



International Marketing

Contact Details for Professor

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Course Description

This course introduces the role of marketing in the globalized world with a focus on a variety of approaches used in creating customer satisfaction. The class regularly emphasizes the importance of understanding customer needs and translating these into superior perceived value, quality and service for the target market. Students will be introduced to marketing theory and how it applies to real world examples provided in textbook, films/videos, articles, class discussions and a group assignment with a Belgian based company with a global marketing presence.

Learning Objectives

- Students should be able to understand and apply learned marketing concepts to real world marketing challenges and the broader impact of marketing in our global society including consumer goods and services as well as politics.
- Gather a distinct awareness on the customer experience and how the multi-cultural and cross-regional issues are addressed within global organizations.
- Understand the strategic role marketing plays within an organization and the transversal challenges faced by marketing professionals in both large and small organizations.

Below are the exact learning objectives and an illustration of how they are achieved:

Major Learning Objectives	Course Learning objectives addressing the Major Objectives	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Numbers of Feedback given to Student
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<p>The bachelor has an understanding of the interrelatedness of the different functional fields of business and understands the impact of this on decision-making.</p>	<p>The transversal organizational impact concerning introduction of new products and services and “challenges” faced by marketing professionals and the value of empathy.</p>	<p>Lectures In-class discussions Related articles/video/film Vintage Air Rally Project</p>	<p>Weekly application exercises in class Mid-term exam Vintage Air Rally Project Final exam</p>	<p>Weekly Mid-term conducted in Week 7 Week 11 Final Exam conducted in Week 15</p>
<p>The bachelor is able to identify the international dimension in business-related problems and knows how to handle these problems in an effective way.</p>	<p>Student is expected to understand the local aspects of product or service marketing as it relates to regional or cultural distinctions. -Student is expected to obtain capability to analyze specific regulatory aspects related to global trade that have an impact on market attractiveness.</p>	<p>Lectures In-class discussions Related textbook/articles/video/film</p>	<p>Weekly class application exercises on related topics Mid-term exam Vintage Air Rally Project Final exam</p>	<p>Weekly Conducted in Week 7 Week 11 Conducted in Week 15</p>
<p>The bachelor is able to work in a multi-cultural team.</p>	<p>Student is expected to gain an understanding on how to work in a multi-cultural team both face to face and virtual. During the course, students will work in groups on a variety of assignments...they will interact with international student body from Vesalius.</p>	<p>Teamwork during weekly application assignments and the</p>	<p>Weekly class application exercises Vintage Air Rally Projects</p>	<p>Weekly(except for midterm, final, VAR assignment or guest speakers Week 11</p>

Course Schedule – FALL 2017 : Monday 11:30-13:00 and Wednesday 11:30-13:00

Course Materials -

Textbook: (Global Edition) : Marketing An Introduction (2017) – 13nd Edition, Armstrong, Kotler, Harker, Opresnik **ONLY THIS EDITION...PLEASE DO NOT PURCHASE OTHER EDITIONS!!!**
Pearson Publishing ISBN-13 978-1-292-14650-8

Required Reading from Peer Reviewed Publications:

During the semester, the following publications will be discussed in class and are listed next to specific topics in Syllabus. Guiding questions are also provided in the syllabus:

Reading #1 for Week 4: Marsh, D., & Fawcett, P. (2011). Branding, politics and democracy. *Policy Studies*, 32(5), 515–530. doi:10.1080/01442872.2011.586498

Reading #2 for Week 5: Scammell, M. (2007). Political Brands and Consumer Citizens: The Rebranding of Tony Blair. *Annals of the American Academy of Political and Social Science*, 611, 176–192.

Reading #3 for Week 8: Smith, G. (2009). Conceptualizing and Testing Brand Personality in British Politics. *Journal of Political Marketing*, 8(3), 209–232. doi:10.1080/15377850903044858

Reading #4 for Week 10: The Journal of Marketing Research :June 2017, Vol. 54, No. 3, pp. 364-380

Social Interactions and Monetary Incentives in Driving Consumer Repeat Behavior
Kamer Toker-Yildiz, Minakshi Trivedi, Jeonghye Choi, and Sue Ryung Chang
<https://doi.org/10.1509/jmr.13.0482>

Reading #5 for Week12: Journal of International Marketing: March 2017, Vol. 25, No. 1, pp. 72-90

Eastern Versus Western Culture Pricing Strategy: Superstition, Lucky Numbers, and Localization
Stanford A. Westjohn, Holger Roschk, and Peter Magnusson
<https://doi.org/10.1509/jim.16.0022>

Reading #6 for Week 14: Journal of Marketing ,March 2016, Vol. 80, No. 2, pp. 59-79

Washing Away Your Sins? Corporate Social Responsibility, Corporate Social Irresponsibility, and Firm Performance
Charles Kang, Frank Germann, and Rajdeep Grewal
<https://doi.org/10.1509/jm.15.0324>

Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

Letter grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	0-9.9	0-49

Further description of assessment activities and Grading Criteria

Letter Grade	Scale of 20	Scale of 100	Rationale of grading
A	17.0-20.0	85-100	An excellent work, which demonstrates advanced knowledge of empirical background and theoretical/conceptual frameworks. The work is underpinned by an outstanding capacity for learning, mastering of relevant literature and ability to gather and independently assess relevant sources beyond required levels of reading. The proposed analysis draws on solid, critical and original analytical skills and ability to relate theoretical knowledge to empirical cases. The work is well communicated and demonstrates a pertinent and original ability to communicate complex dynamics. The bibliographic and referencing systems are correct.
A-	16.1-16.9	81-84	A refined piece of work, which demonstrates advanced knowledge of both empirical background and theoretical and conceptual frameworks. The work is underpinned by a good learning attitude; ability to master relevant theoretical literature and coherent attempt to apply this literature to empirical phenomena. Strong critical ability and successful attempt to pursue an original analysis. Adequate reading levels and ability to communicate key findings in an effective way. However, weaknesses can be identified in terms of language, referencing, depth of sources, profundity of analysis and/or organisational structure.
B+	15.3-16.0	77-80	A good piece of work, sustained by adequate analytical skills. It demonstrates good level of understanding of all relevant theoretical literature and critical ability to apply these frameworks to the topic at hand. Written and oral expression is overall correct, the referencing and bibliographic systems are overall correct. The work could be further improved (minor flaw in the structure of the argument; minor theoretical lacuna), but it remains nonetheless a good piece of work.
B	14.5-15.2	73-76	An adequate work, which overall meets the requirement of the assignment. It demonstrates a fairly good level of knowledge of both empirical background information and provides some analytical framework. The work meets the requirements of the assignment in terms of mastery of the literature and learning outcomes. Language,

			reference and bibliographic systems are generally correct although perhaps with some weaknesses. The work could be significantly improved (e.g. flaw in the organisational structure; limited number of sources; clarity and accuracy of language; theoretical/conceptual lacuna; sub-optimal focus/coherence of argument)
B-	13.7-14.4	69-72	The work meets the basic requirements specifically demanded for the assignment. It shows the attempt to relate with relevant theoretical literature and to apply theoretical frameworks to the analysis of real-life cases. The work, however, does not adequately engage with the critical assessment of either relevant theoretical frameworks or the topic at hand. The work is marked by some combination of flaws in the organisational structure of the paper; theoretical/conceptual lacuna; sub-optimal focus or coherence of the argument; clarity and accuracy of language and/or inappropriate selection of sources.
C+	13.1-13.6	66-68	The work meets the requirements of the assignment in a sufficient way, but does so in an imprecise and incomplete manner. It shows basic knowledge of both theoretical frameworks and the topic at hand. The proposed analysis is marked by some flaws (e.g. poor structure, theoretical or conceptual coherence; limited analysis; basic engagement with the literature).
C	12.3-13.0	62-65	The work engages with the assignment and meets the requirements in a somehow satisfactory, but it is marked by several pitfalls. The work lacks focus, it is poorly structured it is not sufficiently embedded in the literature it uncritically tackles the topic at hand. The argument is hard to follow and the referencing and bibliographic systems are overall incorrect.
C-	11.5-12.2	58-61	The work does not meet the requirements of the assignment. It engages with the question, but does so in a basic and inadequate way. The work is undermined by several pitfalls. It shows a basic understanding of the module requirements and is jeopardised by major flaws including (but not confined to) a lack of coherence, loose expression, poor coverage of the literature poor referencing; scant ability to critically assess the topic.
D+	10.7-11.4	54-57	The work does not meet the requirements of the assignment. It attempts to address the question, but it remains unfocused and loosely structured. There is an evident lack of reading and scant ability to relate to relevant literature and to engage critically with the topic at hand. Language is poor, the referencing and bibliographic system is incorrect or incomplete.
D	10.0-10.6	50-53	The work is marked by serious flaws and below an acceptable level. The rationale of the assignment is not understood nor addressed. The work demonstrates insufficient understanding of the topic at hand and learning outcomes below the required level. The answer is unfocused; expression is unclear; there are severe flaws in the coherence of the argument; engagement with the literature is minimal, referencing is often poor.
F	BELOW 10	0-49	The work does not meet any of the requirements and learning objectives of the course and the Major. The argument is loose, language is poor, no knowledge of relevant theoretical and empirical dynamics. Incorrect or incomplete reference systems and/or likely instances of plagiarism.

Course Assessment

The students will be evaluated on the basis of their performance as follows:

Topic	Point Value-% of Grade
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Midterm Examination	35
Vintage Air Rally Project	25
Vintage Air Rally Project Reflection Report	10
Final Examination	35

Grading Criteria

The exams are in class and all college policies apply to taking the exams

Midterm Exam (35%):

The midterm exam will cover all topics covered in class sessions during the first half of the term. **This includes reading material assigned.** The exams will consist of either a small number of multiple choice/definitions, short questions and 1-2 essay questions.

Students will be assigned to groups at the beginning of the course and will be given several assignments to prepare collective presentations on various topics related to subjects in the course.

General Collective Group Work:

One of the most important skills in the working world is the ability to work in teams and contribute to a collective assignment. It also is a great way to exchange ideas and perspectives concerning how to apply knowledge.

On a weekly basis, students will be working in groups on a variety of application exercises related to the topics or articles we cover in class. This includes an off-site market research project. There is no grade assessment for this group coursework but rather an opportunity to evaluate how well you work with other students so you can create the “best fit” working groups for the Group Project Assignment.

The process will also enable students to better understand the concepts and theories related to real world situations. The collective group work is essentially the preparation for the mid-term and final exam and help students improve their performance.

Vintage Air Rally Group Project (20%) and Reflection Report (10%)

Vesalius has been offered the opportunity to work with a global company and event, The Vintage Air Rally which is sponsored by the UK government. The Marketing BUS131G students will have the chance to apply specific marketing theory in a real world project.

www.vintageairrally.com

Details regarding the project are on the following page:

Vintage Air Rally – Group Project 20% of the Final Grade

3 Main Marketing Theory Blocks and Expected Research	Guiding Questions to Apply	Assignment for Vintage Air Rally	Expected Deliverable –	Due Date Group Presentation
<p>Market Research/ Customer Segmentation –</p> <p>Group must research at least 6 related peer reviewed articles on market research and/or customer segmentation for the project.</p> <p>References and citations must be included in the presentation references.</p>	<ol style="list-style-type: none"> Who is the target? What are the different characteristics and stages in a particular buying process? What are some of the major factors that influence the target buyer’s behavior? How should the company go about reaching the target effectively? 	<p>Market Research on different segments</p> <p>Research should enable Vintage Air Rally to understand:</p> <p>How to influence buying behavior</p> <p>Key touchpoints in the customer experience to enable more referrals</p> <p>How to stimulate each segment to play the role of ambassador in order to create more product “buzz”.</p>	<p>-Market Research Questionnaire + Interviews to defined segments.</p> <p>-Analyze results, provide recommendations</p> <p>-Provide documentation of the customer experience.</p> <p>-Research a comparative event and target market and provide proposals that could work for Vintage Air Rally based on research findings.</p>	<p>Week 11</p>
<p>Social Media/Digital Marketing</p> <p>-Group must research at least 6 related peer reviewed articles on Social Media/Digital Marketing as it relates to the project.</p> <p>-References and citations must be included in the presentation references.</p>	<ol style="list-style-type: none"> How can a company implement an effective digital marketing strategy? What are the social mediums that should and can be used? How can you determine frequency decide which social mediums are most effective? 	<p>Evaluate current social marketing experience</p> <p>Consider the target market and ways to stimulate social media usage</p> <p>Provide an overview of the top social media sites and examine which are likely to be used by target market</p>	<p>-Work closely with the Market Research group in order to understand target market and prepare content and social media plan.</p> <p>-Provide a snapshot of how each major social media site can be used for the target groups. (Male Adults age 50-70) + younger spectator group to be developed</p> <p>-Deliver a grid, evaluating each type of media (pros and cons) + recommendations on when to use and how to develop a following.</p>	<p>Week 11</p>
<p>Communication/ Advertising</p> <p>Group must research at least 6 related peer reviewed articles on Communication/Advertising as it relates to the project.</p> <p>References and citations must be included in the presentation references.</p>	<ol style="list-style-type: none"> What are some of the ways to create an integrated marketing communication program? What are the promotional tools and key factors to consider in shaping the overall promotional mix How do companies use public relations to communicate with their publics? 	<p>Evaluate Current Advertising Content.</p> <p>Work on “Telling the story” of the product and optimizing the presentation.</p> <p>Develop merchandising for the events</p> <p>Consider customer segment and develop public relations campaign</p>	<p>-Provide recommendations for optimizing current content</p> <p>-Develop the Vintage Air Rally story</p> <p>-Evaluate options for merchandising and make the case for the selection</p> <p>-Design a public relations campaign.</p>	<p>Week 11</p>

Vintage Air Rally Reflection Report (10%)

EACH PERSON SHOULD PROVIDE AN INDIVIDUAL REFLECTION REPORT (1 ½ -2 pages + any supporting documentation.) The essence of the report should include: evidence concerning your contribution to the project, what you discovered about your specific marketing topic (Social Media, Market Research/Segmentation, or Advertising/Communication). Deliverables:

- Guiding questions:
 - What was it like to work in an international group?
 - What was it like to interface with other “departments” (the other groups)
 - What did you discover in your research including reference to the peer-reviewed articles used in your group?
- Style: APA/Double spaced, 12pts, Cover page + Reference and Citations from the peer reviewed articles used in your group work*
- Attachment- your work –group notes, e-mails, power points, surveys, research
- Due date: Week 11, hard copy and electronic copies due on Presentation date before 23:00 and send to dstonemktg@gmail.com with student name + Group Number in the subject box. (See conditions for late papers below)

*Please refer to the following link for guidelines: www.apastyle.org

Final Exam (35%):

The final exam will cover all the topics covered in class during the entire term including assigned reading material. The exams will consist of a small number of multiple choice/definitions and 1-2 essay questions. Specific date, time and location to be announced based upon Vesalius scheduling.

Additional Course Policies concerning assessment activities and grading criteria:

Regular class attendance and participation is expected.

Tardiness is not accepted, be sure to be on time

During class discussion, it is expected that all students listen and do not hold side discussions unless a group exercise is taking place. The class is highly interactive and exam questions are extracted from class interactions and lectures.

GSM's should be turned off. Computers closed unless specific in-class exercise is taking place.

Late papers for the individual assignment are not accepted, unless there is proof of personal emergency or medical statement. Late assignments with a medical statement is due 5 days after the validation period of the medical statement or deductions will be made as detailed on the following page:

Late paper reductions:

- 1 day – 10% reduction off the original grade
- 2 days- 20% reduction off the original grade
- 3 days- 30% reduction off the original grade
- 4 days- 40% reduction off the original grade
- 5 days- 50% reduction off the original grade

Course Schedule

Days-2017	Wk.	Topics	Reference – Materials & Readings
Aug 28 & 30	1	<p>Introduction –The Marketing Organization</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>What is marketing?</i> • <i>What is important about the customer?</i> • <i>What are some of the unique challenges faced by varying business departments during a marketing launch?</i> 	<p>Ch. 1- pages 30-47</p> <p>Ch. 2- pages 68-72, pages 84-88. Pages 90-93</p>
Sept 4 & 6	2	<p>Marketing Strategy , Partnering to Build Customer Relationships–</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • <i>How do companies define their mission and objectives?</i> • <i>How does a company go about designing a portfolio of products?</i> • <i>What are the key elements of designing a customer-centered market strategy and marketing mix?</i> • <i>What are some of the challenges in managing the marketing effort?</i> • <i>How does the marketer manage the profitability of a marketing program?</i> 	<p>Ch.2 (pages 65-93)</p> <p>Case 1- Fed Ex pages 547-549</p>
Sept 11 & 13	3	<p>The Digital Economy and Social Media</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • <i>How can a company implement an effective digital marketing strategy?</i> • <i>What are the social mediums that should and can be used?</i> • <i>How can you determine frequency decide which social mediums are most effective?</i> 	<p>Chapter 14 (pages 456-485)</p> <p>Alibaba Case 14 page 573-575</p>
Sept 18 & 20	4	<p>Managing Marketing Information –</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • <i>How does information serve a company's efforts to understand the marketplace?</i> • <i>What are some of the key aspects of a marketing information system</i> • <i>What are the key steps in the market research process?</i> • <i>What are some of the ethical issues associated with market research?</i> 	<p>Ch. 4 – (pages 126-150)</p> <p><i>Further Reading for Application Exercise:</i></p> <p>2) Scammell, M. (2007). <i>Political Brands and Consumer Citizens: The Rebranding of Tony Blair. Annals of the American Academy of Political and Social Science, 611, 176–192.</i></p>

Sept 25 & 27	5	Segmentation and Targeting Customers, Products, Services and Branding Guiding Questions: <ul style="list-style-type: none"> • <i>What are the 3 main steps of target marketing?</i> • <i>What are the major bases for segmenting consumer and business markets?</i> • <i>How do you define "product"?</i> • <i>What are the major classifications of products and services?</i> • <i>What is brand equity?</i> 	Ch. 6 (pages 196 -224), Ch 7 (pages 249-258° <i>Further Reading for Application Exercise:</i> 1) Marsh, D., & Fawcett, P. (2011). Branding, politics and democracy. <i>Policy Studies</i> , 32(5), 515–530. doi:10.1080/01442872.2011.586498
Oct 2 & 4	6	Market Research Project –Groups -offsite	Project instructions to be assigned in week 4.
Oct 9-13	7	Mid-Term Exam (In Class) date tbd	
Oct 16 & 18	8	Communication and Advertising – The Marketing Environment Guiding Questions: <ul style="list-style-type: none"> • <i>What is the process and advantage of integrated marketing communications in communicating customer value?</i> • <i>What are some of the major decisions involved in developing an advertising program?</i> • <i>What are the characteristics of a company's macro and micro environments?</i> • <i>How do companies react to changes in the political and cultural environments?</i> 	Ch. 12 (p. 392-421) <i>Further Reading for Application Exercise:</i> 3) Smith, G. (2009). Conceptualizing and Testing Brand Personality in British Politics. <i>Journal of Political Marketing</i> , 8(3), 209–232. doi:10.1080/15377850903044858 Chapter 3 – (pages 94-121) Company Case- Target – page 559-560
Oct 23 & 25	9	Consumer and Business Buyer Behavior Guiding Questions: <ul style="list-style-type: none"> • <i>What are some of the major factors that influence consumer buyer behavior?</i> • <i>What are some of the differences between the consumer and business markets and what are the unique aspects of buyer behavior and decision making?</i> 	Ch. 5, (pages 160-190)
Oct 30- Nov3		Fall Holiday – No Classes	
Nov 6 & 8	10	Managing the Product Life Cycle -Customer Satisfaction and Loyalty –	Chapter 8 (pages 264-283), Chapter 1 (pages 41-50) <i>Further Reading for Application Exercise</i>

		<p><i>Guiding Questions:</i></p> <ul style="list-style-type: none"> • <i>What are some of the guiding principles for building customer satisfaction</i> • <i>What are the key stages of the customer lifecycle?</i> • <i>How can social interactions drive customer repeat behavior?</i> • <i>Are monetary incentives effective?</i> 	<p>Journal of Marketing Research June 2017, Vol. 54, No. 3, pp. 364-380 <u>Social Interactions and Monetary Incentives in Driving Consumer Repeat Behavior</u> Kamer Toker-Yildiz, Minakshi Trivedi, Jeonghye Choi, and Sue Ryung Chang https://doi.org/10.1509/jmr.13.0482</p>
Nov 13 & 15	11	<p>Vintage Air Rally Project Due – Presentations See Project Description and Deliverables</p>	<p>Research related to VAR Project in relevant assigned segments.</p>
Nov 20th	12	<p>No Class Academic Holiday</p>	
Nov 22nd	12	<p>Pricing</p> <p><i>Guiding Questions:</i></p> <ul style="list-style-type: none"> • What are some of the internal and external factors that affect price setting? • What are some of the key strategies for pricing imitative and new product pricing? • What are some of the ways that companies set prices in order to maximize prices from a total product mix? 	<p>Ch. 9 (pages 290-321) Further Reading for Application Exercise:</p> <p>Journal of International Marketing March 2017, Vol. 25, No. 1, pp. 72-90</p> <p><u>Eastern Versus Western Culture Pricing Strategy: Superstition, Lucky Numbers, and Localization</u> Stanford A. Westjohn, Holger Roschk, and Peter Magnusson https://doi.org/10.1509/jim.16.0022</p>
Nov 27&29	13	<p>Distribution and Personal Selling – Retail and Wholesale</p> <p><i>Guiding Questions:</i></p> <ul style="list-style-type: none"> • What is the Omni-channel? How is it affecting traditional approaches to sales? • What is a retail marketing mix? • Compare and contrasts brokers with agents, merchants and wholesalers 	<p>Chapter 10 – (pages 326-346) Chapter 11 – (pages 362-369) , (pages 384-387)</p>

Dec 4&6	14	<p>The Global Marketplace- Sustainability Marketing:</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • How do companies decide to go global? • What is the significance of direct investment? • Can CSR work? • In what ways does marketing impact society as a whole? 	<p>Chapter 15 (pages 488-511) Chapter 16 (pages 516-526) Further Reading for Application Exercise: Journal of Marketing March 2016, Vol. 80, No. 2, pp. 59-79</p> <p><u>Washing Away Your Sins? Corporate Social Responsibility, Corporate Social Irresponsibility, and Firm Performance</u> Charles Kang, Frank Germann, and Rajdeep Grewal https://doi.org/10.1509/jm.15.0324</p>
Dec11-15	15	FINAL EXAM	All assigned chapters from the textbook plus extra readings and other material covered in class

Learning Objectives as they apply to each graded assignment (See Rubrics below):

Graded Assignment	Applied Learning Objective
Exams	<ul style="list-style-type: none"> The bachelor has an understanding of the interrelatedness of the different functional fields of business and understands the impact of this on decision-making. The bachelor is able to identify the international dimension in business-related problems and knows how to handle these problems in an effective way.
Group Projects	<ul style="list-style-type: none"> The bachelor has an understanding of the interrelatedness of the different functional fields of business and understands the impact of this on decision-making. The bachelor is able to identify the international dimension in business-related problems and knows how to handle these problems in an effective way. The bachelor is able to work in a multi-cultural team.
Individual Reflection Report	<ul style="list-style-type: none"> The bachelor has an understanding of the interrelatedness of the different functional fields of business and understands the impact of this on decision-making. The bachelor is able to identify the international dimension in business-related problems and knows how to handle these problems in an effective way. The bachelor is able to work in a multi-cultural team.

Grading:

For each assignment, a rubric has been created as a guideline for the evaluation. There are several criteria that help the student to ensure the deliverable meets the assignment requirements. Below are the key criteria defined and a general overview of what is expected:

Criteria defined (Rubric)	What it means
Accuracy and Completeness	The degree in which the student or group addressed the question pertinently and succinctly.
Expression	The degree in which the student or group provided a well-coordinated and effective presentation using proper expression in English.
Structure Relating to Application Deliverable	The degree in which the presentation of the application was structured in a pertinent and succinct way showing good coherence of the answer.
Evidence of Reading	The degree in which student or group displays clear evidence of reading and application (including correct citation or reference of readings)
Understanding and use of concepts	The degree in which the theory or concept reviewed is presented clearly and in full.
Critical thinking	The degree in which the theory or concept discussed or presented reveals a critical understanding and application by the use of comparisons.
Ability to relate to a concrete case	The degree in which the theories are elaborated upon and applied using concert cases with a good knowledge of factual background.
Effective Introduction of marketing concept and its relationship to the marketing process	The degree in which group or student introduces concept with attention grabbing flair related to the concept and its relationship to the marketing process. This is important in real world concept presentations.
Visual Presentation of marketing concept	The degree in which the presentation or slides were clear and appealing (details given to layout, graphics, lettering large enough for the entire classroom ect)
Correct Approach to the related marketing process	The degree in which the fundamental approach used in analysis, it is correct as it relates to the marketing process
Teamwork Evident	The degree in which team members work together (transitions are organized and seamless, good energy during the presentation)
Originality and Creativity	The degree in which group or student displays original and out of the box thinking and demonstrates high level of innovation.

GRADING RUBRICS MKTG BUS131G– Rubric for exams

STUDENT

	A (9-10)	B (7-8)	C (5-6)	D (3-4)	F (0-2)
Accuracy and Completeness	The answer pertinently and succinctly addresses the question.	Overall, the answer accurately addresses the question. Some minor omissions or imprecisions	The answer sufficiently addresses the question. It meets the basic requirements for this assignment. Some imprecisions	The answer is incomplete and fails to address the question. Major flaws and imprecisions.	The answer is left in blank or fails dramatically to address the question.
Expression	Language is correct; mastering of expression.	Overall, language is correct. Some minor mistakes.	Barely adequate level; some mistakes in the text.	Language is poor; several mistakes in the text; hard to read or to understand.	Language is very poor; the text is extremely hard to understand
Evidence of reading	The answer shows a good understanding of the readings.	Some flaws in the understanding of the course material.	The answer meets the basic requirements for this assignment.	Knowledge below the level required for the course.	The answer reveals no engagement with the course material.
TOTAL					

For Short questions

	A (21-25)	B (15-20)	C (14-10)	D (9-5)	F (0-4)
Accuracy and Completeness	The answer pertinently and succinctly addresses the question	Overall, the answer accurately addresses the question. Some minor omissions or imprecisions	The answer sufficiently addresses the question. It meets the basic requirements for this assignment. Some imprecisions	The answer is incomplete and fails to address the question. Major flaws and imprecisions.	The answer is left in blank or fails dramatically to address the question.
Expression	Language is correct; advanced mastering of expression.	Overall, language is correct. Some minor mistakes.	Barely adequate level; some mistakes in the text.	Language is poor; several mistakes in the text; hard to read or to understand.	Language is very poor; the text is extremely hard to understand.
Structure	The answer is well structured and allows the author to address the question in a pertinent and succinct manner.	The answer is overall well structured. Some minor flaws in the structure hinder the coherence of the answer.	The structure is loose and imprecise, but allows the author to address the question.	The structure is loose and imprecise and does not allow the author to address the question.	The answer is loosely structured and fails to provide most relevant information.
Evidence of reading	The answer shows a good understanding of the readings.	Some flaws in the understanding of the course material.	The answer meets the basic requirements for this assignment.	Knowledge below the level required for the course.	The answer reveals no engagement with the course material.
TOTAL					

For Essay Questions

	(40-60)	(20-39)	(0-19)
Structure of the answer and expression	The answer addresses the question in a structured, succinct and analytical manner. Excellent capacity to express and discuss complex concepts.	The answer gives most relevant information, but it is loosely structured. Overall good capacity to express complex concepts and correct language.	The answer is loosely structured and fails to provide most relevant information. Expression is poor.
Evidence of reading	The answer is well embedded in the literature and shows evidence of further readings.	Overall, the answer shows a consistent engagement with the reading material required for the course.	Weak engagement with the course material.
Understanding and use of concepts	All theories/concepts reviewed are presented clearly in their full complexity.	Some flaws and oversimplification in the understanding of the concepts/theories at hand.	Theories or concepts are simply mentioned.
Critical thinking	The answer reveals a critical understanding of concepts and theories at hand	Overall, the answer shows good comprehension of reviewed concepts/theories but a scanty critical attitude towards politics.	The answer shows some major pitfalls in the comprehension of the concepts/theories at hand.
Ability to relate to a concrete case	Excellent ability to elaborate on theories and apply them to concrete cases. Good knowledge of factual background.	Overall, the examinee manages to relate the concept to concrete examples and cases. However, there are major imprecisions and some mistakes.	. The examinee fails to apply conceptual or theoretical framework to empirical cases.
TOTAL			

Individual Vintage Air Rally Report:

Assignment Grading Rubric

	A (21-25)	B (15-20)	C (14-10)	D (9-5)	F (0-4)
Accuracy and Completeness	The deliverable pertinently and succinctly addresses the question	Overall, the deliverable accurately addresses the question. Some minor omissions or imprecisions	The deliverable sufficiently addresses the question. It meets the basic requirements for this assignment. Some imprecisions	The deliverable is incomplete and fails to address the question. Major flaws and imprecisions.	The deliverable is left in blank or fails dramatically to address the question.
Expression	Language is correct; advanced mastering of expression.	Overall, language is correct. Some minor mistakes.	Barely adequate level; some mistakes in the text.	Language is poor; several mistakes in the text; hard to read or to understand.	Language is very poor; the text is extremely hard to understand.
Structure: Relating to Application Deliverable	The deliverable is well structured and allows the group to address the question in a pertinent and succinct manner.	The deliverable is overall well structured. Some minor flaws in the structure hinder the coherence of the answer.	The structure is loose and imprecise, but allows the author to address the question.	The structure is loose and imprecise and does not allow the author to address the question.	The deliverable is loosely structured and fails to provide most relevant information.
Evidence of reading	The answer shows a good understanding of the readings and theory.	Some flaws in the understanding of the course material.	The answer meets the basic requirements for this assignment.	Knowledge below the level required for the course.	The answer reveals no engagement with the course material.

A presentation will be made by assigned groups to the principle owners and marketing personnel from Vintage Air Rally at the end of the semester. This aspect will enable students to get feedback on the work they did directly from the “customer”.

Below is the Rubric for the Presentation:

Group Application and Presentation Rubric – Marketing BUS 131G FALL 2017

Group Participants _____

Grade _____

Objective	Excellent	Good	Fair	Poor
Effective introduction of marketing concept and its relationship to the marketing process	High impact introduction of concept with attention grabbing flair to introduce the concept and its relationship to the marketing process.	Concept is introduced and the presentation illustrates good depth concerning the project's aim to illustrate impact on marketing process	Concept is introduced but with little rational concerning the choice and not lead-in to marketing process	Concept is weak or not properly introduced, ignores all aspects concerning marketing process
Visual presentation of marketing concept	Slides were clear and lettering large enough for the entire classroom	Slide lettering is large enough for the entire classroom, but some slides are unclear.	Slide lettering approaching acceptable size and some slides are unclear.	Poorly prepared slides that are hard to read and hard to follow.
Correct approach to the related marketing process	Fundamental approach used in analysis, it is correct and there are no errors.	Fundamental approach used in the analysis, it is correct but with some minor and a few major errors.	Fundamental approach used in the analysis, it is correct but with many major errors	Fundamental approach used in the analysis is incorrect.
Teamwork evident	Team members transitions are organized and seamless	Team members transition fairly organized	Some team members do not contribute	Only one team member contributes to the oral presentation
Originality and creativity	Out of the box thinking is demonstrated by the collective group. Shows a high level of innovation.	Good creative approach to the launch, considered innovative	Standard approach to launching a product that doesn't illustrate collective efforts to innovate	Product already exists on the market in a similar form indicating the group put no effort into innovation.
TOTAL Presentation Points				

