



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

MKTG 4361:900, **Marketing Management**, Spring 2024, CRN: 23586  
Department of Management and Marketing, College of Business  
**Course Syllabus**

- Class Modality:** Hybrid
- Class Meeting Time and Place:** **On-Campus Tuesdays 7:00 – 8:15 PM  
BLH 366**  
Students attend 1 live on-campus class each week, then complete online work, as assigned. Recordings of lectures will not be provided.
- Class Duration:** 01/16/2024 to 05/07/2024
- Instructor:** Dr. Ruby A. Daniels  
Office: BLH 341.F  
Tel: 210-784-2308  
E-Mail: [RDaniels@tamusa.edu](mailto:RDaniels@tamusa.edu)  
Student emails will receive a reply within two business days.
- Course Website:** <https://tamusa.blackboard.com/>
- Office Hours:** Mon & Wed 8:30 AM – 12:30 PM (Phone or Zoom conferences)  
Tues 3:30 PM – 4:30 PM (BLH 341.F)  
and by appointment  
*Office hour meetings are available in-person, by phone, or through virtual conference. Students must schedule office hour appointments (preferably at least 24 hours ahead of time) to ensure the instructor does not have a prior appointment.*
- Catalog Course Description:**  
Capstone marketing course for majors. Marketing functions in the firm and marketplace from the viewpoint of the marketing manager. Concepts and analytical tools used by marketing managers.  
*Prerequisite:* Completion of the College of Business prerequisites, senior standing, and MKTG 3311.
- Course Objectives:**  
The course prepares students for a career in marketing by requiring them to integrate and apply information from all of their business courses. Students learn how marketing professionals create synergies with other departments (e.g., management, finance, HR, operations, technology, etc.) to further business outcomes. By analyzing case studies and preparing a major video project, students demonstrate their ability to communicate intelligently about key marketing concepts.
- Prerequisites:** Completion of the College of Business prerequisites, senior standing and MKTG 3311. Students who do not meet the pre-requisites must contact the instructor immediately.

**Student Learning Outcomes:** After successful completion of this course, students will be able to:

1. Understand the marketing function using the marketing management structure and how that impacts the rest of the firm.
2. Appreciate the dynamic nature of marketing and how this function has been affected by globalization and the increasing pressures for companies to act with sensitivity toward the environment and to meet their social responsibilities.
3. Read, analyze, solve, and respond to marketing case studies. Your use of proper marketing terminology is essential and required.
4. Engage in business research using your laptop computer to access the library, Internet and business press in order to resolve case study problems.

**AACSB Assessment:**

The College of Business received AACSB accreditation in Spring 2023. As part of that ongoing process, students will be assessed on program level outcomes based on course outcomes from various courses. The materials from this course may be used for assessing such program level outcomes, and hence students must follow the necessary rigor to ensure mastery and retention of the above course outcomes.

**Required Materials:**

- **Textbook:** NONE – All the course readings and videos are free and open-access.
- **Blackboard:** Connect to <http://tamusa.blackboard.com>. You will have a list of all the readings, video, assignment descriptions, grading rubrics, PPT lectures, and other supplementary materials in Blackboard. To maximize your scores, review all of the material before completing your assignments.
- **Software:** You will be required to use Microsoft to complete various assignments. These products are available in the computer labs on campus. You will also be able to download the installation software from the Microsoft software center. You will receive your login name and password at your Jaguar email address.
- **Computer Hardware:** You will need a computer with an internet connection, a microphone and speakers/headphones.
- **Time:** You are expected to spend 4-8 hours per week for the course. Based on the background, some students may require more time. Time spent may be longer when assignment/exams are due.

**Other Recommended / Reading Materials:** Additional reading materials are available on the course website as recommended by the instructor.

***Course Requirements every student must fulfill in order to succeed in course:***

1. Students should check the Course Calendar, Announcements, and Messages (e-mail) systems in Blackboard on a regular basis.
2. Students should keep current with all course assignments, quizzes, and examinations.
3. If the course uses remote proctoring for exams, students must schedule their exam early in the semester.
4. Students should ask questions and communicate with the instructor either in class, online, off-line or during office hours.
5. For all classwork, exams, quizzes etc., if a student is completing it off-campus, then they are responsible for availability of internet connectivity. Extensions will **not** be granted for lack of availability of internet connections.
6. Students should remember that hybrid and online courses assume greater responsibility and independent learning skills by the student for their own learning outcomes.
7. For online-asynchronous courses, students should keep current on class recordings. For online-synchronous courses, students are expected to attend virtually during the class meeting time.
8. For OLC-A courses, students are not required to come to class, even for proctored examinations.
  - a. The instructor can require students to take examinations using proctoring software as indicated in the Proctored Exams section.
  - b. The instructor decides which type of examination works best for the class and the student must comply with their instructions – as long as they are not required to take an in-class examination, or are required to take the

examination at one specific time that applies to all students. In other words, the instructor will offer the student some flexibility on test location and the time to sit for the exam.

**Grading Policy:** The final course grade will be based on your performance on the exams and assignments using the following weights:

Assignments	Points	%
Participation – On campus	180	18%
Quizzes	120	12%
Experiential role-playing case studies	150	15%
Experiential project	250	25%
Exams		30%
Midterm - 10%	100	
Final exam - 20%	200	
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

The final letter grades will be assigned as follows: Above 90% ⇒ A; 80 – 89% ⇒ B; 70 – 79% ⇒ C; 60 – 69% ⇒ D; Below 60% ⇒ F.

**Examinations:** There will be a mandatory mid-term exam and a mandatory final exam (as per university schedule). Being absent for an exam will result in a grade of zero for that exam and may result in a fail grade in the course. The exams will be administered online and consist of a series of true false, multiple-choice, and/or short answer questions. The exams will be based on the textbook and lectures. Questions will emphasize understanding and applications of concepts and topics covered in the course.

**Proctored Exams:** In order to ensure course integrity, students enrolled in this course may use a Remote test-Proctoring software for the administration of exams, if allowed and is set up by the instructor.

**Assignments/ Research papers:** There will be synchronous and asynchronous online assignments during each week of the course. Individual assignment descriptions and due dates will be posted through Blackboard. Students are expected to read all assignment instructions carefully before attempting the assignment. Grading rubrics for all assignments are located at the end of the syllabus.

#### **Online Individual Activities:**

- **Experiential Role-Playing Case Studies (15%)** – To learn how to apply the course concepts in real-world situations, students will complete various experiential activities. Students will complete 3 role-playing case studies to demonstrate their ability to apply the course concepts. Students are encouraged to include their case studies in a digital portfolio that can be shared when interviewing for jobs after graduation.
- **Quizzes (12%)** – Students will take online quizzes, which will be open-book and open-notes. The quizzes will be timed and include multiple choice and true/false questions over the assigned readings, videos, and recorded lectures.
- **Experiential Global Marketing Trends Video Project (25%)** – To learn how to apply the course concepts to an emerging global trend, students will complete a series of assignments designed to create an engaging video that (1) analyzes the trend and (2) presents the information to a group of marketing managers. Students are encouraged to include their final video presentation in a digital portfolio that can be shared when interviewing for jobs after graduation. Students can use any video hardware and software they like to complete the assignment. The instructor will provide free resources students can use if they are not familiar with video editing software.

- **Participation (18%)** – Students are expected to demonstrate their understanding of the course concepts by consistently, constructively, and actively participating during the live discussions. Recordings of live sessions will not be provided.
- **Exams (30%)** – Students will take an online midterm exam (10%) as well as an online final exam (20%). The exams will include true/false, multiple choice, multiple answer, and short answer questions based on the readings, videos, recorded and live lectures.

### **Artificial Intelligence (AI) Policy:**

#### **Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission**

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student’s work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor’s permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio’s standards of academic integrity.

**Make up and Late Assignment/exam/quiz policy:** As a general rule, make-ups or late submissions will NOT be offered or accepted for any missed assignments/exams/quizzes. Late submissions or make-ups may be accepted/administered only in extra-ordinary circumstances such as an excused official university activity, a severe illness, or a dire emergency. However, you must provide comprehensive documentation either before or within a few days of the missed assignment/quiz/exam.

**Extra credit and “redo” policy:** No extra credit assignments will be provided and students cannot “redo” assignments.

**Class conduct and civility code:** Everyone in class is expected to follow all rules in the student handbook, as well as common courtesy during classroom lectures and discussions in class and online, including the following:

1. Attendance may be taken at the beginning or the end of the class.
2. It is the students’ responsibility to obtain and be able to use the required materials and software for this class.
3. Student must retain copies of all assignments and graded work for verification purposes and provide it to the instructor, if necessary. Keep own copies of all computer files and e-mails till final grade is received.
4. Talking while the instructor is lecturing is extremely disruptive and discourteous to the instructor and other students.
5. Using computers or phones (except for a valid urgent need) during class for a purpose not related to class is disruptive. All cell phones and gadgets should be turned OFF and headphones removed.
6. For any questions about the exams and assignments, a student should contact the instructor, well in advance of the day they are due, so the instructor may have enough time to provide feedback.
7. All communications will be via e-mail communications to the Texas A&M University e-mail account, and students are expected to use their school provided email account. The instructor will reply to a student e-mail messages and voice messages within 2 business days (Monday-Friday).
8. All assignment submissions must be uploaded to Blackboard by the due date and time. Submission window may close or marked late, even if late by one second.

Anyone violating these policies may be subject to disciplinary actions.

**Class attendance and Participation:** A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work, and frequent or persistent absences may result in a failing grade. Students are responsible for the materials covered in class. The course covers a lot of material and most students find at least some parts of it difficult. Class participation is highly encouraged as it makes the class more interesting and enhances the learning experience. Students are strongly encouraged to ask questions, participate in class discussions and problem solving, and visit/contact the instructor during office hours in case of questions or concerns. Good attendance and participation will be rewarded when final grades are assigned. **Because this is an on-campus course, students are expected to participate in live sessions each week. Recordings of the live sessions will not be provided.**

The course is intensive and challenging and you are expected to master the materials presented in class. The structure of the class makes your individual study and preparation outside of class extremely important, and may vary considerably based on student background. However, a **minimum** of two hours of work outside the class is expected for every one hour of class period per week. Reading the assigned chapter(s) and having some familiarity with them before class will be very useful for understanding lectures.

### Fall 2023 Class Schedule

The provisions and information set forth in the schedule below are intended to be informational and not contractual in nature. The instructor reserves the right to amend, alter, change, delete or modify the provisions of the schedule.

Week	Dates	Topic*	Live On-Campus Sessions	Due ONLINE by
			Tuesdays 7:00 - 8:15 PM	Sunday 11:59 PM
1	Jan 16 - 21	Course overview & syllabus	On-campus participation	Quiz & Project topic selection
2	Jan 22 - 28	Marketing management & QR	On-campus participation	Case study
3	Jan 29 - Feb 4	Market research & AI	On-campus participation	Quiz
4	Feb 5 - 11	Financial statements & data viz	On-campus participation	Case study
5	Feb 12 - 18	Breakeven	On-campus participation	Quiz
6	Feb 19 - 25	Price elasticity	On-campus participation	Case study
7	Feb 26 - Mar 3	Project - Feedforward	On-campus participation	Project - References
8	Mar 4 - 10	Midterm	No on-campus session	Midterm
	Mar 11 - 17	Spring Break		
9	Mar 18 - 24	Project - Video basics	On-campus participation	Project - Video editing practice
10	Mar 25 - 31	Project - Script development	On-campus participation	Project - Script
11	Apr 1 - 7	OPTIONAL Instructor conferences	OPTIONAL - Online Conference	None
12	Apr 8 - 14	OPTIONAL Instructor conferences	OPTIONAL - Online Conference	Project - Final video
13	Apr 15 - 21	Project - Evaluations	No on-campus session	None
14	Apr 22 - 28	Project - Evaluations	No on-campus session	Project - Evaluations
15	Apr 29	Review project feedback & study for the exam	No on-campus session	None
16	Apr 30	Study for exam - Reading day	No class – Reading Day	None
	May 1 to 5	<b>Final Exam</b> – As per A&M-SA Schedule. See A&M-SA catalog for schedule	N/A	

**See Blackboard for each week's readings and videos**

## IMPORTANT POLICIES AND RESOURCES

**Academic Accommodations for Persons with Disabilities:** Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

**Academic Learning Center:** The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

**Counseling/Mental Health Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Modular C, Room 166 (Rear entrance).

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

**Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').** For more information and self-help resources, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and <https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

**Writing, Language, and Digital Composing Center:** The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written

assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

**Meeting Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

**Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

**Religious Observances:** Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio’s Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university’s Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.



**Pregnant/Parenting Students:** Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodations to pregnant students that would be provided to a student with a temporary medical condition and that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

**Students' Rights and Responsibilities:** The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

#### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

#### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, University Catalog and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#).


**Important Dates:**

January 16	First day of class
March 11-17	Spring Break – No classes
March 29	Study Day – No classes
April 13	Last day to drop with an automatic “W”
April 20	Last day to drop a course or withdraw from the University
April 29	Last day of classes
April 30	Study Day – No classes
May 1-7	Final exams


*The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>*

## Rubrics




### Participation (20 points)

Criteria	Missing	Proficient
<b>On-Campus Participation</b>  <b>Weight</b> 100.00%	<b>0.00 %</b> Did not submit the participation code or did not sign the in-class roster	<b>100.00 %</b> Submitted the participation code and signed the in-class roster





### Week 1 – Project Topic Selection (20 points)

Criteria	Missing	Fair	Good	Excellent
<b>Followed the instructions</b>  <b>Weight</b> 100.00%	<b>0.00 %</b> Did not submit any preferences by the assignment deadline	<b>40.00 %</b> Rank ordered SOME of the topics on the preference form; left a several blank	<b>70.00 %</b> Rank ordered MOST of the topics on the preference form; left a few blank	<b>100.00 %</b> Rank ordered ALL of the topics on the preference form; or indicated "No preferences"

## Week 2 – Case Study Salary (30 points)

Criteria	Missing	Needs improvement	Satisfactory	Good	Excellent
<b>Numerical evidence</b>  <b>Weight</b> <b>33.00%</b>	<b>0.00 %</b> No use of numerical evidence or did not submit the Blackboard confirmation by the deadline	<b>50.00 %</b> The use of numerical evidence is so poor that either it is impossible to evaluate the argument with the information presented or the argument is clearly fallacious	<b>70.00 %</b> The use of numerical evidence is SUFFICIENT to allow the listener to follow the argument. But there may be times when information is MISSING or MISUSED.	<b>80.00 %</b> The use of numerical evidence is GOOD throughout the argument	<b>100.00 %</b> The use of numerical evidence is consistently of the HIGHEST QUALITY.
<b>Conclusion</b>  <b>Weight</b> <b>33.00%</b>	<b>0.00 %</b> Did not draw any conclusions or did not submit the Blackboard confirmation by the assignment deadline	<b>50.00 %</b> Presented a significantly underdeveloped conclusion with MINIMUM supporting arguments; numbers are presented but not woven into argument	<b>70.00 %</b> Presented a sufficient conclusion but LACKED DISCUSSION of the numerical evidence that made a full evaluation of the argument difficult.	<b>80.00 %</b> Presented a good conclusion that ALIGNED with the numerical evidence; may not have explored all possible aspects of the numerical evidence	<b>100.00 %</b> Presented a LOGICAL and WELL-REASONED conclusion; interpretation of the numerical evidence is complete and considers all available information.
<b>Delivery</b>  <b>Weight</b> <b>34.00%</b>	<b>0.00 %</b> Did not record a video or did not submit the Blackboard confirmation by the assignment deadline	<b>50.00 %</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) DISTRACT from the ideas in the presentation; the speaker appears UNCOMFORTABLE.	<b>70.00 %</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation UNDERSTANDABLE; the speaker appears TENTATIVE.	<b>80.00 %</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation INTERESTING; the speaker appears COMFORTABLE.	<b>100.00 %</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation COMPELLING; the speaker appears POLISHED and CONFIDENT.





## Week 4 – Case Study Financial Statements (60 points)

Criteria	Missing	Needs improvement	Satisfactory	Good	Excellent
<b>Numerical evidence</b>  <b>Weight</b> <b>25.00%</b>	<b>0.00 %</b> No use of numerical evidence or did not submit the Blackboard confirmation by the deadline	<b>50.00 %</b> The use of numerical evidence is so poor that either it is impossible to evaluate the argument with the information presented or the argument is clearly fallacious	<b>70.00 %</b> The use of numerical evidence is SUFFICIENT to allow the listener to follow the argument. But there may be times when information is MISSING or MISUSED.	<b>80.00 %</b> The use of numerical evidence is GOOD throughout the argument	<b>100.00 %</b> The use of numerical evidence is consistently of the HIGHEST QUALITY.
<b>Conclusion</b>  <b>Weight</b> <b>25.00%</b>	<b>0.00 %</b> Did not draw any conclusions or did not submit the Blackboard confirmation by the assignment deadline	<b>50.00 %</b> Presented a significantly underdeveloped conclusion with MINIMUM supporting arguments; numbers are presented but not woven into argument	<b>70.00 %</b> Presented a sufficient conclusion but LACKED DISCUSSION of the numerical evidence that made a full evaluation of the argument difficult.	<b>80.00 %</b> Presented a good conclusion that ALIGNED with the numerical evidence; may not have explored all possible aspects of the numerical evidence	<b>100.00 %</b> Presented a LOGICAL and WELL-REASONED conclusion; interpretation of the numerical evidence is complete and considers all available information.
<b>Data visualization</b>  <b>Weight</b> <b>25.00%</b>	<b>0.00 %</b> Did NOT record a video, submit the Blackboard confirmation and/or visually represent any numerical information	<b>50.00 %</b> Converted numerical information but the resulting visual representation is inaccurate	<b>70.00 %</b> Converted numerical information accurately but the resulting visual representation adds little to no understanding	<b>80.00 %</b> Clearly and accurately converted numerical information into a visual representation that furthers some understanding	<b>100.00 %</b> Skillfully converted numerical information into appropriately labeled visual representation that furthers deeper understanding
<b>Delivery</b>  <b>Weight</b> <b>25.00%</b>	<b>0.00 %</b> Did not record a video or did not submit the Blackboard confirmation by the assignment deadline	<b>50.00 %</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) DISTRACT from the ideas in the presentation; the speaker appears UNCOMFORTABLE.	<b>70.00 %</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation UNDERSTANDABLE; the speaker appears TENTATIVE.	<b>80.00 %</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation INTERESTING; the speaker appears COMFORTABLE.	<b>100.00 %</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation COMPELLING; the speaker appears POLISHED and CONFIDENT.

## Week 6 – Case Study Price Elasticity (60 points)

	Missing	Needs improvement	Satisfactory	Good	Excellent
<b>Numerical evidence</b>	<b>0 (0.00%)</b> No use of numerical evidence or did not submit the Blackboard confirmation by the deadline	<b>7.5 (12.50%)</b> The use of numerical evidence is so poor that either it is impossible to evaluate the argument with the information presented or the argument is clearly fallacious	<b>10.5 (17.50%)</b> The use of numerical evidence is SUFFICIENT to allow the listener to follow the argument. But there may be times when information is MISSING or MISUSED.	<b>12 (20.00%)</b> The use of numerical evidence is GOOD throughout the argument	<b>15 (25.00%)</b> The use of numerical evidence is consistently of the HIGHEST QUALITY.
<b>Conclusion</b>	<b>0 (0.00%)</b> Did not draw any conclusions or did not submit the Blackboard confirmation by the assignment deadline	<b>7.5 (12.50%)</b> Presented a significantly underdeveloped conclusion with MINIMUM supporting arguments; numbers are presented but not woven into argument	<b>10.5 (17.50%)</b> Presented a sufficient conclusion but LACKED DISCUSSION of the numerical evidence that made a full evaluation of the argument difficult.	<b>12 (20.00%)</b> Presented a good conclusion that ALIGNED with the numerical evidence; may not have explored all possible aspects of the numerical evidence	<b>15 (25.00%)</b> Presented a LOGICAL and WELL-REASONED conclusion; interpretation of the numerical evidence is complete and considers all available information.
<b>Data visualization</b>	<b>0 (0.00%)</b> Did NOT record a video, submit the Blackboard confirmation and/or visually represent any numerical information	<b>7.5 (12.50%)</b> Converted numerical information but the resulting visual representation is inaccurate	<b>10.5 (17.50%)</b> Converted numerical information accurately but the resulting visual representation adds little to no understanding	<b>12 (20.00%)</b> Clearly and accurately converted numerical information into a visual representation that furthers some understanding	<b>15 (25.00%)</b> Skillfully converted numerical information into appropriately labeled visual representation that furthers deeper understanding
<b>Delivery</b>	<b>0 (0.00%)</b> Did not record a video or did not submit the Blackboard confirmation by the assignment deadline	<b>7.5 (12.50%)</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) DISTRACT from the ideas in the presentation; the speaker appears UNCOMFORTABLE.	<b>10.5 (17.50%)</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation UNDERSTANDABLE; the speaker appears TENTATIVE.	<b>12 (20.00%)</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation INTERESTING; the speaker appears COMFORTABLE.	<b>15 (25.00%)</b> Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation COMPELLING; the speaker appears POLISHED and CONFIDENT.

## Week 7 – Project Issues & References




Criteria	Missing	Needs MAJOR revision	Needs improvement	Satisfactory	Good	Excellent
<b>Quantity</b>  <b>Weight</b> <b>20.00%</b>	<b>0.00 %</b> Did not submit an assignment by the deadline	<b>30.00 %</b> Identified 6 or less sources related to the global trend	<b>60.00 %</b> Identified 7 source related to the global trend	<b>70.00 %</b> Identified 8 sources related to the global trend	<b>80.00 %</b> Identified 9 sources related to the global trend	<b>100.00 %</b> Identified 10 sources related to the global trend
<b>APA</b>  <b>Weight</b> <b>20.00%</b>	<b>0.00 %</b> Did not submit an assignment by the deadline	<b>30.00 %</b> Provided 7 or less sources in APA format; and/or MAJOR formatting errors	<b>60.00 %</b> Provided 8 to 9 sources in APA format; and/or MAJOR formatting errors	<b>70.00 %</b> Provided 10 sources in APA format; SEVERAL formatting errors	<b>80.00 %</b> Provided 10 sources in APA format; MINOR formatting errors	<b>100.00 %</b> Provided 10 sources in APA format; ZERO formatting errors
<b>Recency</b>  <b>Weight</b> <b>20.00%</b>	<b>0.00 %</b> Did not submit an assignment by the deadline	<b>30.00 %</b> Provided 0 sources published in the last 2 years	<b>60.00 %</b> Provided 1 to 5 sources published within the last 2 years	<b>70.00 %</b> Provided 6 to 7 sources published within the last 2 years	<b>80.00 %</b> Provided 8 to 9 sources published within the last 2 years	<b>100.00 %</b> Provided 10 sources published within the last 2 years
<b>Relevance</b>  <b>Weight</b> <b>40.00%</b>	<b>0.00 %</b> Did not submit an assignment by the deadline	<b>30.00 %</b> NO insight about problems/solutions related to the global trend	<b>60.00 %</b> LITTLE insight about problems/solutions related to the global trend	<b>70.00 %</b> SOME insight about problems/solutions related to the global trend	<b>80.00 %</b> MODERATE insight about problems/solutions related to the global trend	<b>100.00 %</b> HIGH quality insight about problems/solutions related to the global trend

## Week 9 – Project Practice Editing

<p><b>Provided a URL</b> ✓</p> <p>Weight 10.00%</p>	<p><b>0.00 %</b></p> <p>Did not provide a URL at all or provided a URL that did not access the video</p>	<p><b>60.00 %</b></p> <p>Uploaded the video into Blackboard instead of providing a URL</p>	<p><b>100.00 %</b></p> <p>Included a working URL hosted in a video platform (e.g., YouTube, Canva, Vimeo, etc.)</p>
<p><b>Integrated video of the student speaking</b> ✓</p> <p>Weight 20.00%</p>	<p><b>0.00 %</b></p> <p>Did not include a video of the student at all</p>	<p><b>60.00 %</b></p> <p>Included a video of the student but did not follow the narration in the script</p>	<p><b>100.00 %</b></p> <p>Included a video of the student providing narration as specified in the script</p>
<p><b>Added text (student's name) in the video</b> ✓</p> <p>Weight 10.00%</p>	<p><b>0.00 %</b></p> <p>Did not add any text at all</p>	<p><b>60.00 %</b></p> <p>Added the wrong text or the text was not inserted as specified in the script</p>	<p><b>100.00 %</b></p> <p>Added appropriate text as specified in the script</p>
<p><b>Included Image A</b> ✓</p> <p>Weight 10.00%</p>	<p><b>0.00 %</b></p> <p>Did not include the image at all</p>	<p><b>60.00 %</b></p> <p>Added the image but not as specified in the script</p>	<p><b>100.00 %</b></p> <p>Added the image as specified in the script</p>
<p><b>Included Video B</b> ✓</p> <p>Weight 10.00%</p>	<p><b>0.00 %</b></p> <p>Did not include the video clip at all</p>	<p><b>60.00 %</b></p> <p>Added the video clip but not as specified in the script</p>	<p><b>100.00 %</b></p> <p>Added the video clip as specified in the script</p>
<p><b>Added Music C</b> ✓</p> <p>Weight 10.00%</p>	<p><b>0.00 %</b></p> <p>Did not include music at all</p>	<p><b>60.00 %</b></p> <p>Added music but not as specified in the script</p>	<p><b>100.00 %</b></p> <p>Added the music as specified in the script</p>
<p><b>Included Image D</b> ✓</p> <p>Weight 10.00%</p>	<p><b>0.00 %</b></p> <p>Did not include the image at all</p>	<p><b>60.00 %</b></p> <p>Added the image but not as specified in the script</p>	<p><b>100.00 %</b></p> <p>Added the image as specified in the script</p>
<p><b>Described a lesson learned about video editing</b> ✓</p> <p>Weight 20.00%</p>	<p><b>0.00 %</b></p> <p>Did not include a description of any lessons</p>	<p><b>60.00 %</b></p> <p>Described a lesson unrelated to video editing</p>	<p><b>100.00 %</b></p> <p>Described at least 1 lesson about video editing</p>






## Week 10 – Project Script

Criteria	Missing	Needs improvement	Satisfactory	Good	Excellent
<b>Script</b>  <b>Weight</b> <b>20.00%</b>	<b>0.00 %</b> Did not submit an assignment by the deadline	<b>55.00 %</b> Provided LITTLE to NO detailed information throughout the script	<b>75.00 %</b> Provided SOME detailed information in the script	<b>85.00 %</b> Provided MODERATELY detailed information throughout the script	<b>100.00 %</b> Provided HIGHLY detailed information throughout the script
<b>Story development</b>  <b>Weight</b> <b>40.00%</b>	<b>0.00 %</b> Did not submit an assignment by the deadline	<b>55.00 %</b> Applied few (if any) best practices to communicate a story	<b>75.00 %</b> Applied some best practices to communicate a BASIC or PREDICTABLE story	<b>85.00 %</b> Generally applied the best practices to communicate a CLEAR and MODERATELY ENGAGING story	<b>100.00 %</b> Consistently and effectively applied best practices to communicate an ENGAGING and INSPIRATIONAL story
<b>Relevance to marketing managers</b>  <b>Weight</b> <b>40.00%</b>	<b>0.00 %</b> Did not submit an assignment by the deadline	<b>55.00 %</b> MINIMALLY communicated the importance of the global trend to marketing managers	<b>75.00 %</b> SOMEWHAT communicated the importance of the global trend to marketing managers	<b>85.00 %</b> MODERATELY communicated the importance of the global trend to marketing managers	<b>100.00 %</b> CLEARLY and EFFECTIVELY communicated the importance of the global trend to marketing managers

## Week 12 – Project Final Video

Criteria	Missing	Needs MAJOR revision	Needs improvement	Satisfactory	Good	Excellent
<b>Trend description</b> Weight 5.00%	<b>0.00 %</b> Did not submit URL to the video by the deadline	<b>40.00 %</b> The trend was not described.	<b>60.00 %</b> Most of aspects of the trend were not clearly or accurately explained.	<b>75.00 %</b> Some aspects of the trend needed to be more clearly or accurately described.	<b>85.00 %</b> Clear & accurate description - Minor opportunities for improvement	<b>100.00 %</b> Clear, concise, accurate, & compelling description
<b>Analysis</b> Weight 30.00%	<b>0.00 %</b> Did not submit URL to the video by the deadline	<b>40.00 %</b> No analysis about the importance of the trend to marketing managers	<b>60.00 %</b> Little analysis about the importance of the trend to marketing managers	<b>75.00 %</b> Satisfactory analysis about the importance of the trend to marketing managers	<b>85.00 %</b> Good analysis about the importance of the trend to marketing managers	<b>100.00 %</b> Clear, compelling, and engaging analysis about the importance of the trend to marketing managers
<b>Storytelling</b> Weight 30.00%	<b>0.00 %</b> Did not submit URL to the video by the deadline	<b>40.00 %</b> No integration of storytelling best practices	<b>60.00 %</b> Little integration of storytelling best practices	<b>75.00 %</b> Satisfactory integration of storytelling best practices	<b>85.00 %</b> Good integration of storytelling best practices	<b>100.00 %</b> Outstanding integration of storytelling best practices
<b>Creativity</b> Weight 25.00%	<b>0.00 %</b> Did not submit URL to the video by the deadline	<b>40.00 %</b> Predictable approach that was not engaging	<b>60.00 %</b> Predictable approach that was minimally engaging	<b>75.00 %</b> Predictable approach that was somewhat engaging	<b>85.00 %</b> Moderately creative approach that was somewhat engaging and entertaining approach	<b>100.00 %</b> Extremely creative approach that was consistently engaging and entertaining
<b>Length</b> Weight 10.00%	<b>0.00 %</b> Did not submit URL to the video by the deadline	<b>40.00 %</b> 61+ seconds over or under the assignment's time limit	<b>50.00 %</b> Within 31 to 60 seconds of the assignment's time limit	<b>75.00 %</b> Within 30 seconds of the assignment's time limit	<b>100.00 %</b> Within the time limit for the assignment	<b>100.00 %</b> Within the time limit for the assignment

## Week 14 – Project Evaluations

Criteria	Missing	Needs significant improvement	Fair	Average	Good	Excellent
<b>Quantitative Evaluations</b>  <b>Weight</b> <b>10.00%</b>	<b>0.00 %</b> Missing	<b>50.00 %</b> Provided quantitative assessments for FEW of the global trend projects posted in Blackboard	<b>65.00 %</b> Provided quantitative assessments for SOME of the global trend projects posted in Blackboard	<b>75.00 %</b> Provided quantitative assessments for SEVERAL of the global trend projects posted in Blackboard	<b>85.00 %</b> Provided quantitative assessments for MOST of the global trend projects posted in Blackboard	<b>100.00 %</b> Provided quantitative assessments of ALL the global trend projects posted in Blackboard
<b>Qualitative Evaluations</b>  <b>Weight</b> <b>40.00%</b>	<b>0.00 %</b> Missing	<b>50.00 %</b> Tended to provide SHORT, SUPERFICIAL open-ended comments OR only included comments for 50% or fewer of the global trend projects	<b>65.00 %</b> Tended to provide PREDICTABLE or REPETITIVE open-ended comments	<b>75.00 %</b> Tended to provide GOOD open-ended comments	<b>85.00 %</b> Provided SUBSTANTIVE open-ended comments for MOST of the global trend projects	<b>100.00 %</b> Provided SUBSTANTIVE open-ended comments for ALL the global trend projects
<b>Flip Video</b>  <b>Weight</b> <b>50.00%</b>	<b>0.00 %</b> Missing	<b>50.00 %</b> Responded to FEW of the question prompts; provided CONFUSING arguments and/or relied on OPINIONS/ASSERTIONS to support the analysis	<b>65.00 %</b> Responded to MOST of the question prompts; provided MINIMALLY DEVELOPED arguments to support the analysis	<b>75.00 %</b> Clearly responded to ALL of the question prompts; provided MINIMALLY DEVELOPED arguments and examples to support the analysis	<b>85.00 %</b> Clearly responded to ALL of the question prompts; provided SOMEWHAT DEVELOPED arguments and examples to support the analysis	<b>100.00 %</b> Clearly, conversationally, and professionally responded to ALL of the question prompts; provided FULLY DEVELOPED and COMPELLING arguments and examples to support the analysis