

**Peter F. Drucker and Masatoshi Ito
Graduate School of Management
Claremont Graduate University**

**MGT 321 Marketing Management
Fall 2008**

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Course Description:

This course examines the process of strategic marketing management and considers its role within organizations. It presents the fundamentals of the marketing concept and considers the relationship between the marketing concept and other concepts such as innovation and entrepreneurship. The course considers tools and methods used to examine marketing environments, understand consumer and organizational buying behavior, segment markets and position products, develop new products, manage existing products and promote price and place products.

Learning Objectives:

Following the successful completion of this course, students should be able to:

- Understand the process of strategic marketing management;
- Identify and know when to apply tools used by marketing managers undertaking analyses of a firm's external and internal environment;
- Be able to prepare product-market specifications;
- Understand key decisions related to the four P's of marketing (product, price, place and promotion);
- Consider how current issues, such as entrepreneurship, innovation, e-commerce and internationalization affect strategic marketing management;
- Be aware of some of the current academic debates relevant to this course.

Class Meeting Time:

Section 1: Tuesdays 4.00 pm – 6.50 pm

Section 2: Thursdays 7:00 pm – 9.50 pm

You may not switch between sections.

Required Text:

Peter, Paul J. and Donnelly, James H. (2007) *Marketing Management: Knowledge and Skills* (3rd ed). NJ: McGraw-Hill. ISBN: 13-978-0-07-313763-6

I will give you a copy of reading required for the essay during the first week of class. There is no course pack.

In addition, a large list of recommended readings is provided at the end of the syllabus and these readings are for your interest only—they are not required. You can look them up in Honnold Library in the periodicals section (they are NOT on reserve).

Course Requirements:

Assessment comprises four components. Each component is outlined in more detail on the following page.

Participation	30%
Ducker Essay (Individual)	30%
One Case Write Up (Individual)	30%
News item (Group)	10%

Prior to the first class:

I would like you to prepare a brief biography of your educational and career background prior to attending the first marketing class (and give this to me at the end of the first class). The biography should be about 2 pages long and cover:

- Your educational and career background, including all qualifications and relevant work experience;
- Your career goals. If these are not clear to you at this stage, then please say so.
- What you expect to get out of this course.
- What you think about marketing (be honest!). This could be based on your experience as a consumer and/or your work experience.

I will encourage you to share your background and opinions with others during the first class and will collect your biographies at the end of the first class.

Class Meetings:

Preparation and participation are critical to your success in the course. You will be graded on the quality (not necessarily quantity) of your contribution.

Preparation: My expectation is that you will come to the class having read the assigned background reading(s) and already thought through and analyzed the case study. This way, we can devote the bulk of the class time to thinking about and responding to each other's analyses of the cases and only the necessary minimum to getting the facts out.

Absences: As a matter of courtesy, if you are unable to attend, you must email or phone me before class. If you miss more than two classes, you will be marked as absent for the entire course (NO EXCEPTIONS)

Classroom etiquette: Please arrive on time to class. When in class, mobile phones and pagers must be switched off. The use of laptops is permitted for note taking but discouraged for checking emails and surfing the Internet as you are expected to remain attentive and contribute to class discussion.

Class participation: I encourage active student participation in class and take class participation into account in determining course grades. If you are inadequately prepared to lead off the discussion of a particular reading or case, you may: (1) ask before class not to be called on, (2) pass when you are called, (3) "wing it.", or (4) faint. These actions are listed in decreasing order of attractiveness.

The Instructor's role: My role in the class is to facilitate discussion. In part, I serve as a clarifier and sometimes an intensive questioner in order to help you present and develop your ideas. One of my primary roles is to manage the class process and to assure that we collectively reach a clear understanding of the issue at hand.

Cases: Clearly, there is no single correct solution to most cases. There are, however, wrong solutions and many lessons to be learned. There also is such a thing as weak analysis. Finally, there are solutions and analyses which are ineffective because they are not presented in an orderly and persuasive fashion. We should work together to see to it that each class session is a lively, stimulating, and intellectually rewarding venture in group learning. We are individually and collectively responsible for achieving that end.

Approaching a case: The cases cover a multiple number of issues and DO NOT directly tie into the chapter for the week. Therefore, the case analysis needs to stand on its own. In addition, I am not concerned with what was the actual outcome of the case. Such an approach would imply that there is a "right answer". The actual outcome of a situation may or may not reflect a good solution. In those instances where there was a particularly interesting outcome, it will be shared with the class.

Case Write Up:

As well as preparing for class, you are required to write up to one case study (you will need to sign up for the case study during the first week of class). A framework for the case analysis is given in Section II of your book. It is important that you make yourself familiar with this Section as it contains important information and checklists. The assignment must cover the following sections:

1. Analyze the current situation (3 pages)
2. Clearly state the main problems facing the organization (1 page)
3. Formulate and evaluate alternative courses of action (2 pages)
4. Select an alternative course of action and outline issues related to implementation (1 page)

I expect your write-up to be well written and free of spelling, typographical and grammatical errors. Please use 12-point font and 1.5 spacing. The write-up is due at the beginning of the class session in which that case is discussed.

Reflection on Drucker (Essay):

A chapter from Drucker's book: *Managing for Results*. 1964. London: Pan Books called "The Customer is the Business" (pp. 110-131) will be provided on the first day of class. Although the book is now 40 years old, it offers insightful comments on many issues we still consider and examine today. For your assignment, you need to:

1. Introduce and conclude your assignment (a total of 2 pages).
2. Briefly summarise the chapter (2 pages).
3. Link one, or a small number, of Drucker's important themes from the chapter to an organization with which you are familiar (4 pages).
4. Provide recommendations to the company based on your discussion in Parts 2 and 3. This section could be written as if you were a consultant (2 pages).

Be sure to reference Drucker's work throughout the assignment (e.g., Drucker, 1964 or Drucker, 1964, p. 120). I expect your reflection to be well written and free of spelling, typographical and grammatical errors. Please use 12-point font and 1.5 spacing.

This assignment will be due at the start of class during Week 7. I will ask you to give a brief and informal five minute presentation to the class during Week 7. Please be ready to share your ideas with your other members of the class.

This assignment has been used with earlier classes; please refer to the policy on academic honesty outlined in this syllabus.

News Item:

In groups of 2-3, you will present an analysis of a news items (e.g., from the newspaper or magazines such as *Fortune* or *Business Week*) about a marketing topic of interest. Your group will lead a discussion that covers the following: (1) summarizes the article; (2) reflects upon the article in general (use expressions such as "we think", "in our opinion" – this is your chance to be opinionated!). Plan to take 10 minutes of class time for this activity. You do not need to facilitate a class discussion

of the news item. Please hand me a copy of your PowerPoint slides at the conclusion of your presentation. We will set up a schedule for this during the first class.

Appealing your grades:

You should always feel as though you can query your grade, especially if you are unclear as to why you got the grade you did. Having said that, you will find that I take quite a bit of time grading your assignments and providing feedback as regrading is a time consuming and difficult process for all concerned.

If you decide to appeal a grade, you need to take the time to write me a paragraph explaining why you believe your grade should be higher (simply thinking you deserve an “A” does not warrant a regrade). You need to submit the paragraph, along with your graded assignment and the feedback sheet by a date we will agree upon in class. I will endeavour to return your re-graded assignment back a week later. I do not offer the opportunity to resubmit assignments.

Course Schedule:

The following schedule indicates topics we will cover and the order in which we will cover them.

W/c	Date	Topics	Cases/Assignments
1	Sept 2 or 4	Course Overview Chapter 1: Strategic Planning and the Marketing Management Process	Financial Analysis Case 1: Abercrombie & Fitch Case 2: McDonalds
2	Sept 9 or 11	Chapter 2: Marketing Research	Case 3: Campus Calendar Case 5: South Delaware Coors News item:
3	Sept 16 or 18	Chapter 3: Consumer Behavior	Case 6: Starbucks Case 8: Pfizer News item:
4	Sept 23 or 25	Chapter 4: Business, Government, and Institutional Buying	Case 15: Amazon Case 16: IKEA News item:
5	Sept 30 or Oct 2	Chapter 5: Market Segmentation	Case 17: Blockbuster Case 18: eBay News item:

6	Oct 7 or 9	Chapter 6: Product Strategy	Case 9: Snacks to Go Case 10: Callaway Golf News item:
7	Oct 14 or 16	Chapter 7: New Product Development	Drucker Essay Due Positioning Exercise
8	Oct 21 or 23	Chapter 8: Integrated Marketing Communications	Case 11: Harley Davison Case 12: Wind Technology News item:
9	Oct 28 or 30	Chapter 9: Personal Selling	Case 13: Lady Foot Locker Case 14: Mountain Dew News item:
10	Nov 4 or 6	Chapter 10: Distribution Strategy	Case 19: Wal-Mart Case 20: Schwimm Bicycles News item:
11	Nov 11 or 13	Chapter 11: Pricing Strategy	Case 21: Toyota Case 22: Cowgirl Chocolates News item:
12	Nov 18 or 20	Chapter 12: The Marketing of Services	Case 24: Sun Microsystems Case 25: Nintendo News item:
	No class	Thanksgiving Week (CGU closed Nov 27 and 28 only)	
13	Dec 2 or 4	Chapter 13: Global Marketing	Case 29: Philip Morris Case 30: Black Diamond News item:
14	Dec 9 or 11	Putting it all together	Black & Decker (Case 7, Section VI). Note: This case is not available for write up. We will work through this case in detail using the structure of a marketing plan as our framework (Section VII).

Academic Honesty

You should be familiar with the University policy regarding academic honesty. The policy can be found at <http://www.cgu.edu/handbook/Academic%20Honesty.doc>. You should also consult the Writing Center's guidelines as to what constitutes plagiarism (<http://writecenter.cgu.edu/students/plagiarism.html>).

I do not tolerate academic dishonesty and will actively monitor students' work to ensure dishonesty does not occur. A student who violates the University policy on academic honesty will get a minimum of zero for the piece of assessment for which dishonesty is established and I will ask the MBA Director to put a note on that student's file.

It is very important that you correctly reference everything you use. I generally use APA referencing and have provided this link as one of many examples of APA referencing (<http://www.lib.usm.edu/~instruct/guides/apa.html>). You might prefer to use the Harvard style of referencing (see: <http://www.shaf.ac.uk/library/libdocs/hsl-dvc1.html> as an example of a style guide). I do not mind which style you use as long as your referencing style is consistent.

Late assignments and extensions

MBA students are generally very busy people and are often juggle multiple commitments along with a rigorous MBA schedule. Therefore, I do not like giving extensions simply because the majority of students work very hard to meet deadlines and, given extra time, many could have improved their output. Therefore, extensions can be unfair to those who have turned work in on time. Having said that, I accept that there are exceptional and unforeseen circumstances that warrant extensions.

The following outlines the policy for this course. Do not ask for an extension unless you genuinely believe you can claim exceptional and unforeseen circumstances. If you are requesting an extension:

- You need to do this as early as you possibly can.
- We need to agree on an acceptable alternative hand-in date. If the hand in date is more than 3 days after the original date, I will deduct a grade (therefore, an assignment worth an A will get an A-, etc). The new hand in date becomes our contract.

If you do not have an extension and you simply hand the assignment in late, you will:

- Lose 3 grades if you hand the assignment in with one week of the original hand-in date (therefore, an assignment worth an A will get a B, etc).
- Be given a zero for that piece of assessment if you hand the assignment in more than one week after the due date.

I will inform the MBA Director of any late assignment (whether or not an extension has been granted).

Grading

The following reflects the grading system used to mark your work.

Circle Explanation

One

Only

- | | |
|----|---|
| A+ | Truly exceptional performance, rarely given. |
| A | Performance significantly above expected levels. |
| A- | Performance moderately above expected levels. |
| B+ | Expected level of performance. |
| B | Performance moderately below the expected level. |
| B- | Performance significantly below the expected level. |
| C+ | Passing but marginally acceptable performance. |
| C | Unacceptably poor performance. |
| C- | Very poor performance. |

Recommended readings (for interest only)

Week 1: Introduction

Capon, N. and Hulbert, J.M. (2001). Marketing management in the 21st century. NJ: Prentice Hall, pp. 1-24.

Border, N.H. (1964). The concept of the marketing mix. *Journal of Advertising Research*. Vol. 4, 2-7.

Smithee, A. (1997). Kotler is dead. *European Journal of Marketing*, Vol. 34, No. 3/4, 317-325.

Brown, s. (2002). Vote, vote, vote for Philip Kotler. *European Journal of Marketing*, Vol. 36, No. 3, 313-424

Week 2: Developing and implementing strategic plans

Ansoff, H.I. (1957). Strategies for diversification. *Harvard Business Review*, (September-October), 113-124.

Bennett, Roger C. and Cooper, Robert G. (1981). The misuse of marketing: an American tragedy. *Business Horizons*, Vol. 25, 51-61

Hayes, R.H. and Abernathy, W.J. (1980). Managing our way to economic decline. *Harvard Business Review*, (July-August), 67-77.

Houston, F.S. (1989), The Marketing Concept: what it is and what it is not. *Journal of Marketing*, Vol. 50, 81-87.

Kohli, A.K. and Jaworski, B.J. (1990), Market orientation: the construct, research propositions and managerial implications. *Journal of Marketing*, Vol. 54, 1-18.

Narver, J.C. and Slater, S.F. (1990). The effect of a market orientation on business profitability. *Journal of Marketing*, (October), 54, 1-18.

Day, G.S. (1994). The capabilities of market-driven organizations. *Journal of Marketing*, Vol. 58, 37-52.

Slater, S.F. and Narver, J.C. (1994). Market orientation, customer value, and superior performance. *Business Horizons*, (March-April), 22-28.

Day, G.S. (1999). Creating a market-driven organization. *Sloan Management Review*, Vol. 41, No. 1, 11-22.

Slater, S.F. (1997). Developing a customer value-based theory of the firm. *Journal of the Academy of Marketing Science*, Vol. 25, No. 2, pp. 162-167.

Berthon, P., Hulbert, J.M., and Pitt, L.F. (1999). To serve or create? Strategic orientations toward customers and innovation. *California Management Review*, Vol. 42, No. 1. 37-58.

Slater, S.F. (1999). Market oriented is more than being customer led. *Strategic Management Journal*, Vol. 20, 1165-1168.

Kumar, N., Scheer, L. and Kotler, P. (2000). From market driven to market driving. *European Management Journal*, Vol. 18, No. 2, 129-142.

Svandermerwe, S. (2004). Achieving a deep customer focus. *Sloan Management Review*, (Spring), 26-34.

Prahalad, C.K. (2004). The blinders of dominant logic. *Long Range Planning*, Vol. 37, 171-179.

Prahalad, C.K. (1994). Competing for the future. *Harvard Business Review*, (July-August), 122-128.

Week 3: Understanding markets

Fahey, L. (2002). Invented competitors: a new competitor analysis methodology, *Strategy and Leadership*, Vol. 30, No. 6, 5-13.

Fahey, L. (2003). Competitor scenarios, *Strategy and Leadership*, Vol. 31, No. 1, 32-44.

Schoemaker, P.J.H. (1991). When and how to use scenario planning: a heuristic approach with illustration, *Journal of Forecasting*, Vol. 10, 549-561.

Schoemaker, P.J.H. (1995). Scenario planning: a tool for strategic thinking, *Sloan Management Review* (Winter), 25-40.

Slater, S.F. and Olson, E.M. (2002). A fresh look at industry and market analysis. *Business Horizons*, Vol. 45, No. 1, 15-22.

Week 4: Creating customer value

Reinzartz, W. and Kumar, V. (2002). The mismanagement of customer loyalty. *Harvard Business Review*, (July), 86-94.

Brown, S. (2001). Torment your customers (they'll love it). *Harvard Business Review*, (October), 83-88.

Week 5: Analyzing consumer and business behaviour

Sirgy, M.J. (1982). Self-concept in consumer behaviour: a critical review. *Journal of Consumer Research* (December), 287-300.

Aaker, J. (1997). Dimensions of measuring brand personality. *Journal of Marketing Research*, (August), 34, 347-356.

Aaker, J. (1999). The malleable self: the role of self-expression in persuasion. *Journal of Marketing Research*, (May), 45-57.

Mullin, R. (1997). Taking customer relationships to the next level. *The Journal of Business Strategy* (January-February), 22-26.

Naurus, J.A. and Anderson, J.C. (1986). Turn your industrial distributors into partners. *Harvard Business Review*, (March-April), 66-71.

Weeks 6 and 7: Segmenting, targeting, positioning and differentiation

Dibb, S. and Simkin, L. (2001). Market segmentation: diagnosing and treating the barriers. *Industrial Marketing Management*, Vol. 30, 609-625.

Hoek, J., Gendall, P.J. and Esslemont, D.H.B. (1993). Market segmentation. *Asia-Australia Marketing Journal*, Vol. 1, No. 1, 41-46.

Day, G. S., Shocker A.D. and Srivastava, R. K. (1979). Customer-oriented approaches to identifying product-markets. *Journal of Marketing*, Vol. 43, 8-19

Dickson, P.R. and Ginter, J.L. (1987). Market segmentation, product differentiation and marketing strategy. *Journal of Marketing*, Vol 51, 1-10.

Treacy, M. and Wiersema, F. (1993). Customer intimacy and other value disciplines. *Harvard Business Review* (January-February), 84-93.

Week 8: Brands

Keller, K.L., Sternthal, B. and Tybout, A. (2002). Three questions you need to ask about your brand. *Harvard Business Review* (September), 80-86.

De Chernatony, L. and Riley, F. D. (1998). Defining a brand: beyond the literature with experts' interpretations. *Journal of Marketing Management*, Vol. 14, 417-443.

De Chernatony, L. Riley, F. D. and Harris, F. (1998). Criteria to assess brands. *Journal of Marketing Management*, Vol. 14, 765-781.

Lederer, C. (2001). See your brand through your customers' eyes. *Harvard Business Review*, (June), 125-133.

Urde, M. (1999). Brand orientation: a mindset for building brands into strategic resources. *Journal of Marketing Management*, 15, 117-133.

Week 9: Product and market development

Colarelli O'Connor, G. and Rice, M. (2001). Opportunity recognition and breakthrough innovation in large established firms. *California Management Review*, Vol. 43, No. 2, 95-116.

Day, G.S. and Schoemaker, P.J.H. (2000). Avoiding the pitfalls of emerging technologies. *California Management Review*, Vol. 42, No. 2, 8-33.

Parasuraman, A., Zeithaml, V.A. and Berry, L.L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing* (Fall),

Urban, G.L., Weinberg, B.D., and Hauser, J.R. (1996). Pre-market forecasting of really new products. *Journal of Marketing*, Vol. 60, 47-60.

Week 10: Pricing

Nevin, J.R. (1974). Laboratory experiments for estimating consumer demand: a validation study. *Journal of Marketing Research* (August), 261-268.

Cooper, R. and Kaplan, R.S. (1991). Profit priorities from activity-based costing. *Harvard Business Review* (May-June), 130-135.

Tellis, G. (1986). Beyond the many faces of price: an integration of pricing strategies. *Journal of Marketing* (October), 146-161.

Monroe, K.B. (1973). Buyers' subjective perceptions of price. *Journal of Marketing* (February), 70-80.

Week 11: Channels

Johnston, R. and Lawrence, P.R. (1988). Beyond vertical integration: the rise of the value-adding partnership. *Harvard Business Review* (July-August), 94-101.

Narayandas, N. and Kalwani, N.U. (1995). Long term manufacturer-supplier relationships: do they pay off for supplier firms? *Journal of Marketing* (January), 1-16.

Hollander, S. (1960). The wheel of retailing. *Journal of marketing* (July) 37-42

Week 12: Integrated Marketing Communications

Kudisch, L. (1965). Applying an advertising-sales relationship model to product fields. *Journal of Marketing*, Vol.29, 16-17.

Lorge, S. (1999). Marketers are from Mars, salespeople are from Venus. *Sales and Marketing Management*, Vol. 151, No. 4, 26-33.

Mehta, A. (1994). How advertising response modelling (AARM) can increase ad effectiveness. *Journal of Advertising Research* (May-June), 62-74.

Holstuius, K. (1990). Sales response to advertising. *International Journal of Advertising*, Vol. 9, No. 1, 38-56.

Week 14: Managing the total marketing effort

Jacobson, R. and Aaker, D.A. (1985). Is market share all that it's cracked up to be? *Journal of Marketing*. Vol. 49, pp. 11-12.

Schmitt, B. (1999). Experiential marketing. *Journal of Marketing Management*, Vol. 15, 53-67.

Belk, R.W. (1996). Hyper-reality and globalization: culture in the age of Ronald McDonald. *Journal of International Consumer Marketing*, Vol. 8, No. 3-4, pp. 23-37.

Class Participation

Name: _____

Circle One Only

What this means for class participation

- 4 Comes to class prepared. Contributes readily to the conversation but does not dominate it. Makes thoughtful contributions that advance the conversation. Shows interest in and respect for others' points of view. Participates actively in small groups. Makes a genuine effort to assist colleague presenters by being engaged and involved in presentations.
- 3 Comes to class prepared and makes thoughtful comments when called upon. Contributes occasionally without prompting. Shows interest in and respect for others' points of views. Participates actively in small groups.
- 2 Participates in discussion but in a problematic way. Such students may talk too much, make rambling or tangential contributions, bluff there way unprepared or otherwise dominate discussions, not acknowledging cues of annoyance from other students or the professor.
- 1 Comes to class prepared but does not voluntarily contribute to discussions and gives only minimal answers when called upon. However, does show interest in the discussion, listens attentively and takes notes.
- 0 Seems on the margin in class and may have a negative impact on the participation of others. Often does not participate because has not read the material in advance. May be disruptive or radiate negative energy via hostile or bored body language. May be overtly rude.

Reflection on Drucker:

Name: _____ Grade: _____

	Strongly Agree				Strongly Disagree
Well written; free of spelling and grammatical errors.	5	4	3	2	1
Provided a comprehensive summary of the chapter.	5	4	3	2	1
Linked the chapter to a practical example.	5	4	3	2	1
Provided appropriate recommendations based on the chapter.	5	4	3	2	1
Provided recommendations that demonstrated strategic insight.	5	4	3	2	1
Overall, each part of the assignment seemed well connected.	5	4	3	2	1
Overall, the student clearly demonstrated a grasp of Drucker's principles and applied them to a context of interest to the student.	5	4	3	2	1

Note: Your final grade *cannot* be derived by averaging the 1-5 rating scale used in the table above.

Overall comments:

Marketing Management: Case Study Grading Rubric

Case Analysis

4	<p>The student's writing demonstrates a comprehensive grasp of the significant ideas contained within the case study and includes self reflection. The student's writing supports important main ideas and viewpoints with detailed references to facts or data contained within the case study.</p> <p>The student's writing shows an impressive in-depth analysis of the patterns, themes and main ideas contained within the case study.</p> <p>The student makes appropriate use of theoretical frameworks and concepts to advance the discussion of issues contained within the case study or present a point of view pertaining to how the case might be "solved".</p>
3	<p>The student's writing demonstrates a grasp of the ideas contained within the case study and includes self reflection. The student's writing supports important main ideas and viewpoints through general references to facts or data contained within the case study.</p> <p>The student's work shows some analysis of the patterns, themes and main ideas contained within the case study.</p> <p>The student demonstrates linkages between theoretical frameworks and concepts contained within the case study.</p>
2	<p>The student's work is general and focuses on insignificant details of the case study or lacks self-reflection. The student's writing does not always support the main ideas and viewpoints, and may include inaccurate references to the case study or over-generalizations.</p> <p>The student identifies major components of the case study and some ideas about the central issues, but does not really analyze them in any way.</p> <p>The student identifies theoretical frameworks but makes no real attempt to link these to the case study.</p>
1	<p>The student's writing indicates almost no grasp of the significant ideas of the case study and shows almost no evidence of reflective thinking. The student's writing shows a simple retelling of the case study, which may include gaps and misunderstandings.</p> <p>The student shows only a literal understanding of the patterns, themes and main ideas contained within the case study or misrepresents significant components of the case study.</p> <p>The student does not reference theoretical frameworks and concepts.</p>

Writing Style

4	<p>The student's writing demonstrates a keen awareness of the audience and purpose. The student establishes a controlling impression that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing. The writing forms a meaningful whole, moving smoothly and clearly and with sophistication from the opening ideas to the closing thoughts. The student makes precise use of language to convey ideas.</p> <p>The student demonstrates proper understanding of English usage and control of grammar, paragraph and sentence structure. The student's work shows accurate spelling and correct use of grammar</p>
3	<p>The student's writing is coherent and focused and demonstrates a clear perspective and awareness of the audience and purpose. The writing includes a clear beginning, middle and end and maintains a consistent tone and focus throughout the piece of writing, which forms a whole, moving clearly from the opening ideas to the closing thoughts. The student uses appropriate language to convey thoughts.</p> <p>The student demonstrates proper understanding of English usage and control of grammar, paragraph and sentence structure. The student's work contains some spelling and grammatical errors.</p>
2	<p>The student's writing is somewhat focused but, at times, contains an unclear perspective and lapses in logic. The writing demonstrates some awareness of the audience and purpose. The controlling idea of the student's work is unclear or the writing does not maintain a consistent focus of the controlling idea. The work may not form a complete whole from the beginning to the end. The student may use imprecise language or language that causes some confusion to the reader.</p> <p>The student demonstrates an understanding of English usage and control of grammar, paragraph and sentence structure. The student's work contains some spelling and grammatical errors and these distract the reader.</p>
1	<p>The student's writing is very unfocused and does not establish a controlling idea. The writing lacks logic and perspective altogether and essentially confuses the reader.</p> <p>The student demonstrates a misunderstanding of English usage and control of grammar, paragraph and sentence structure. The student's work contains substantial spelling and grammatical errors, which cause the reader to have almost no understanding of the ideas conveyed by the writer.</p>

News Item Presentation:

Your name: _____

Names of presenters:

Are you (select one):

1. Evaluating the presenters?
2. Evaluating your group's presentation?

Assignment instructions:

- Found a news items (e.g., from the newspaper or magazines such as *Fortune*) about a marketing topic of interest. Ask yourself: did I find this news item interesting?
- Summarized the article.
- Reflected upon the article in general. The group used expressions such as “we think” and “in our opinion”. (The group demonstrated original thought. The content of the group's presentation really made me think).
- Managed time (around 10 minutes)

Circle Explanation

One Only

A+	Truly exceptional performance, rarely given.
A	Performance significantly above expected levels.
A-	Performance moderately above expected levels.
B+	Expected level of performance.
B	Performance moderately below the expected level.
B-	Performance significantly below the expected level.
C+	Passing but marginally acceptable performance.
C	Unacceptably poor performance.
C-	Very poor performance.

Please write in additional comments on the back of this sheet. Make sure you hand in your evaluation form to me during the break.