

## Lakes Region Community College

379 Belmont Road  
Laconia, NH 03246  
(603) 524-3207

### COURSE OUTLINE/SYLLABUS SHEET

**THIS SYLLABUS IS FOR INFORMATIONAL PURPOSES ONLY. PLEASE REFER TO THE SYLLABUS POSTED IN CANVAS WHEN THE COURSE IS ACTIVATED FOR THE OFFICIAL VERSION. THERE MAY BE SMALL CHANGES BETWEEN THESE VERSIONS.**

**COURSE NO:** BUS 260L FX

**COURSE TITLE:** Principles of Marketing

**CREDIT HOURS:** 3

**SEMESTER:** Fall 2023 / Thursdays @ 6:00 – 8:45 PM or ONLINE

Students have the option of taking this course either in-person or online. You must register for the appropriate section. Switching sections during the semester is discouraged.

**INSTRUCTOR NAME:** Scott Maltzie, Ph.D.

**E-MAIL/PHONE:** [smaltzie@ccsnh.edu](mailto:smaltzie@ccsnh.edu) (603) 366-5237  
(603) 738-0953 (Cell)

*Email is the best communication medium for me.*

*All communications from Monday – Friday will be responded to within 24 hours.*

*I will respond to Weekend communication on Monday or Tuesday if there is a holiday*

**CONFERENCE HOURS:** Mondays - 12:00- 2:00 pm  
**PLEASE SCHEDULE USING NAVIGATE** Tuesdays - 12:00 - 12:45 pm/4:00 - 4:45 pm  
Thursdays - 12:00 - 12:45 pm/4:00 - 5:45 pm  
Other hours by appointment

**OFFICE LOCATION:** Turner 253A  
Mezzanine Level (open level just above café between floors 1 and 2)

**PREREQUISITES:** None

**COURSE DESCRIPTION:** Product, pricing, promotion, and channels of distribution as well as marketing in retail, wholesale, service, and manufacturing companies, are covered.

#### **TEXT/INSTRUCTIONAL MATERIALS AND EQUIPMENT NEEDED;**

Open Education Resource (Free to you)

- *Principles of Marketing*, University of Minnesota, 2015  
OER Textbook: <https://open.lib.umn.edu/principlesmarketing/> (Links to an external site.)  
OER Textbooks are designed with open licenses and for reuse, remix, and redistribute within courses for free.
- A laptop for use in class projects is recommended but not required.

## GRADING:

### GRADING SCALE:

As this class is offered in a flex-class format, the On-Campus and Online versions will be combined for both grading and assignment purposes.

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

### INCOMPLETE GRADES:

As a general rule, all coursework must be completed by the end of the semester in which the course is offered. An incomplete grade may be granted to a student, at the discretion of the faculty member, as an accommodation due to unforeseen and extraordinary circumstances when a student has completed and passed a majority of the work required for a course but, for reasons beyond the student's control, cannot complete the entire course.

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### ASSIGNMENT WEIGHTS/SUMMARY:

Class Engagement	10%
Weekly Discussion/Replies	10%
Exams (Mid-Term & Final)	20% Each
Marketing Research Group Project	15%
Marketing Project	5% - Drafts/20% Final

**Class Engagement** - As a member of the business team represented by the students in this course, you are expected, as a good team member, to contribute to the course just as you would have to contribute in a business meeting. Each week I will assign a grade based on your engagement in course activities. Course activities consist of developing THREE QUESTIONS and completing WEEKLY TOPICAL ASSIGNMENTS.

**Three Questions** - Questions MUST be submitted PRIOR to the start of class each week. **LATE QUESTIONS WILL NOT BE ACCEPTED. QUESTIONS MUST BE SUBMITTED PRIOR TO THE CLASS EACH WEEK AND ARE BASED ON THAT WEEK'S READING.** Further details are in Canvas.

**Weekly Topical Assignments** – Generally, these are class problem-solving activities and questions related to the topics for the week. These will often be set up using the Quiz feature of Canvas. These individual assignments are not graded per se but are considered as part of your weekly engagement grade. Answers will be provided as part of the grading rubric provided to each student.

**Weekly Discussion/Replies** – Students will respond to a prompt regarding that week's topic(s). **Students are required to submit a reply to two students the following week.** Further instructions are provided on Canvas.

**Mid-Term and Final Exam** - These are essay exams. These exams will be open resource. Grading of answers is based on your understanding, analysis, and critical thinking of the topics. All work must be cited.

**Marketing Research Group Project** – Groups of students will design and implement a small marketing research project. Further instructions are provided in Canvas.

**Marketing Project, PowerPoint, & Oral Presentation** – Students will create a marketing plan based on one of four scenarios using the marketing plan template. This is a RESEARCH project in that students will be required to do the necessary research to prepare the plan using actual data whenever possible. Students will also create a PowerPoint presentation on their paper and prepare an approximately 10-minute

presentation for the class. Presentations may be done live - either on-campus or online - or recorded. Further instructions are provided in Canvas.

Note: Unless otherwise indicated, all assignments must be typed AND checked for spelling and grammar. Points will be deducted from your grade for typos, spelling, grammatical errors, and overall sloppy work.

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#### **LATE POLICY:**

- Due dates for assignments are listed in the attached class schedule and will be announced in class and/or posted on Canvas.
- Assignments are due on the due date at the time specified. Work submitted beyond the due date (this includes exams, projects, homework, etc.) will be subject to the following point deductions:
  - Late assignments submitted within one week after the due date will receive a 20% deduction.
  - Late assignments submitted more than one week and less than 2 weeks late will receive a 40% deduction.
  - Assignments submitted more than two weeks late or after the final date of the course **will not be accepted.**
- **NOTE: No Late Work will be accepted following the deadline for Week 14.**

Extenuating circumstances are outlined below. If you have particular challenges, please contact me at the beginning of the course. If circumstances arise during the course that will impact your studies, please contact me immediately or as soon as possible.

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#### **FAIR GRADING:**

Fair and equitable grading reflects values that I am committed to. Grades are used to assess the relative extent to which students achieve the course objectives and outcomes.

Academic freedom allows the instructor (1) to determine course outcomes, within the bounds of established curricula, and the means by which a student's mastery of those outcomes will be evaluated, and (2) to evaluate the quality of work on individual exams or assignments.

Students have the right to challenge evaluations of their work, and hence I am accountable with regard to providing and explaining all relevant grades and grading criteria. Students are allowed to challenge grades respectfully and state their case for why a grade should be changed. Changes are made only in the case of error (which happens from time to time) and documentation that the criteria was met to a higher level than originally indicated.

#### **Standards for Fair Grading**

To achieve fair and equitable grading, instructors shall inform students, in writing, e.g., via a syllabus, of the course outcomes and the means by which student mastery of those outcomes will be determined. Instructors are expected to share this information with students during the first-class meeting and to provide this information, no later than the second class meeting. Alterations to these arrangements will be posted in Canvas and must be designed to minimally inconvenience or disadvantage the students in the course. The grade of a student shall be based solely on the criteria known to all students in the class, and all such criteria shall apply to mastery of stated course objectives and competencies.

Simply put, the instructor cannot offer an alteration to the syllabus unless that alteration or option has been offered to all members of the class. This applies, for example, to extra credit, alternative assignments, and extensions to deadlines. The exceptions are related to extenuating circumstances as outlined above and via documented Disability accommodations from the Learning Center.

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**TEACHING METHODS:** The goal of the course – and really any business course – is to develop three essential skills which provide the focus of instruction and grading in this course:

***Understanding***

- To perceive the meaning of; grasp the idea of; comprehend. (Definitional understanding)
- To assign a meaning to; interpret. (Interpretative understanding)
- To grasp the significance, implications, or importance of. (Significance understanding)
- To be thoroughly familiar with; apprehend clearly the character, nature, or subtleties of. (Full understanding)

***Analysis***

- Analysis is a detailed examination of anything complex in order to understand its nature or to determine its essential features. It involves the study of such constituent parts and their interrelationships in making up a whole. You use analysis to gain understanding.

***Critical Thinking***

- Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, Discussion, reasoning, or communication, as a guide to belief and action.

This means that in understanding, you demonstrate what you KNOW about the topic. In analysis you talk about the finer details of HOW things work and WHY. In critical thinking, it is more about the application of the material and the conclusions that can be drawn from it based on your understanding and analysis. Naturally there is some overlap between the three. The course assignments help you develop these skills while you learn the subject material of the course.

In this endeavor I will act as the facilitator of learning. It is my professional educational opinion that exclusive reliance on the lecture method is an improper and inefficient teaching tool, especially in a professional development program, such as business administration. Furthermore, the lecture method per se does nothing during precious classroom time to help form potential managers and executives and to simulate the pressurized conditions that one will be facing in private, public, federal, or international sector situations.

On the other hand, all of the teaching techniques mentioned above when blended together in judicious amounts tend to sharpen and harden class participants' management ability, executive prowess, clear analytical thinking, and careful articulation (both oral and written).

In Socratic method teaching, both the professor and students ask a series of questions about the facts and reasoning of particular decisions, and thereby probes and explores the conflicting policy values of controversies by question after question. It is an interesting teaching approach. Class participants are not only involved in the sense that they engage occasionally in a give-and-take with the professor (a fun bantering), but because intellectual possibilities are mainly indicated through questioning, the seminar group must reason along with the professor rather than simply copying down what he has to say. If used judiciously, the Socratic method tends to develop technical capacity to organize masses of data and to develop clear and crisp thinking about evaluating alternatives and balancing values.

Under the case study method, class participants are given a set of materials to read — fact situations, research data, and secondary and primary source materials — also a set of concrete problems to consider. The professor plays the role of an activist — commenting on the way the arguments were presented, offering two-or-three-minute digressions, and frequently stopping to summarize and synthesize the advocacies. The advantages of this method are considerable. Most importantly, the class gets the benefit in classroom discussion of considered judgments.

## **COURSE EXPECTATIONS (See Academic Affairs Notice for further details):**

### **Reading and Preparation:**

- Students are expected to read all assigned material prior to the class session.
- Regardless of whether you are an On-Campus or Online student, there will be out-of-class assignments for you to complete.
- Students are expected to review the slides and any videos prior to class.

### **Communication:**

- You are expected to check your college email regularly for any communication from your instructor, peers, or the college. Failure to do so could result in missed information about classes, assignments, etc. Please ask me if you'd like to know how to forward your student email to your personal email.

### **Professionalism:**

- The intent of the business program at LRCC is to prepare students to enter and/or advance in the world of work. Professional behavior is expected at all times.

### **Cheating/Plagiarism**

- No form of cheating or plagiarism will be tolerated. All work is expected to be completed by the registered student only. Anyone caught cheating/plagiarizing will receive a failing grade on the assigned work and/or the course. **DON'T DO IT!**

### **Disabilities Services:**

It is the mission of the Disability Services Center at Lakes Region Community College to provide equal educational access, opportunities, and experiences to all qualified students with documented disabilities. Reasonable accommodations are provided to students so that they can achieve at a level limited only by their abilities and not by their disabilities. Assistance is provided in a collaborative way to help students develop strong and effective independent learning and self-advocacy skills, as they assume responsibility for reaching their academic goals.

Contact the Accessibilities Coordinator at [LRCCAccessibility@ccsnh.edu](mailto:LRCCAccessibility@ccsnh.edu) .

### **Diversity, Equity, and Inclusion Statement**

The content of this course is designed to challenge your viewpoints and perspective as part of your learning experience. It is my intent that students from all backgrounds and perspectives are well-served by this course. Students' learning needs will be addressed both in and out of class, and the diversity of students will benefit the class and will be considered a resource and strength. Materials and activities presented in class will respect diversity including gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

- Discuss privately with me if you feel your success in the class is being impacted by experiences outside of class. I am always open to listening to students' experiences and want to find acceptable ways to process and address the issue.
- If you feel that something offensive occurred regarding DEI topics in class (by anyone) that made you feel uncomfortable, please let me know.
- Please make me aware if you have a name and/or set of pronouns that are different from those appearing on your official records.
- I encourage you to seek out other resources, such as an academic advisor or another trusted faculty member, if you feel more comfortable addressing issues with these individuals. Anonymous feedback can be submitted [here](#).

### **COVID Protocols:**

- Follow College and CDC protocols at all times.
- In short, if you are sick, stay home.

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Note: I reserve the right to make exceptions to any course policy stated in this syllabus due to the extenuating circumstances of a particular student. These exceptions include, but are not limited to, the onset or worsening of a serious or chronic mental or physical health condition, change in significant caring responsibility, family breakdown or the recent bereavement or serious illness of a close relative, being the victim of a serious crime or significant involvement in an on-going court case, a natural disaster, act of terror or conflict affecting the student's school/college, home or close family, approved learning accommodations. Documentation may be required in such circumstances. Work-related issues are generally not considered part of these exceptions.

*It is my hope that this course meets your every expectation as a challenging, engaging, respectful learning experience. If you find this not to be the case, I would welcome the opportunity to address your concerns. This is not only a courtesy, it is a matter of process and procedure outlined in the LRCC Student Handbook. Should we fail to arrive at a mutually satisfactory understanding, you should refer the matter to my immediate supervisor, Carlene Rose, [crose@ccsnh.edu](mailto:crose@ccsnh.edu).*

**MARKETING (BUS 240L)**  
**THURSDAYS @ 6:00 – 8:45 PM OR ONLINE**  
**CLASS SCHEDULE SPRING 2023**

Class	Dates	In-Class Topics	SEE CANVAS FOR SPECIFICS Note: All assignments are due the night before the next class at 11:59pm unless otherwise indicated with a *. <i>Italics = Marketing Plan/Research Project</i>	
			Reading and Activities	
1	1/20 - 1/26	<b>INTRODUCTION TO MARKETING</b>	Read Ch. 1* Wk 1 - Assignment	Wk 1 - Discussion
2	1/27 - 2/2	<b>THE MARKETING ENVIRONMENT/MARKETING PLAN</b>	Read Ch. 2 & 16* Three Questions* Wk 2 – Assignment Wk 2 - Discussion	Wk 1 - Replies <i>Mark Project Proposal</i>
3	2/3 - 2/9	<b>MARKETING RESEARCH</b>	Read Ch. 10* Three Questions* Wk 3 - Assignment Wk 3 - Discussion	Wk 2 - Replies <i>Group Marketing Research Project Selection</i>
4	2/10 - 2/16	<b>CONSUMER BEHAVIOR/B-2-B MARKETING</b>	Read Ch. 3 & 4* Three Questions* Wk 4 - Assignment Wk 4 - Discussion	Wk 3 - Replies <i>Mark Proj. VI. Location Analysis</i>
5	2/17 - 2/23	<b>MARKET SEGMENTATION</b>	Read Ch. 5* Three Questions* Wk 5 - Assignment Wk 5 - Discussion	Wk 4 - Replies <i>Mark Proj. III. Target Customers</i>
6	2/24 - 3/2	<b>PRODUCT MIX – PRODUCTS</b>	Read Ch. 6 & 7* Three Questions* Wk 6 - Assignment Wk 6 - Discussion	Wk 5 - Replies <i>Mark Proj. II. Products/Services</i>
7	3/3 - 3/9	<b>MIDTERM EXAM (TAKEN ONLINE) – EXAM DUE 3/9</b>		
8	3/10 - 3/16	<b>MARKETING MIX – PLACE</b>	Read Ch. 8 & 9* Three Questions* Wk 8 - Assignment Wk 8 - Discussion	<i>Mark Proj. IV. Unique Selling Proposition &amp; Competitive Analysis</i>
9	3/17 - 3/23	<b>NO CLASS – SPRING BREAK</b>		
10	3/24 - 3/30	<b>MARKETING MIX – PRICE</b>	Read Ch. 15* Three Questions* Wk 9 – Assignment Wk 9 - Discussion	Wk 8 - Replies <i>Mark Proj. V. Pricing and Sales Volume Potential</i>
11	3/31 - 4/6	<b>MARKETING MIX – PROMOTION</b>	Read Ch. 11 & 12* Three Questions* Wk 10 - Assignment Wk 11 - Discussion	Wk 10 - Replies <i>Mark Proj. VII. Marketing Strategies</i>
12	4/7 - 4/13	<b>SALES &amp; RELATIONSHIP MARKETING</b>	Read Ch. 13 & 14* Three Questions* Wk 11 - Assignment Wk 12 - Discussion	Wk 11 - Replies <i>Mark Proj. VIII. Joint Ventures &amp; Partnerships</i>
13	4/14 - 4/20	<b>FINAL EXAM (Taken Online) – EXAM DUE 4/27</b> <b>NO LATE SUBMISSIONS ACCEPTED</b>		
14	4/21 - 4/27	<b>WORK SESSION</b>		<i>Mark Proj. IX. Retention Strategy</i>
15	4/28 - 5/4	<b>RESEARCH PROJECT GROUP PRESENTATIONS</b> <b>NO LATE SUBMISSIONS ACCEPTED</b>		<i>Mark Proj. X. Financial Projections and Goal Setting</i>
16	5/5	<b>INDIVIDUAL MARKETING PROJECT, POWERPOINT &amp; PRESENTATIONS</b> <b>NO LATE SUBMISSIONS ACCEPTED</b>		

**NOTE:** If we are unable to meet On-Campus, the lectures will be done using the ZOOM platform at the same date and time as described above. Students participating in this course understand and agree that their images and names may be visible to other students. I reserve the right to modify assignments as circumstances dictate.

## OUTCOMES

**Rationale:** Rationale: The goal of this course is to broaden one's understanding of the basic dimensions of marketing in our society. Students will be able to relate marketing to its own environment and to plan for market fluctuations present in our economy. Detailed introduction to the entire marketing process, identifying a customer base and the range of marketing decisions that an organization must make in order to create value that appeals to consumers.

### **I. Foundations of Marketing**

- *Achievement Standard:* Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

### **II. Consumers and Their Behavior**

- *Achievement Standard:* Analyze the characteristics, motivations, and behaviors of consumers.

### **III. External Factors**

- *Achievement Standard:* Analyze the influence of external factors on marketing.

### **IV. The Marketing Mix**

- *Achievement Standard:* Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.

### **V. Marketing Research**

- *Achievement Standard:* Analyze the role of marketing research in decision making.

### **VI. The Marketing Plan**

- *Achievement Standard:* Describe the elements, design, and purposes of a marketing plan.



## Rubrics

### Three Question Rubric

Criteria	Ratings			Pts
<b>RELEVANCE</b> How relevant the question is to the larger learning goal.	5 pts <b>EXCELLENT</b> Questions directly relate to the topic for the week.	3 pts <b>SATISFACTORY</b> Questions do not directly relate to the topic for the week.	1 pts <b>UNSATISFACTORY</b> The questions do not address the primary topics of the course topics for the week.	
<b>DEPTH</b> The questions are able to develop significant discussion.	10 pts <b>EXCELLENT</b> Questions go beyond current knowledge and help explore deeper discussion of the topic.	6 pts <b>SATISFACTORY</b> Questions have limited ability to prompt further or deeper discussion; questions may be close ended.	3 pts <b>UNSATISFACTORY</b> Questions are close-ended and address rudimentary topics.	
<b>ARTICULATION</b> The question is well-posed and uses good grammar.	5 pts <b>EXCELLENT</b> Question is well-written and phrased correctly.	3 pts <b>SATISFACTORY</b> Question is adequate but could have been phrased better.	1 pts <b>UNSATISFACTORY</b> Question is poorly or incompletely worded.	
<b>SUBMITTED LATE – LATE QUESTIONS WILL NOT BE ACCEPTED.</b>				

### Assignment Rubric

Criteria	Ratings				Points
<b>Completeness:</b>	5 pts <b>EXCELLENT</b> All required sections/ questions of the assignment are present.	4 pts <b>GOOD</b> 1 or 2 required sections/ questions of the assignment are missing.	3 – 2 pts <b>UNSATISFACTORY</b> 3-4 required sections/ questions of the assignment are missing.	1 – 0 pts <b>FAILING</b> 4 or more required sections/ questions of the assignment are missing.	
<b>Content:</b>	10 – 9 pts <b>EXCELLENT</b> Content is clearly written in student’s words except for a few direct quotations from references. Content is thorough and comprehensive. Evidence is present to backup opinions presented by student.	8 pts <b>GOOD</b> Content is not completely clear, thorough, and comprehensive. Limited evidence is present to backup opinions presented by student.	7 – 6 pts <b>ADEQUATE/POOR</b> Content is not clear, thorough, or comprehensive. Limited evidence is present to backup opinions presented by student.	6 – 0 pts <b>FAILING</b> Student fails to meet the content requirements for the assignment.	
<b>Technical:</b>	5 pts <b>EXCELLENT</b> Content is logically organized and easy to follow. Writing is clear and concise, using complete sentences except where text is presented in tables, images or captions. Content is free of spelling and grammatical errors.	4 pts <b>GOOD</b> Content is not well organized and easy to follow. Writing is unclear and/or wordy. Zero to two spelling and grammatical errors.	3 – 2 pts <b>UNSATISFACTORY</b> Content is not organized and easy to follow. Writing is unclear and/or wordy. More than two spelling and grammatical errors.	1 – 0 pts <b>FAILING</b> Assignment does not meet the requirements for college writing.	
<b>SUBMITTED LATE</b> Graded as a Negative Vector	Submitted On-Time Full Credit	1-7 Days Late 20% deduction	8-14 Days Late 40% deduction	14+ Days Late No Credit	

## Discussion Rubric

Criteria	Ratings				Pts
Content	30 – 27 pts <b>EXCELLENT</b> Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, to support important points.	26 – 24 pts <b>GOOD</b> Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	23 – 18 pts <b>ADEQUATE/POOR</b> Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research and do not consider alternative perspectives or connections between ideas. Sources are not cited.	17 – 0 pts <b>FAILING</b> Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or without supporting statements from the readings, outside resources, relevant research, or specific real-life application.	
Understanding	30 – 27 pts <b>EXCELLENT</b> Outstanding ability to grasp concepts and relate theory to practice.	26 – 24 pts <b>GOOD</b> High level of ability to conceptualize essential ideas and relate theory to practice.	23 – 18 pts <b>ADEQUATE/POOR</b> Some ability to conceptualize essential ideas and relate theory to practice.	17 – 0 pts <b>FAILING</b> Little to no ability demonstrated to conceptualize essential ideas and relate theory to practice.	
TECHNICAL	10 – 9 pts <b>EXCELLENT</b> The content is logically organized and easy to follow. Writing is clear and concise, using complete sentences except where text is presented in tables, images, or captions. The content is free of spelling and grammatical errors.	8 pts <b>GOOD</b> The content could be better organized and easy to follow. Writing could be clearer and/or less wordy. Zero to two spelling and grammatical errors.	7 – 6 pts <b>UNSATISFACTORY</b> The content is not organized and easy to follow. Writing could be clearer and/or less wordy. More than two spelling and grammatical errors.	5 – 0 pts <b>FAILING</b> The assignment does not meet the requirements for college writing.	
SUBMITTED LATE Graded as a Negative Vector	Submitted On-Time Full Credit	1-8 Days Late 20% deduction	8-14 Days Late 40% deduction	14+ Days Late No Credit	

## Discussion Replies

Criteria	Ratings				Points
<b>Response:</b>	20-18 pts <b>EXCELLENT</b> Response relevant to posting and supports position with factual information. The reply moves the conversation forward or makes a reply to a question asked in response to their own posting.	17-13 pts <b>GOOD</b> Response relevant to posting but fails to support position. The reply somewhat moves the conversation forward or makes a reply to a question asked in response to their own posting.	12 – 1 pts <b>UNSATISFACTORY</b> Response not relevant to original posting. The reply does not move the conversation forward or answer a question presented.	0 pts <b>FAILING</b> Failure to submit by the deadline.	
SUBMITTED LATE	<b>NO CREDIT FOR LATE REPLIES. REPLIES MUST BE SUBMITTED BY 11:59pm THE NIGHT PRIOR TO THE NEXT CLASS.</b>				

## Exam Rubric

Criteria					
Relevance of answer to the question	3 pts <b>EXCELLENT</b> Answer is complete; sufficient detail provided to support assertions; answer focuses only on issues related to the question; factually correct.	2 pts <b>PROFICIENT</b> Answer is brief with insufficient detail. Unrelated issues were introduced and/or minor errors in content.	1 pt <b>INADEQUATE</b> Answer is incomplete. Excessive discussion of unrelated issues and/or significant errors in content.	0 pts <b>MISSING OR SERIOUS PROBLEMS</b> The essay did not answer the question.	
Thoroughness of answer	3 pts <b>EXCELLENT</b> Deals fully with the entire question	2 pts <b>PROFICIENT</b> Most of the basic details are included but some are missing	1 pt <b>INADEQUATE</b> Serious gaps in the basic details needed.	0 pts <b>MISSING OR SERIOUS PROBLEMS</b> None of the relevant details were included.	
Organization and logic of answer		2 pts <b>PROFICIENT</b> Clear and logical presentation; good development of an argument; Transitions are made clearly and smoothly.	1 pt <b>INADEQUATE</b> Minor problems of organization or logic; Needs work on creating transitions between ideas.	0 pts <b>MISSING OR SERIOUS PROBLEMS</b> Weak organization; sentences rambling; ideas are repeated.	
Mechanics of writing (spelling, punctuation, grammar, clarity of prose)		2 pts <b>PROFICIENT</b> Clear, readable, prose. Good use of transitions; no problems with spelling, punctuation, or grammar.	1 pt <b>INADEQUATE</b> Frequent problems with mechanics of language; Occasional awkward sentences and poor transitions; reduce readability.	0 pts <b>MISSING OR SERIOUS PROBLEMS</b> Major problems with mechanics of language; Awkward sentence construction; Poor or absent transitions; Frequently difficult to understand.	
<b>10 Points Per Question</b>					

## Marketing Research Group Project

Criteria	Ratings					Pts
<b>Analysis:</b>	30 – 27 pts <b>EXCELLENT</b> All data must be input into a tally sheet on Microsoft Excel and included in the final presentation Graphs of the data with their implications must also be put into the final presentation one of these graphs must be a scatter plot with a line of best fit with the equation.	26 – 24 pts <b>GOOD</b> 1 or 2 requirements of the assignment are missing or inadequate.	23 – 18 pts <b>UNSATISFACTORY</b> 3 or 4 requirements of the assignment are missing or inadequate.	17 – 0 pts <b>FAILING</b> 4 or more requirements of the assignment are missing or inadequate.		
<b>Conclusions and Recommendations</b>	30 – 27 pts <b>EXCELLENT</b> Provide conclusions about what the data tells you and make recommendations of how to proceed.	26 – 24 pts <b>GOOD</b> 1 or 2 requirements of the assignment are missing or inadequate.	23 – 18 pts <b>UNSATISFACTORY</b> 3 or 4 requirements of the assignment are missing or inadequate.	17 – 0 pts <b>FAILING</b> 4 or more requirements of the assignment are missing or inadequate.		
<b>Presentation of Data and Analysis</b>	30 – 27 pts <b>EXCELLENT</b> Present your research project to the class Include all relevant data.	26 – 24 pts <b>GOOD</b> 1 or 2 requirements of the assignment are missing or inadequate.	23 – 18 pts <b>UNSATISFACTORY</b> 3 or 4 requirements of the assignment are missing or inadequate.	17 – 0 pts <b>FAILING</b> 4 or more requirements of the assignment are missing or inadequate.		
<b>Technical</b>	10 – 9 pts <b>EXCELLENT</b> The content is logically organized and easy to follow. Writing is clear and concise, using complete sentences except where text is presented in tables, images, or captions. The content is free of spelling and grammatical errors.	8 pts <b>GOOD</b> The content could be better organized and easy to follow. Writing could be clearer and/or less wordy. Zero to two spelling and grammatical errors.	7 – 6 pts <b>UNSATISFACTORY</b> The content is not organized and easy to follow. Writing could be clearer and/or less wordy. More than two spelling and grammatical errors.	5 – 0 pts <b>FAILING</b> The assignment does not meet the requirements for college writing.	10 – 9 pts <b>EXCELLENT</b> The content is logically organized and easy to follow. Writing is clear and concise, using complete sentences except where text is presented in tables, images, or captions. The content is free of spelling and grammatical errors.	

## Individual Marketing Project

Criteria	Ratings				Points
<b>I. Executive Summary</b>	10 – 9 pts EXCELLENT Brief description/ overview of your marketing plan –write this section of your project last	8 pts GOOD 1 or 2 required components of the assignment are missing. Content is not completely clear, thorough, and comprehensive. Limited evidence is present to backup opinions presented by student.	7 – 6 pts ADEQUATE/POOR 3-4 components of the assignment are missing. Limited evidence is present to backup opinions presented by student.	6 – 0 pts FAILING 4 or more required sections/ questions of the assignment are missing. Student fails to meet the content requirements for the assignment	10 pts
<b>II. Products/Services</b>	20 – 18 pts EXCELLENT Discussion of the products and/or services offered by the firm.	17 – 15 pts GOOD 1 or 2 required components of the assignment are missing. Content is not completely clear, thorough, and comprehensive. Limited evidence is present to backup opinions presented by student.	14 – 12 pts ADEQUATE/POOR 3-4 components of the assignment are missing. Limited evidence is present to backup opinions presented by student.	11 – 0 pts FAILING 4 or more required sections/ questions of the assignment are missing. Student fails to meet the content requirements for the assignment	20 pts
<b>III. Target Customers</b>	20 – 18 pts EXCELLENT Identify your target customer and their characteristics that would make them interested in your product or service.	17 – 15 pts GOOD 1 or 2 required components of the assignment are missing. Content is not completely clear, thorough, and comprehensive. Limited evidence is present to backup opinions presented by student.	14 – 12 pts ADEQUATE/POOR 3-4 components of the assignment are missing. Limited evidence is present to backup opinions presented by student.	11 – 0 pts FAILING 4 or more required sections/ questions of the assignment are missing. Student fails to meet the content requirements for the assignment	20 pts
<b>IV. Unique Selling Proposition and Competitive Analysis</b>	40 – 36 pts EXCELLENT Identify what makes your product or service unique. What problem are you fixing for your target customer that your competition is not? Identify your direct and indirect competition. How will your business be different? SWOT & PESTLE	34 – 30 pts GOOD 1 or 2 required components of the assignment are missing. Content is not completely clear, thorough, and comprehensive. Limited evidence is present to backup opinions presented by student.	29 – 25 pts ADEQUATE/POOR 3-4 components of the assignment are missing. Limited evidence is present to backup opinions presented by student.	24 – 0 pts FAILING 4 or more required sections/ questions of the assignment are missing. Student fails to meet the content requirements for the assignment	40 pts
<b>V. Pricing and Sales Volume Potential</b>	20 – 18 pts EXCELLENT Identify how you will price your product or service. Identify your potential sales volume.	17 – 15 pts GOOD 1 or 2 required components of the assignment are missing. Content is not completely clear, thorough, and comprehensive. Limited evidence is present to backup opinions presented by student.	14 – 12 pts ADEQUATE/POOR 3-4 components of the assignment are missing. Limited evidence is present to backup opinions presented by student.	11 – 0 pts FAILING 4 or more required sections/ questions of the assignment are missing. Student fails to meet the content requirements for the assignment	20 pts
<b>VI. Location Analysis</b>	20 – 18 pts EXCELLENT Where will your business be located? How will this impact your pricing and sales volume potential?	17 – 15 pts GOOD 1 or 2 required components of the assignment are missing. Content is not completely clear, thorough, and comprehensive. Limited evidence is present to backup opinions presented by student.	14 – 12 pts ADEQUATE/POOR 3-4 components of the assignment are missing. Limited evidence is present to backup opinions presented by student.	11 – 0 pts FAILING 4 or more required sections/ questions of the assignment are missing. Student fails to meet the content requirements for the assignment	20 pts

<b>VII. Promotion Strategies</b>	20 – 18 pts EXCELLENT How will you communicate about your product with your target customer? Promotion, Advertising, Direct Selling Customer Service	17 – 15 pts GOOD 1 or 2 required components of the assignment are missing. Content is not completely clear, thorough, and comprehensive. Limited evidence is present to backup opinions presented by student.	14 – 12 pts ADEQUATE/POOR 3-4 components of the assignment are missing. Limited evidence is present to backup opinions presented by student.	11 – 0 pts FAILING 4 or more required sections/ questions of the assignment are missing. Student fails to meet the content requirements for the assignment	20 pts
<b>VIII. Joint Ventures and Partnerships</b>	10 – 9 pts EXCELLENT Identify partners who can help maximize your access to new customers	8 pts GOOD 1 or 2 required components of the assignment are missing. Content is not completely clear, thorough, and comprehensive. Limited evidence is present to backup opinions presented by student.	7 – 6 pts ADEQUATE/POOR 3-4 components of the assignment are missing. Limited evidence is present to backup opinions presented by student.	5 – 0 pts FAILING 4 or more required sections/ questions of the assignment are missing. Student fails to meet the content requirements for the assignment	10 pts
<b>IX. Retention Strategy</b>	20 – 18 pts EXCELLENT Identify what you will do to gain returning customers to your business	17 – 15 pts GOOD 1 or 2 required components of the assignment are missing. Content is not completely clear, thorough, and comprehensive. Limited evidence is present to backup opinions presented by student.	14 – 12 pts ADEQUATE/POOR 3-4 components of the assignment are missing. Limited evidence is present to backup opinions presented by student.	11 – 0 pts FAILING 4 or more required sections/ questions of the assignment are missing. Student fails to meet the content requirements for the assignment	10 pts
<b>Technical/APA</b>	10 – 9 pts EXCELLENT Cover Page, Table of Contents All parts typed (Times New Roman or Arial 12-point font, 1” margins) Grammar and spelling correct APA Citations – all work properly cited (textually and in Works Cited)	8 pts GOOD 1 or 2 required components of the assignment are missing. Limited evidence is present to back up the opinions presented by the student.	7 – 6 pts UNSATISFACTORY 3 or 4 required components of the assignment are missing. Limited evidence is present to back up opinions presented by student	5 – 0 pts FAILING The submission does not meet the requirements for the assignment.	10 pts
<b>Writing</b>	10 – 9 pts EXCELLENT The content is logically organized and easy to follow. Writing is clear and concise, using complete sentences except where text is presented in tables, images, or captions. The content is free of spelling and grammatical errors.	8 pts GOOD The content could be better organized and easy to follow. Writing could be clearer and/or less wordy. Zero to two spelling and grammatical errors.	7 – 6 pts UNSATISFACTORY The content is not organized and easy to follow. Writing could be clearer and/or less wordy. More than two spelling and grammatical errors.	5 – 0 pts FAILING The assignment does not meet the requirements for college writing.	10 pts
<b>PowerPoint</b>	20 to >18.0 pts EXCELLENT Covers topic thoroughly, includes details that support the topic. Has no misspellings or grammatical errors. Visually appealing, clean simple layout, text is easy to read, graphics support the theme/ content of the presentation.	18 to >14.0 pts GOOD Includes essential information, includes some supporting details. Presentation has 1-2 spelling/ grammatical errors. Visually attractive, text is easy to read, graphics and special effects do not distract from understanding theme/ content of the presentation.	14 to >12.0 pts ADEQUATE/POOR Includes most essential information, but details are undeveloped. Presentation has 3-4 spelling/ grammatical errors. Graphics and effects are potentially distracting. Text is sometimes hard to read.	12 to >0 pts FAILING Lacks essential Information. Presentation has more than 4 grammatical and/or spelling errors. Several graphics are unattractive AND detract from the content of the presentation. Text is very difficult to read, layout is cluttered and confusing.	20 pts
<b>Presentation</b>	30 to >27.0 pts EXCELLENT	27 to >24.0 pts GOOD Adds some information	24 to >18.0 pts ADEQUATE/POOR	18 to >0 pts FAILING	30 pts

	<p>Adds great amount of information besides what is on slides Shows interest and enthusiasm Speaks with clear voice with appropriate volume Does not use verbal fillers.</p>	<p>besides what is on slides Shows general interest in topic Speaks clearly most of the time. Volume is adequate. Rarely uses verbal fillers (not distracting)</p>	<p>Adds little information besides what is on slides Shows little enthusiasm/ interest. Needs to speak a little clearer. Needs to speak a little louder/ softer. Sometimes uses verbal fillers</p>	<p>Does not add information besides what is on slides. Does not show interest in presentation. Can't understand the speaker. Volume is not appropriate (too loud/soft). Constantly uses verbal fillers (umm, ahh, so, like...)</p>	
<b>240 points possible</b>					

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