

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

COURSE TITLE BLACKBOARD SITE	MKT6013 Marketing Management Summer 2011 – http://my.ltu.edu and select CRN 5278
INSTRUCTOR	Dr. Pogue Professor: Online Campus Lawrence Technological University <u>Contact Information:</u> Email: lpogue@ltu.edu Emergency Phone: (248) 866 - 0443 Office hours by appointment
SCHEDULE	May 18, 2011 – July 28, 2011 Refer to http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for the last date to withdraw and other important registration related information.
LEVEL/ HOURS PREREQUISITE	Graduate Degree / 3 credit hours No prerequisites
REQUIRED TEXT (See Blackboard for additional resources)	Text: <i>Marketing Management: Knowledge & Skills, 10th ed.</i> Author(s): Peter & Donnelly ISBN 978-0-07-353005-5 Make sure the ISBN# is an exact match for the one given above. If the numbers don't match, you may not have the correct set of materials for the course. Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489 The Wall Street Journal <i>The Wall Street Journal</i> print subscription (includes online edition). At the time that the student registers for the print, they also receive the online edition. To subscribe, visit http://subscribe.wsj.com/quarter , or call 1-800-Journal to order. <i>Be sure to request the student discount as this is a student expense.</i> Mention the name of your instructor, as well. This business newspaper is a crucial source of information on daily industrial leadership and management issues. The student is expected to read this publication on a daily basis for purposes of online discussion and career advancement.
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline

TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the Helpdesk. Visit www.ltu.edu/ehelp or 248.204.2330 or helpdesk@ltu.edu . Send the Help Desk a form detailing any issues by clicking here http://tinyurl.com/3yqrvne .
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Dates	Modules	Topics / Readings	Assignments Due	Points
Prior to Semester Start and May 18 – May 22	Module 0	<ul style="list-style-type: none"> Overview of textbook Online Learning Orientation Course Orientation and introduction 	<ul style="list-style-type: none"> Course orientation & Introduction 	2
Week of May 23 – May 29	Module 1	<ul style="list-style-type: none"> Chapter 1: Strategic Planning & Defensive Marketing Chapter 2: Marketing Research Article from HBR: Best Practice, Defensive Marketing 	<ul style="list-style-type: none"> Weekly Discussion Questions <ul style="list-style-type: none"> Marketing Current Event Article 	10 20
Week of May 30 – June 5	Module 2	<ul style="list-style-type: none"> Ch. 3: Consumer Behavior 	<ul style="list-style-type: none"> Weekly Discussion Questions <ul style="list-style-type: none"> Internet Exercise 3, p. 229 	10 25
Week of June 6 – June 12	Module 3	<ul style="list-style-type: none"> Ch. 4: Business, Govt. and Institutional Buying 	<ul style="list-style-type: none"> Weekly Discussion Questions Marketing Plan Proposals Due 	10 10
Week of June 13 – June 19	Module 4	<ul style="list-style-type: none"> Ch. 5: Market Segmentation Ch. 6: Product Strategy Article from HBR: Rediscovering Market Segmentation 	<ul style="list-style-type: none"> Weekly Discussion Questions Case Study: Panera Bread Company, pp281-296 	10 25
Week of June 20 – June 26	Module 5	<ul style="list-style-type: none"> Ch. 7: New Product Planning and Development Article from HBR: Localization: The Revolution in Consumer Markets 	<ul style="list-style-type: none"> Weekly Discussion Questions Marketing Current Event Article 	10 25
Week of June 27 – July 3	Module 6	<ul style="list-style-type: none"> Ch. 8: IMC: Advertising, Sales Ch. 9: Personal Selling, Relationship Building and Sales Management 	<ul style="list-style-type: none"> Weekly Discussion Questions Case Study 24: Abercrombie & Fitch, pp. 516-538 	10 20

Dates	Modules	Topics / Readings	Assignments Due	Points
Week of July 4 – July 10	Module 7	<ul style="list-style-type: none"> Ch. 10: Distribution Ch. 11: Pricing Strategy 	<ul style="list-style-type: none"> Weekly Discussion Questions 	10
Week of July 11 – July 17	Module 8	<ul style="list-style-type: none"> Ch. 12: The Marketing of Services 	<ul style="list-style-type: none"> Weekly Discussion Questions Case Study 20: Toyota, pp 483 – 489 	10 25
Week of July 18 – July 24	Module 9	<ul style="list-style-type: none"> Ch. 13: Global Marketing 	<ul style="list-style-type: none"> Weekly Discussion Questions Final Marketing Plans Due Final Exam Posted 	60
Week of July 25 – Jul 28	Module 10	<ul style="list-style-type: none"> Final Exam 	<ul style="list-style-type: none"> Final Exam Due – Reflective Consolidation 	50
THIS IS A 10 WEEK SEMESTER. THE SEMESTER WILL BE CONDENSED TO INCLUDE REMAINING COURSEWORK AND FINAL EXAMS.				

STUDENT EVALUATION

The course has 18 assignments totaling 342 points. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

EXAMPLES:

Assignments	Points
Introduction	2
Weekly discussion (10 pts each)	80
Internet Exercises/Case Studies (25 pts each)	100
Current Event Articles (20 pts each)	40
Marketing Plan (total)	70
Final Exams (50 pts each)	50
Total Points	342

Class Points	Letter Grade
96 and above	A
90 – 95	A-

87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D (Undergrad Only)
60 and below	E

Note: Grades lower than a "B" fall below the LTU graduate standard

EDUCATIONAL GOALS

This course will acquaint you with the basic principles of marketing and the tools of marketing management. Its main objective is that students not just learn new terms and frameworks, but adopt a *new way of thinking* about business known as a 'marketing-oriented' and 'value-driven' approach. According to this view, marketing is the most critical of the functional areas of business – ultimate success begins and ends with marketing, from planning and developing new products and services through distribution and final sales to end-consumers.

Broadly speaking, marketing encompasses all the activities that are necessary to satisfy consumer needs, including production decisions and managing the process by which products are moved from producers to consumers. Other business areas such as finance, accounting and management are all important and necessary to achieving profits, but they in themselves are not the core business. In contrast, marketing deals with the essence of the firm or organization, its very purpose for existing. As you will learn in this course, marketing management concepts apply to private business firms as well as to non-profit organizations, government agencies, and public sector organizations. They also apply to physical goods as well as services and ideas.

Marketing is a unique area in that each student enters the first course already having had decades of prior experience as a consumer and participant in the marketplace. However, most consumers never realize the complexity of the marketing system that provides them with such a vast array of goods and services. While most students will have previously learned some marketing terms and concepts, this knowledge may be incomplete or even incorrect. Therefore, it is important that students in this course learn the material as it is presented in the lectures, text and outside readings so that you learn to communicate using standard marketing concepts and terminology.

STUDENT LEARNING OBJECTIVES / OUTCOMES

After completion of the learning experiences in this course, students should be able to:

- Understand primary and changing perspectives on marketing management
- Understand the major tenets in the field of marketing
- Evaluate the impact of interactive media on marketing management
- Formulate and apply marketing management strategies
- Develop, evaluate, and implement marketing management strategies in complex environments through recent, popular case study analyses
- Develop skills in organizing more effective strategic marketing and in implementing the

market planning process

PREREQUISITE SKILLS

None

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

My teaching philosophy is that learning is best done actively, not passively. It is something that **YOU** do, not something that is done to you. For my part, instruction in the course will rely primarily on discussion, lectures, readings, and cases. But the learning that occurs – what you eventually take away from the course – is a function of what you put into the course. Active involvement through participation in case and lecture discussions is essential for you, and your classmates, to get the maximum benefit from this course. My goal is to challenge you to learn as much as you can about marketing management.

To achieve the course objectives, we will use four basic approaches:

- **Theory and concepts:** We will read about and discuss classic and emerging issues in marketing management and competitive strategy. This material will be based on class lectures and readings in Peter & Donnelly, as well as articles from leading business publications. We will also examine the current and future impact of the Internet on marketing management.
- **Application to current events and local needs:** To help develop and update your knowledge of essential basic facts and current events that affect marketing decisions, most class meetings will include brief discussions of major current events and how they relate to the course material. Similarly, we will also discuss local applications of the material covered in the Peter text.
- **Case analyses:** To learn to apply marketing concepts in a variety of actual decision situations, we will analyze, discuss, and prepare recommendations for several real-world marketing cases.

Cases are useful in applying the concepts and methods discussed in class and the text, and they will be used for class discussion, individual assignment submissions, and/or class presentations.

The cases consider a wide variety of business environments, both domestic and international. They include goods and services; organizations at different value-chain levels; and small, medium and large enterprises.

The comprehensive cases will offer students a variety of opportunities to apply marketing strategy concepts. Each case considers several important strategy issues. The cases represent different competitive situations for consumer and business products as well as domestic and international markets.

Blackboard Learning Environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

Self-Assessments – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

Required Reading – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

Publisher Web Site – A publisher web site at <http://www.nnn.com/nnn> includes instructional materials, PowerPoint slides, case studies, application exercises, and practice quizzes. You should make use of as many of these resources as you need to be successful.

Assignments – List and briefly describe assignments here.

CLASS POLICIES AND EXPECTATIONS

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”** and send an email to me so I can store your address in my email directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.

- If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

Academic Integrity:

As written in the Graduate Catalog, graduate students must realize the success of their studies depends entirely upon their own efforts. Consequently, plagiarism and any other forms of cheating are not tolerated. Plagiarism is the use of words, phrasing, or ideas—including content and design of computer programs—of another person without acknowledging the source, thereby attempting to receive undeserved credit. Plagiarism is evidence of intellectual dishonesty. Plagiarism may lead to failure of the class or academic dismissal from the class and University.

Late Assignments:

All assignments should be delivered electronically via the Blackboard View/Submit Assignment feature under “Assignments.”

Assignments are due at 11:59 p.m. on or before the date assigned. Late assignments will cause a 10% per day deduction from the value of the assignment.

Please plan ahead and submit your work early to avoid late work caused by personal computer problems and/or website problems.

Safe Assignment: LTU has recently incorporated this tool into Blackboard. This tool scans student papers for direct copying, word for word content off of the Internet. This tool is intended to help identify those students that have the ‘copy and paste’ problem. Although use of Safe Assignment for this course is not mandatory, students are encouraged to run their assignments with this tool, prior to final submission, to ensure the plagiarism is not an issue. The instructor will randomly run student assignments using this tool, especially in cases where a suspicion exists.

Be on-time; keep pace so you don’t add stress from being behind. Allow extra time for problems and commitments. Please contact me immediately if emergency situations arise which would impact your ability to submit an assignment by the due date. Emergency situations do NOT include computer equipment or online posting problems.

Attendance:

Successful online learning environments are highly collaborative. Attendance and participation are critical parts of any dynamic learning experience, in school as well as on the job. As a result, it is highly recommended that you participate in the virtual online classroom at least 4 of 7 days of each assigned online week. While the days and times are up to you, you will be expected to meet the deadlines and criteria established.

Making it a habit to contribute to the activities and discussions on a regular basis will enhance your learning experience and keep you current on information and announcements posted by the facilitator. This strategy is found to be most effective in promoting success – a little everyday gets the job done! It also happens to be the exact methodology required of managers – continual, lifelong learning, everyday (even if only for a few minutes!).

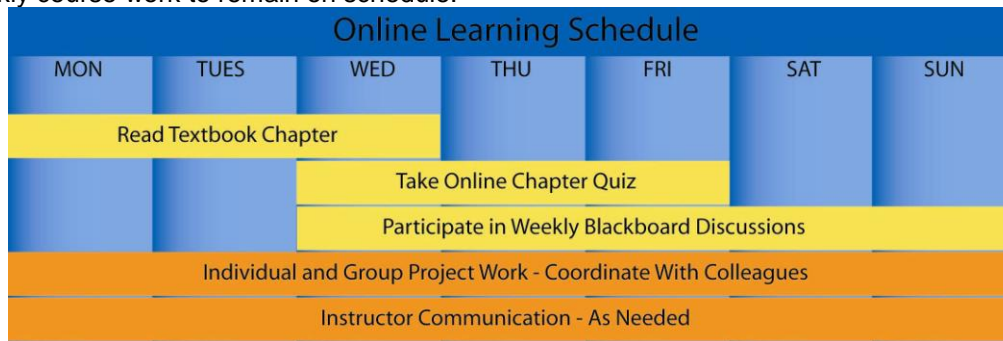
Participation means posting messages and responses on the weekly discussion board in the online classroom. In this class, participation will be evaluated on responses to individual papers, discussion questions, and continuous discussions with your instructor and classmates. Postings elsewhere do not count as overall participation in the course. Sending personal emails to the instructor and/or telephone calls do not constitute class participation.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
 - 8-9 hours preparing your case study review;
 - 24-40 hours working with your group on the three parts of your semester-long project;
 - 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:



ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard “Digital Drop Box.” All assignments are submitted using the Blackboard “Assignments” or “SafeAssign” function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

Course Reading: Harvard Business Review Articles

Students will be required to read various articles from the Harvard Business Review (HBR). In order to view these articles, please follow the instructions listed below:

Once logged into the LTU website you will want to:

1. Select Course Documents
2. Select Module X

3. Select the Practice folder
4. Select the Link for the Harvard Business Review article
5. Enter your Banner ID number (this is the same number that you use to log into the LTU website)
6. This will open the article for your review

The articles are as follows:

Harvard Business Review (11/2005) p.150 - *Best Practice, Defensive Marketing: How a Strong Incumbent Can Protect its Position*

By: John H. Roberts

Harvard Business Review (2/2006) p.122 - *Rediscovering Market Segmentation*

By: Daniel Yankelovich and David Meer

Harvard Business Review (4/2006) - p.82 - *Localization: The Revolution in Consumer Markets*

By: Darrell K. Rigby and Vijay Vishwanath

Harvard Business Review (10/2005) p.131 - *Frontiers: Four Strategies for the Age of Smart Services*

By: Glen Allmendinger and Ralph Lombreglia

Marketing Current Events Article and Paper

Students are required to submit an article for review based on the study of Marketing Management Theory from the *Wall Street Journal* or another business periodical from the list above with a written analysis. The article must be no more than two weeks old. Please identify it as: "Current Events Article" on the title page. It should pertain to some aspect of marketing management. All students should be prepared to discuss the contents of their article in our online discussion forum.

The student should submit a written analysis of the article using the **Levels of Review** listed below.

Marketing Current Events Article Assignment – Levels of Review

Levels of Review

Your article will be rated according to the levels of review. Each level represents higher analysis and critical thinking.

1. Descriptive Summary

5 points

What are the main points of view in this article?
Why is this article important to management?

2. General Analysis

5 points

What current management trends are supported in this article?
What is the most important information in this article?

3. Critical/Comparative Analysis

5 points

How have other authors addressed this topic?
How does this reflect a change in thinking about management?

4. Management Application

5 points

How does this topic apply to a specific management scenario?
What are its implications?
What conclusions can be drawn from this article?

Note: You must present the article in the context of a manager's needs for understanding the relevancy of the information you gathered to the study of management. Tie in important points from your readings, textbook, lecture and classroom comments as to how market research could contribute.

Marketing Plan

Overview – Each student will create a marketing plan proposal and written marketing plan for a product or service. The Marketing Plan proposal and final marketing plan will include all of the elements of a marketing plan, as explained by the textbook. The Marketing Plan will be based on the Marketing Plan Framework located in your text book listed under Section VII on pages 744-753. The student will also create a 5 to 10 slide PowerPoint presentation to submit with the final Marketing Plan.

Marketing Plan Proposal – Each student will submit a marketing plan proposal to the class and instructor for a product or service of his/her choosing. This is the product or service you will create a final Marketing Plan and PowerPoint presentation and submit in Module 3.

The Marketing Plan proposal should be 2 - 5 pages in length and include the following:

- the target organization,
- the product or service for your marketing plan,
- the various sections of a marketing plan, and;
- Information sources you will use to research your marketing plan.
- Be sure to follow proper writing formats

Grading Criteria:

- coverage of major points – 2 pts;
- new developments, management strategy, implementation plan, and budget requirements – 2 pts;
- organization and overall writing quality – 2 pts;
- citations included and of value – 2 pts;
- assignment submitted on time – 2 pts;
- Total = 10 pts.

Final Marketing Plan Deliverables and Evaluation – For the final deliverable in Module 10, the student will submit to the “Assignment Link” and the Discussion Board for peer review:

- The Marketing Plan Proposal with a note of any necessary revisions (10 pts.)
- The final Marketing Plan (30 pts.)
- A PowerPoint presentation (20 pts.)

The Final Marketing Plan is worth 60 points total.

Your final assignment submission will be graded on the following:

- **The Marketing Plan Proposal** – 2 – 5 pages in length, revised, if necessary, from Module 3.

Grading Criteria:

- coverage of major points – 3 pts;
- new developments, management strategy, implementation plan, and budget requirements – 3 pts;

- organization and overall writing quality – 3 pts;
 - citations included and of value – 3 pts;
 - assignment submitted on time – 3 pts;
 - Total = 15 pts.
-
- **The Marketing Plan** completed in accordance to the Marketing Plan Framework located in your book on pages 744-753.

Grading Criteria:

- coverage of major points – 10 pts;
 - new developments, management strategy, implementation plan, and budget requirements – 5 pts;
 - organization and overall writing quality – 5 pts;
 - citations included and of value – 5 pts;
 - assignment submitted on time – 5 pts
 - Total = 30 pts.
-
- **PowerPoint presentation** – 5 to 10 slides detailing the main points of your Marketing Plan

Grading Criteria:

- PowerPoint Presentation organization and layout – 7 pts;
- Us of Speaker's Notes – 4 pts.
- Overall quality and use of citations & references – 4 pts.
- Total = 15 pts.

Case Study Reviews

Overview – Each student will summarize and critique assigned case studies. The case studies are located in the required textbook.

The idea of the case studies is to present, in a "real-world" like setting, what to do as a marketing manager if confronted with these situations. The student should come to some reasonable decision based upon the information in the case. The main point of the exercise is to "practice" making decisions based upon limited information.

Each case study review should consist of a Case Summary/Abstract, a Critique and a PowerPoint presentation.

Deliverables and Evaluation – Submit your Case Study Review document to the Blackboard "Assignments" section **and** appropriate location on the Discussion Board. Your work will be evaluated to a maximum of 20 points based on:

- **The Case summary/abstract** - one-page with case title, name, and one-page for the case analysis abstract.
- **The Critique** – minimum 3 - page critique of case study using the 7 steps listed below. Be sure to include citations and references, as applicable.

- **The PowerPoint presentation** – create 5 to 7 slides using bullet points to discuss main points of the Case Study Analysis. Use of Speaker's Notes is recommended. Be sure to list citations and references, as applicable.

Case Study Procedures

In analyzing each case study, the student must adhere to the following format.

Step #1 - What are the facts?

This step involves listing the major "facts" presented by the case. The purpose is to systematically summarize the facts.

Note: This step should not constitute the majority of the paper. List only the facts that are most relevant to your analysis.

Step #2 - What problem exists, and why?

Determine what you believe to be the one root problem and state it clearly, in one sentence. The obvious problem or the problem stated by the characters in the case is often not a real problem or not the most basic problem.

The second part of this step is to attempt to analyze why the problem exists. This can often lead you to the recognition of more basic problems. For example: the direct problem of insufficient output, when analyzed, might be due to a lack of coordination between two departments, thus suggesting that a poor departmental relation is a more basic problem.

Also note the importance of seeking multiple causes for the problem and not just a single cause.

Step #3 - What additional information is needed to analyze this case adequately?

The case may not give all the information needed to make a sound decision. Often we can get needed additional data from common references. Sometimes, however, a decision may have to be made without such data. But, a thorough analysis at least includes recognizing what one would do in a real situation and explicitly stating any assumptions you are making about such data.

Step #4 - What are possible solutions to the problem?

It is easy to settle for one or two solutions. Rather, you should adopt a "brain-storming" approach, which focuses on thinking up a number of possibilities, with little concern if some are "far out." The next step will focus on evaluating your alternatives, but first seek to be creative in thinking up a number of different possible solutions.

Step #5 - What are the consequences of each alternative?

The word "consequences" is intended to be neutral and includes both positive as well as negative results. Too often we settle for just one or the other whereas most decisions have both "costs and benefits." Identifying "costs" can also suggest ways to modify an alternative so as to reduce the costs.

Also seek more than one consequence. Too often we settle for only the one or two obvious consequences.

Step #6 - What decision should be made or what solution should be chosen and what is the rationale for it?

Here we come to the point of choice. Which alternative do you choose, and why?

The "why" part is important because it involves putting together a systematic rationale for your choice and should often include anticipating and rebutting counter arguments. It should also explicitly state assumptions you are making.

Step #7 - What general ideas can be drawn from this case that might have application elsewhere?

A case may often give emphasis to a theoretical concept, and this would be worth noting. It may add a further insight to the meaning or limitation of some theoretical concept. It may raise issues that warrant further thought. It may directly suggest new concepts or hypotheses worth applying in the future.

Reflective Consolidation – Final Exam

Overview – A reflective consolidation will serve as a “final examination” covering the course content. This reflective consolidation – held within a Blackboard discussion forum – will be based on your key concepts and principles learned from this course, and how this learning may add value to your future learning or professional objectives. You will be asked to make an “opening statement” and to discuss yours and other students’ statements within the discussion forum.

Deliverables and Evaluation – Submit your Blackboard discussion forum responses no later than Tuesday of the final week.

Your opening statement will be evaluated to a maximum of 10 points based on the depth of your assessment, your linkage to course content, and your overall organization and writing quality. Your Blackboard discussion forum contributions will be evaluated to a maximum of 10 points based on the following criteria:

- 8-10 points – Offered critical analyses of existing posted ideas and/or introduced different interpretations to existing ideas. Revealed a solid understanding of the topic as evidenced by thoughtful responses, questions, and supporting evidence.
- 5-7 points – Revealed an adequate understanding of the topic as evidenced by posts indicating basic knowledge. Agreed or disagreed with existing discussion and provided limited justification or explanation.
- 2-4 points – Agreed or disagreed with existing discussion but provided no justification or explanation. Revealed a limited understanding of the topic limited to information that could be derived from prior posts by other students.
- 0-2 points – Messages were unrelated to discussions. Provided no evidence of agreement or disagreement with existing discussions. Did not participate in the discussion forums.

SYLLABUS ADDENDA

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included as syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the LTU Online web site regarding the use of the SafeAssign product.

Leadership Transcripts

The leadership transcript enables students to track co-curricular activities that are undertaken above-and-beyond the requirements of the LTU curriculum. The leadership transcript serves students by enhancing the leadership portfolio; providing the opportunity for a transcript of distinction; enhancing their resumes; and assisting in articulating leadership experience. It can be accessed by logging on to Banner Web and clicking the Student and Financial Aid tab. Leadership Activities is located at the bottom of the list.