagiarism detection service Turnitin (http://www.turnitin.com). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the Turnitin.com website.

You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.

The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

- **Dismissal** – separation of the student from the University on a permanent basis.
- **Suspension** – separation of the student from the University for a specified length of time.
- **Probation** – status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation.

Policy on Disabilities

**Assistance for Students with Disabilities**

The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: [http://www.pepperdine.edu/disabilityservices/](http://www.pepperdine.edu/disabilityservices/).

I look forward to a good trimester with you, and trust our time together will be valuable and enjoyable.
Description of Deliverables

1. **Intra-group Evaluation – 5%; individual/team**

An intra-group evaluation will be assessed at least twice in the trimester. Each team member will evaluate the level of performance for all group members including his/her own contribution. If a member of a group has not participated in the work of the group in an equitable manner, I reserve the right to adjust his/her grade as I see fit. Note: if warranted, penalties will extend to other team-based course deliverables (e.g., presentations). If you are having group problems, see me early in the trimester if your group cannot work it out.

2. **Class Participation & Involvement– 5%; individual**

- These course participation points are based primarily on the quality of contributions to class discussion and in-class group projects. It is a function of how much our class times are enhanced by your participation. The details of how in-class involvement and contribution is assessed are provided in this syllabus.
- Attendance will be taken at each class; unexcused absences and habitual tardiness may result in a lower course score by one full letter grade. Thanks in advance for your prompt & enthusiastic arrival. Each class will have a total of 20 minutes break time (roughly 15 in the 1st half of each session and 5 in the 2nd half).
- If you need to be absent from class due to the observation of a major religious holiday simply let me know in writing by our 2nd class session. If you have to miss class for other reasons I will let you know how it may impact your grade.

3. **Online Research Assignment – 5%; individual**

You will have an online activity to complete in conjunction with the market research and market determination chapters. More info will be available on Sakai.

3. **Marketing Principle in Action (MPA) Assignment – 15%; individual**

We often begin each class period with a brief conversation entitled, “What have you seen and heard?” [WHYS&H?] where students share current marketplace happenings. Over the course of the trimester each student will prepare a formal presentation (e.g., narrated Vimeos, Voicethreads or other short self-made videos) of a Marketing Principle in Action (e.g., segmentation, product differentiation, price skimming, etc.) and share it with the class via our class online forum. I encourage you to keep up with various media outlets and popular press (i.e., CNN, The Wall Street Journal, Time, The Economist, etc.). Watching TV and listening to the radio are part of your homework! More info will be available on Sakai.

4. **Test #1–15%; individual**

The first test will likely be a combination of short answer, essay and multiple choice questions. The main goal is to assess your general level of understanding of key principles addressed in Boone & Kurtz, the articles, and the lectures. It will be offered at the beginning of the class session and will be an individual undertaking.

5. **Test #2–20%; individual**

The main goal is to assess your ability to apply key marketing concepts to various business problems. The final format has not been determined; however it will also be an individual undertaking. It will cover some concepts from the first test, but will focus mostly on content from the second half of the course.

6. **Live Case Marketing Project – 35%; team**

Our class will work with a local organization to prepare a marketing plan that responds to a particular marketing challenge that the entity is facing. Depending on the nature of the situation, teams will tackle the problem from various aspects. Each team will present their findings exclusively to the Client and professor only at the midway point for feedback. Then at the end of the course each team will share their final recommendations to the Client with all teams present. Each team will be required to prepare a 15-25-page document and 20-minute oral presentation. This project will take considerable time and energy and will provide real-world experience with genuine marketing scenarios. More info will be available on Sakai.
Additional Reading Sources

For articles of a conceptual nature:

- Journal of Marketing
- Journal of Business Research
- Sales and Marketing Management
- Business Horizons
- Journal of Business Strategy
- Harvard Business Review

For articles that report on research in marketing:

- Journal of Marketing Research
- Journal of Consumer Research
- Journal of Advertising Research
- Journal of Advertising Research
- Journal of Marketing Research
- Journal of Consumer Research
- Journal of Advertising Research

Small business publications:

- Bottom Line Business
- Entrepreneurial magazine
- Inc.

For articles that report on the marketing practices of actual firms:

- Advertising Age
- Fast Company
- Marketing News
- Business Marketing
- Fortune
- Wall Street Journal
- Bloomberg Business Week
- Forbes
- Wired

One More Thing...

My roles in the class are facilitator and resource. Getting a business education is not simply learning more information but learning how to think and this course will tax you to become actively involved in that process. Consider the typology below when thinking about your own approach to this academic pursuit:

### Divergent Perspectives on Business Education

<table>
<thead>
<tr>
<th>Individual Orientation</th>
<th>View of Coursework</th>
<th>The Means</th>
<th>The Desired End</th>
<th>Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Process</td>
</tr>
<tr>
<td>1. Consumer</td>
<td>Training</td>
<td>Doing</td>
<td>Degree</td>
<td>25%</td>
</tr>
<tr>
<td>2. Student</td>
<td>Teaching</td>
<td>Knowing</td>
<td>Knowledge</td>
<td>50%</td>
</tr>
<tr>
<td>3. Learner</td>
<td>Education</td>
<td>Thinking</td>
<td>Understanding</td>
<td>75%</td>
</tr>
</tbody>
</table>

Prepared for discussion purposes by Andrea D. Scott, PhD, April 2005

While each perspective has its own merit, I encourage each of you to espouse the “Learner” viewpoint above the others. My hope is that you will feel equipped, energized, and confident in your ability to think strategically and communicate effectively about marketing problems when you complete this course.
## A. Class Participation

Note that incessant fiddling with your cell phone compromises the accolades offered below. Please see the article shared earlier in the syllabus and keep in mind this rubric serves as a **guideline only**.

<table>
<thead>
<tr>
<th>Participation</th>
<th>Grade</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| Exceptional                    | 96-100% | Discussion consistently demonstrates all of the following:  
  - Present the entire session, contribute several particularly relevant comments each class session and participate in constructive discussion with classmates.  
  - Integrated the readings (past and current), the cases, current events, etc. in such a way as to contribute to others understanding of the material.  
  - Original ideas expressed clearly and concisely in a logical progression, consistent style, and organizational structure.  
  - Effective supporting evidence and connections made to course material and real-life situations.  
  **If this person were not a member of the class, the quality of discussion would be diminished markedly.** |
| Excellent                      | 90-95% | Discussion consistently demonstrates **most** of the following:  
  - Present the entire session, contribute several particularly relevant comments each class session and participate in constructive discussion with classmates.  
  - Original ideas expressed clearly and concisely in a logical progression, consistent style, and organizational structure.  
  - Effective supporting evidence and connections made to course material and/or real-life situations.  
  - **Comprehensive insight, understanding, and reflective thought from a fresh and balanced perspective.**  
  **If this person were not a member of the class, the quality of discussion would be diminished.** |
| Good weekly participation       | 81-89% | Discussion consistently demonstrates **most** or **many** of the following:  
  - Present the entire session, contribute a handful of comments that are relevant while appearing interested and engaged in class and teamwork.  
  - Ideas are generally competent, but the actual information lacks depth, consistency, and/or structure.  
  - Supporting evidence is limited and connections made to course material and/or real-life situations are minimal.  
  - A moderate amount of insight, understanding, and reflective thought.  
  **If this person were not a member of the class, the quality of discussion would be diminished somewhat.** |
| Less than weekly participation  | 73-80 | Discussion consistently demonstrates **many** of the following:  
  - Present the entire session, contribute sporadic comments that are relevant while appearing interested and engaged in teamwork.  
  - Contains a logical order of ideas, but also contains some extraneous information.  
  - Supporting evidence is limited and/or connections made to course material and/or real-life situations are missing.  
  - Some understanding presented with reflective thought, yet with vague generalities and bias.  
  **If this person were not a member of the class, the quality of discussion may be diminished somewhat.** |
| Occasional participation        | 64-72% | Discussion consistently demonstrates **many** of the following:  
  - Present the entire session appeared interested however engagement was rare (often only when called on).  
  - Fragmented, unoriginal ideas that are difficult to follow and understand.  
  - A lack of effective, supporting evidence, with limited connections to course or related material.  
  - Only minimal understanding or reflective thought, including vague generalities and bias.  
  - Hinder class learning (e.g., chat with friends during class, come back late from breaks, surfing net/emails)/  
  **If this person were not a member of the class, the quality of discussion would be somewhat diminished.** |
| Poor/Unacceptable               | < 64%  | Discussion consistently demonstrates all or **almost all** of the following:  
  - Minimal participation OR not at all.  
  - Information is off-topic or irrelevant & in a style that is unstructured, inappropriate, and/or disrespectful.  
  - Limited OR no supporting evidence.  
  - Little to no understanding or reflective thought with no original ideas and an obvious personal bias.  
  - Hinder class learning (e.g., speak just for the sake of being heard, surf the net constantly, chat with friends during class, come back late from breaks, eat crunchy food, or are otherwise disrespectful of your classmates)  
  **If this person were not a member of the class, the quality of discussion would not be changed.** |
## B. Oral Presentation Rubric- Guidelines for Assessment
(Modified and adapted from California State University, Chico/ College of Business 3/25/05)

<table>
<thead>
<tr>
<th>Presentation Traits</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>DOES NOT MEET EXPECTATIONS/ UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body Language</strong> (e.g., posture, facial expressions, eye contact, gestures)</td>
<td>• Appears extremely poised and comfortable. Doesn’t appear nervous.</td>
<td>• Appears slightly nervous, but it doesn’t interfere with the presentation.</td>
<td>• Appears nervous/ distracted.</td>
</tr>
<tr>
<td></td>
<td>• Appears relaxed, in control, and confident.</td>
<td>• Occasional use of meaningful hand gestures.</td>
<td>• Faces, fidgets, or sways.</td>
</tr>
<tr>
<td></td>
<td>• Good use of appropriate hand gestures to emphasize points.</td>
<td>• Body language needs some improvement but it doesn’t significantly distract from the presentation.</td>
<td>• Poor use of hands (e.g., jiggles, taps or plays with something).</td>
</tr>
<tr>
<td></td>
<td>• <strong>Body language enhances the presentation.</strong></td>
<td></td>
<td>• <strong>Body language distracts from presentation.</strong></td>
</tr>
<tr>
<td><strong>Vocal Presentation</strong></td>
<td>• Fluid, natural delivery.</td>
<td>• Articulation, volume, pace, and pronunciation are acceptable.</td>
<td>• Speaks too fast or too slow; halting, uneven pace.</td>
</tr>
<tr>
<td></td>
<td>• Excellent vocal tone.</td>
<td>• Slightly monotone.</td>
<td>• Giggling or other inappropriate vocal behaviors interfere with the message.</td>
</tr>
<tr>
<td></td>
<td>• Articulation, volume, pace, and pronunciation are clear.</td>
<td>• Somewhat lacking in enthusiasm and assertiveness.</td>
<td>• Speaks in a monotone voice.</td>
</tr>
<tr>
<td></td>
<td>• Excellent volume and pace.</td>
<td></td>
<td>• Complete lack of enthusiasm.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Enthusiastic and assertive.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>• Never or rarely glances at notes or visual aids.</td>
<td>• Occasionally refers to notes or visual aids.</td>
<td>• Reads speech directly from notes or visual aids (e.g., PowerPoint).</td>
</tr>
<tr>
<td></td>
<td>• <strong>Consistently looks at audience</strong></td>
<td>• Sometimes fails to make eye contact with audience.</td>
<td>• Little to no eye contact with the audience.</td>
</tr>
<tr>
<td><strong>Word Choice and Tone</strong></td>
<td>• Word choice illustrates grasp of content and enhances presentation.</td>
<td>• No inappropriate language.</td>
<td>• Uses clichés, slang, jargon, racist, or sexist language.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Tone is extremely professional.</strong></td>
<td>• No apparent bias.</td>
<td>• Word choice is inappropriate and exhibits bias.</td>
</tr>
<tr>
<td><strong>Use of Visual Aids</strong></td>
<td>• Visual aids are easy to read, attractive, informative and error-free.</td>
<td>• <strong>Tone is acceptable, but somewhat casual for a professional business presentation.</strong></td>
<td>• <strong>Tone is unprofessional and disrespectful of the audience.</strong></td>
</tr>
<tr>
<td></td>
<td>• Visual aids greatly enhance the presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Excellent integration of visual aids.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Flow of the Presentation</strong></td>
<td>• Information presented in an organized, logical fashion.</td>
<td>• Information organized and presented adequately.</td>
<td>• Visual aids missing, inappropriate, or poorly designed and executed.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Obviously prepared and practiced.</strong></td>
<td>• Minor problems with topic transitions or logical flow.</td>
<td>• Visual aids have errors, are difficult to read, and don’t enhance the presentation.</td>
</tr>
<tr>
<td></td>
<td>• If appropriate: Has an effective introduction and conclusion.</td>
<td>• If appropriate: Introduction and conclusion are clear, but not used effectively.</td>
<td>• Visual aids not properly integrated into presentation.</td>
</tr>
<tr>
<td><strong>Key Issues and Subject Themes</strong></td>
<td>• Excellent details.</td>
<td>• Adequate use of specifics and evidence.</td>
<td>• Information presented in a disorganized manner.</td>
</tr>
<tr>
<td></td>
<td>• Uses multiple forms of evidence to support key points.</td>
<td>• Sources cited appropriately.</td>
<td>• Abrupt transitions from one topic to another with no clear transition or logic.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Sources cited appropriately.</strong></td>
<td></td>
<td>• <strong>Does not appear prepared or practiced.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• If appropriate: Lacks a clear introduction and conclusion.</td>
</tr>
<tr>
<td><strong>Appearance and Grooming</strong></td>
<td>• Attire is appropriate for type of presentation.</td>
<td>• Attire is appropriate for type of presentation.</td>
<td>• Attire is inappropriate for type of presentation.</td>
</tr>
<tr>
<td></td>
<td>• Creative attire significantly enhances presentation.</td>
<td>• Attire neither distracts nor enhances presentation.</td>
<td>• Attire distracts from the quality of the presentation.</td>
</tr>
</tbody>
</table>
### C. Business Writing Rubric

Adapted from The Graziadio School’s WRITING LAB

<table>
<thead>
<tr>
<th><strong>EXCEEDS EXPECTATIONS</strong></th>
<th><strong>MEETS EXPECTATIONS</strong></th>
<th><strong>DOES NOT MEETS EXPECTATION/ UNACCEPTABLE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCEPTIONAL/ EXCELLENT</strong></td>
<td><strong>VERY GOOD/ GOOD</strong></td>
<td><strong>ACCEPTABLE</strong></td>
</tr>
</tbody>
</table>
| **1) INFORMATION**
(content, purpose for writing)
- Information is clear.
- Purpose for writing is evident on the first reading.
- Any required action on the part of the reader is clear.
- Credible sources are clearly and consistently identified.
- **IT ‘ANSWERS THE QUESTION.’** |
| **Information and purpose for writing are present, though a thorough understanding of them may not be in direct evidence.** |
| **Information is conveyed, but may deal with only parts of it, or deal with it by implication only.** |
| **Organization shows little development.** |
| **Organization is logical.**
- Paragraphs are clear, well developed structural units, arranged in a logical order. |
| **Organization is firm.** |
| **Organization is evident.** |
| **Organization is not evident** |
| **2) ORGANIZATION**
(information in logical order)
- Organization is logical. |
| **Paragraphs are clear, well developed structural units, arranged in a logical order.** |
| **May have minor flaws in development or organization.** |
| **May fail to develop points.** |
| **Lacks logic or coherence.** |
| **Language is effective, moving from general to specific with clear documentation.** |
| **Language is effective, moving from general to specific with clear documentation.** |
| **Acronyms are identified.** |
| **Acronyms are identified.** |
| **Some jargon.** |
| **Confusing order.** |
| **Language is vague, general, rather than specific.** |
| **Rambling and wordy.** |
| **Dependent on acronyms or jargon to convey meaning.** |
| **3) LANGUAGE**
(choice of words, writing style)
- Language is effective, moving from general to specific with clear documentation. |
| **Language is generally adequate; an occasional awkward sentence; some specific detail.** |
| **Some rambling and wordiness.** |
| **May depend on acronyms or jargon to convey meaning.** |
| **Language is vague.** |
| **Confusing acronyms, jargon.** |
| **4) CONVENTIONS**
(spelling, punctuation, usage)
- No errors in grammar, spelling, punctuation, usage. |
| **No errors in grammar, spelling, punctuation, usage.** |
| **Generally observes the conventions of written English.** |
| **Serious errors in grammar, spelling, punctuation, usage interfere with meaning.** |
| **Serious errors in grammar, spelling, punctuation, usage, interfere with meaning.** |

*See OWL Citations chart on Sakai for current citation norms. CMS, which employs footnotes is expected.*
### Tentative COURSE OUTLINE  * MKTG 473.22 (Tuesdays @ WLA) * Marketing Management * Summer 2015

Any changes will be announced in class and/or posted on the course website.  [Updated: 5/5/2015]

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1  | 5-May | - The Art and Science of Satisfying Customers  
- Strategic Planning & the Marketing Process |
| 2  | 12-May | - Strategic Planning & the Marketing Process  
- Mktg Environment, Ethics, & Social Responsibility |
| 3  | 19-May | - Social Media: Living in the Connected World  
- Consumer Behavior |
| 4  | 26-May | - Consumer Behavior  
- Market Segmentation, Targeting, & Positioning |
| 5  | 2-Jun | - Marketing Research and Sales Forecasting |
| 6  | 9-Jun | - E-Business: Managing the Customer Experience  
- Business-to-Business (B2B) Marketing |
| 7  | 16-Jun | **TEST #1** |
| 8  | 23-Jun | **MIDPOINT PRESENTATIONS TO CLIENT** |
| 9  | 30-Jun | - Product and Service Strategies  
- Developing & Managing Brand & Product Categories |
| 10 | 7-Jul  | - Integrated Mktg, Communications, Adv & PR  
- Personal Selling and Sales Promotion |
| 11 | 14-Jul | - Pricing Concepts  
- Pricing Strategies |
| 12 | 21-Jul | - Marketing Channels and Supply Chain Management  
- Retailers, Wholesalers, and Direct Marketers |
| 13 | 28-Jul | **Final Marketing Plan & Presentations due**  
*NOTE: Provide a copy of PPT handout (3 per page format) to Client & professor at start of presentation* |
| 14 | 4-Aug | **TEST #2** |