## Course Syllabus*

*Students may want to print this syllabus in order to have all key course information available off-line.*

### Course Information:

**MKT 6013 Marketing Management (Online)**  
**Summer 2009**  
**CRN: 5376**

<table>
<thead>
<tr>
<th>Instructor Contact Information:</th>
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<tbody>
<tr>
<td><strong>Instructor:</strong></td>
<td>Dr. Pogue</td>
</tr>
<tr>
<td><strong>Emergency Phone:</strong></td>
<td>(248) 866 - 0443</td>
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</tbody>
</table>
| **Campus Location:** | Online Campus  
Lawrence Technological University |
| **Course Start Date:** | May 13, 2009 |
| **Course End Date:** | July 23, 2009 |
| **Email address:** | DrPoque@completeconsultinginc.com |

<table>
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<th>Meeting Dates:</th>
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</table>
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*Note: Refer to [http://www.ltu.edu/management/academic_calendar.asp](http://www.ltu.edu/management/academic_calendar.asp) for the last date to withdrawal and other important registration related information.*

### Course Prerequisites:

None

### Course Text Books and Other Materials

**Text:** *Marketing Management: Knowledge & Skills, 8th ed.*  
**Author(s):** Peter & Donnelly  
**ISBN:** 0-07-313763-4

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.

**The Wall Street Journal**  
*The Wall Street Journal* 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](http://subscribe.wsj.com/quarter), or call 1-800-Journal to order. **Be sure to request the student discount as this is a student expense.** 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.

### Course Description

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.

**Course Objectives**

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

**Technical Support:**

For software or hardware issues, contact the LTU Help Desk  
Telephone: 248-204-2330  
E-mail: helpdesk@ltu.edu

For Blackboard issues, contact eLearning Services  
Telephone: 248-204-2380  
E-mail: elearning@ltu.edu

**Academic Support:**

Library  
Telephone: 248-204-3000  
Center  
Library Website: http://www.ltu.edu/library/index1.asp  
E-mail: refdesk@ltu.edu

Academic Achievement Center  
Telephone: 248-204-4120  
E-mail: aac@ltu.edu

Library Website: http://www.ltu.edu/library/index1.asp  
E-mail: mdegennaro@ltu.edu  
Telephone: 248-204-3088

Annual: Matthew DeGennaro  
COM Executive Skills Resource

COM Computer Lab  
Room M215

**Student Services Support:**

Office of Student Affairs  
Telephone: 248-204-4100  
Website: http://www.ltu.edu/student_affairs/index.asp

LTU Hotline: To check for school closing, Blackboard/Banner availability, or other issues call the LTU Hotline at 248-204-2222.

Campus Safety Services 248-204-3945

**Course Policies**

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.

**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.

**Information and Policies**

**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 and Participation Requirements**

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.

<table>
<thead>
<tr>
<th>Student Evaluation</th>
<th>Week</th>
<th>Chapters/Reading</th>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Week 1 – Module 0</td>
<td>05/13/09- 05/17/09</td>
<td>• Module 0 activities</td>
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<td>Assignments Due: 05/17/09</td>
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| Week 2 – Module 1  | 05/18/09 – 05/24/09 | • Chapter 1: Strategic Planning & Defensive Marketing  
• Chapter 2: Marketing Research  
• Article from HBR: Best Practice, Defensive Marketing | Weekly Discussion Questions  
Marketing Current Event Article | 10 20 |
| Assignments Due: 05/24/09 | | | |
| Week 3 – Module 2  | 05/25/09 – 05/31/09 | • Ch. 3: Consumer Behavior | Weekly Discussion Questions  
Case Study: McDonald’s (p. 250 in text) | 10 25 |
| Assignments Due: 05/31/09 | | | |
| Week 4 – Module 3  | 06/01/09 – 06/07/09 | • Ch. 4: Business, Govt. and Institutional Buying | Weekly Discussion Questions  
Marketing Plan Proposals Due | 10 10 |
| Assignments Due: 06/07/09 | | | |
| Week 5 – Module 4  | 06/08/09 – 06/14/09 | • Ch. 5: Market Segmentation  
• Ch. 6: Product Strategy  
• Article from HBR: Rediscovering Market Segmentation | Weekly Discussion Questions  
Case Study: IKEA (p. 403 in text) | 10 25 |
| Assignments due: 06/14/09 | | | |
| Week 6 – Module 5  | 06/15/09 – 06/21/09 | • Ch. 7: New Product Planning and Development  
• Article from HBR: Localization: The Revolution in Consumer Markets | Weekly Discussion Questions  
Case Study: Apple (located in Module 5 Course Documents) | 10 25 |
| Assignments due: 06/21/09 | | | |
| Week 7 – Module 6  | 06/22/09 – 06/28/09 | • Ch. 8: IMC: Advertising, Sales  
• Ch. 9: Personal Selling, Relationship Building and Sales Management | Weekly Discussion Questions  
Marketing Current Event Article | 10 20 |
| Assignments due: 06/28/09 | | | |
| Week 8 – Module 7  | 06/29/09 – 07/05/09 | • Ch. 10: Distribution  
• Ch. 11: Pricing Strategy | Weekly Discussion Questions | 10 |
| Assignments due: 07/05/09 | | | |
| Week 9 – Module 8  | 07/06/09 – 07/12/09 | • Ch. 12: The Marketing of Services | Weekly Discussion Questions  
Case Study: Wal*Mart (located in Module 8 Course Documents) | 10 25 |
| Assignments due: 07/12/09 | | | |
| Week 10 – Module 9 | 07/13/09 – 07/19/09 | • Ch. 13: Global Marketing | Weekly Discussion Questions  
Final Marketing Plans Due  
Final Exam Posted | 10 25 60 |
| Assignments due: 07/19/09 | | | |
| Week 11 – Module 10 | 07/20/09– 07/23/09 | • Final Exam | Final Exam Due – Reflective Consolidation | 50 |
**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 for Modules 1, 4, 6, and 8 are as follows:

By: John H. Roberts

By: Daniel Yankelovich and David Meer

By: Darrell K. Rigby and Vijay Vishwanath

**Module 8:** 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**
   What are the main points of view in this article?
   Why is this article important to management?
   5 points

2. **General Analysis**
   What current management trends are supported in this article?
   What is the most important information in this article?
   5 points

3. **Critical/Comparative Analysis**
   How have other authors addressed this topic?
   How does this reflect a change in thinking about management?
   5 points
4. Management Application  
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 778-787. 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 any necessary revisions from Module 3 (15 pts.)
- The final Marketing Plan (30 pts.)
- A PowerPoint presentation (15 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 778-787.

**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;
- Use 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 four assigned case studies, two that are successful marketing strategies and two that are marketing strategies that are considered marketing failures. The “successful” case studies are located in the course text. The “faltering” Case studies are located in the corresponding Course Documents Theory Folder.

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.
Appendix A:

Lawrence Technological University College of Management – Rubric for Evaluating Written Assignments

Writing Rubric

This criterion establishes how your written document element will be judged. [For the purpose of the leadership defining moment events --]

“A” Paper (Exemplary):

1. Complies fully with the assignment. Information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. The reader gains insights.
2. Is directed towards and meets the needs of a defined audience (is persuasive or argumentative).
3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are sound.
4. Provides compelling supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
5. Is well-organized and unified with ideas and sentences that relate to the main topic. The ideas are arranged logically to support the thesis.
6. Uses appropriate, direct language: the writing is compelling; the sentences are well-phrased and varied in length and structure. Paragraphs are well-structured, use of headings is excellent, and the paper shows strong organization.
7. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).
8. Is free of errors in grammar, punctuation, word choice, spelling, and format.
9. Maintains a level of excellence throughout, and shows originality and creativity in realizing 1-6.

“B” Paper (Proficient):

1. Complies in a competent manner with the assignment. Information provides firm support for a central purpose or thesis, and displays evidence of a basic analysis of a sufficiently limited topic. The paper demonstrates overall competency. It shows some originality, creativity, and/or genuine engagement with issues at hand.
2. Is directed towards and meets the needs of a defined audience (is persuasive, argumentative or informational).
3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are adequate.
4. Provides adequate supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
5. Is well-organized and unified with sentences that relate to the main topic. The ideas are arranged logically to support the thesis. Paragraphs are well structured, use of headings is good, and the paper shows general organization and flow.
6. Is comprised of well-phrased sentences which are varied in length and structure. There are occasional violations in the writing, but they don't present a major distraction or obscure the meaning.
7. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).
8. Contains minimal errors in grammar, punctuation, word choice, spelling, and format.

“C” Paper (Marginal):

1. Complies adequately with the assignment. Information supports the thesis at times. Analysis is basic or general. The purpose is not always clear. The paper completes (rather than engages in) the assignment.
2. Presents an unclear (either persuasive or argumentative) rhetorical position.
3. Has partial or inadequate introduction and conclusion.
4. Does not provide adequate supporting arguments, evidence, examples and/or details.
5. Is not arranged logically. Ideas fail to make sense and are not expressed clearly. The reader can figure out what the writer probably intends, but may not be motivated to do so.
6. Contains some awkwardly constructed sentences which present an occasional distraction for the reader. Paragraphs are unstructured, headings are missing, and general organization and flow is lacking.
7. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.
8. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which is distracting to the reader.

**“D” Paper (Unacceptable):**

1. Does not adequately comply with the assignment. The paper does not successfully identify the thesis. Analysis is vague or not evident.
2. Has no rhetorical position.
3. Has an inadequate introduction and conclusion.
4. Does not provide adequate supporting arguments, evidence, examples and/or details. Paragraphs may "string together" quotations without a context of discussion.
5. Is not arranged logically. Frequently, ideas fail to make sense and are not expressed clearly. The reader cannot identify a line of reasoning.
6. Contains frequent errors in sentence structure, which present a major distraction to the reader. Paragraphs are unstructured, headings are missing, and the paper lacks general organization and flow.
7. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.
8. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which obscure the meaning of the passage. The reader is confused and stops reading.
Appendix B:

Lawrence Technological University College of Management – Rubric for Evaluating PowerPoint Presentations

This is included so that you can better prepare yourself for the leadership presentation element.

Assessment of PowerPoint Presentation

Score Criteria

100% - 90% Clear, succinct and complete. Concepts described fully and communicated effectively. Strong preparation. Strong organization and flow. Presented in a rational, logical order; used and followed an agenda. Provided appropriate solutions for defined problems. No spelling or grammatical errors. Excellent incorporation of sources and references into presentation. Fielded audience questions very effectively on the discussion board.


79% - 70% Information presented not always clear or succinct. Concepts not described fully or communicated effectively. Weak preparation. Weak organization and flow. Many spelling or grammatical errors. Sources and references not always used or cited properly in presentation. Did not respond effectively to audience questions on the discussion board.

69% - 60% Information presented not clear or succinct. Concepts not described or communicated effectively. Weak preparation. Weak organization and flow. Unacceptable number of spelling or grammatical errors. Sources and references not cited properly or used at all in presentation. Did not respond adequately to audience questions on the discussion board.