



Peru State College
BUS 410 Marketing Management
Syllabus – Fall – 2011

Instructor: Alan W. Jackson
Office Hours: Office 242 TJM MW 9:30 – 11:00; T 9:30-11:30.
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Required Textbook: Marketing Management: Knowledge and Skills, 14th ed., Phillip Kotler, Pearson/Prentice Hall, ISBN: 9780132102926

Marketing Mistakes and Successes, Robert F. Hartley, 11th edition, John Wiley & Sons, ISBN: 9780470169810

Recommended:

Manual of Publication of the American Psychological Association (APA) 6th edition ISBN-10: 1433805618

Course Meets: MW 8:00-9:15 TJ Majors
Software required: Microsoft Word -- All written assignments must be prepared in Microsoft Word and Excel (as appropriate)

Course Description & Objectives:

This course analyzes marketing principles from the managers' point of view, specifically in terms of their application toward meeting various marketing objectives. Strategies and tools are presented in the areas of market analysis and research, product development, advertising, promotion, pricing, and distribution. Students have the opportunity to work as part of a team to develop a detailed marketing plan.

Prerequisites: BUS 328 Principles of Marketing

Upon completion of this course, you should be able to:

1. Understand and actively participate in the corporate marketing planning process.
2. Understand and apply various analytical tools helpful in marketing activity planning.
3. Understand relevant marketing processes such as the product development and consumer decision-making process.
4. Develop appropriate marketing strategies for a given product or service.
5. Assess the quality of your marketing management decisions.
6. Engage in a hands on project in cooperation with the Nebraska Department of Economic Development or regional economic development organization.

At the beginning of the course, we will discuss how these objectives fit into the College's and School's mission and goals.

Expectations & Instructional Approach

The course focuses on formulating and implementing marketing management strategies and policies, a task undertaken in most companies at the strategic business unit level. The marketing management process is important at all levels of the organization, regardless of the title applied to the activity. Typically, it is called corporate marketing, strategic marketing, or marketing management. For our purposes they all involve essentially the same process, even though the actors and activities may differ. The course will provide you with a systematic framework for understanding marketing management and strategy.

This course will include readings, discussion, cases studies, review questions, quizzes, group assignments, presentations, term projects and examinations. Emphasis on intellectual inquiry, scholarship, critical thinking, and mastery of terms expected of students in an upper level undergraduate course in marketing management is expected.

Accordingly, the course emphasizes the following:

- Primary and changing perspectives on marketing management in the New Economy.
- The impact of interactive media on marketing management.
- Applied marketing management and strategy, domestic and global.
- An international focus in developing marketing management and strategy.

Special emphasis in this course devoted to learning to write well, thinking critically, and research both in a practical and in a scholarly manner using the Peru State College Library online databases.

This course focuses on management, marketing and to a limited extent on entrepreneurship. During this semester, you will have the opportunity to work individually and in groups. You will have a term project which is to develop a full scale marketing plan or you may choose to write a 25 page research paper in APA style.

Students entering this course are expected to:

1. Write at the college graduate level.
2. Demonstrate critical thinking skills.
3. Have access to and utilize a word processor to prepare written submissions. Correct use of grammar is a course requirement for written submissions as well as answering test questions. Use APA formal report writing including proper reference and citation usage.
4. Use PowerPoint and formal presentation organization and delivery skills in presenting team case assignments.
5. Attend all classes. Please note the 40 points for participation (you cannot participate if you are absent).

Assessment and Grading

The purpose of assessment in this course examine is to measure student learning that results from application of individual and group learning skills throughout the course. Two types of assessment used in this course are:

Formative Assessments: Assessment that provides feedback from professor to the student to improve student learning and,

Summative Assessments: A culminating assessment, which provides information to the professor about the students' mastery of content, knowledge, and skills

All assessments in this course are designed to gather information about the student's knowledge, comprehension, ability to apply, analysis, synthesize and ability to evaluate course subject matter.

Weekly Assignments:

A detailed list of weekly assignments may be found in the syllabus.

Marketing Project/Marketing Plan:

An effective way to help students learn about marketing management is the actual creation of a marketing plan for a product or service by teams of students. This project is designed to accomplish this task. During the course of the semester each of the elements of the marketing plan, coordinating with the chapters in the textbooks, will be due for review. See the class assignment for when the specific information is due. The professor will review each submission and suggest areas for improvement, for more detailed study, or if acceptable, allow the students to proceed to the next phase in development. At the end of the semester, all of the sections will be integrated into one final marketing plan.

A marketing plan may be written by groups of students consisting of approximately 2 to 3 students, depending upon enrollment. In some cases the student may opt to write an individual research paper in lieu of a Marketing Plan. To learn more please consult the Course Policies.

Grading Scale

Letter Grade	Percentage	Point Range
A	90-100	1350 ≥
B+	85-89	1275 - 1349
B	80-84	1200 - 1274
C+	75-79	1125 - 1199
C	70-74	1050 - 1124
D+	65-69	975 - 1049
D	60-64	900 - 974
F	Below 60	< 900

To arrive at your final grade, divide the total points earned by 1000 points. *Your total points will include any Extra Credit Points earned.*

I reserve the right, at my sole discretion, to award bonus points to students who display exceptional leadership, course content competency, extraordinary effort, or other outstanding academic, intellectual, work experience, or knowledge of the course work.

Assessment Measure	Points Available
Section Quizzes	190
Group Written Cases	100 (1 @ 100)
Individual Written Case	100 (1 @ 100)
Exams (Mid-term and Final).	200 (100 each)
Marketing Plan (or Research paper)	200
Marketing Plan Presentation (or Research Paper Presentation)	310 (200 plan; 110 checkpoints)
In class Case Analysis, Discussions (Hartley Book) and Case Presentations	500
Total	1500

College's Incomplete Coursework Policy

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

College's Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student's transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

Tentative Course Schedule

Week #	Dates		Chapters	Brief Topics	Quizzes
Week 1	8/22/2011	8/28/2011	1, 2	Defining Marketing for the 21st Century Developing Marketing Strategies and Plans	
Week 2	8/29/2011	9/5/2011	3, 4	Gathering Information and Scanning the Environment	Quiz 1 Ch 1-4
Week 3	9/6/2011	9/12/2011	5	Conducting Market Research and Forecasting on Demand Creating Long-Term Loyalty Relationships	
Week 4	9/12/2011	9/18/2011	6, 7	Analyzing Consumer Markets Analyzing Business Markets	Quiz 2 Ch 5-8
Week 5	9/19/2011	9/25/2011	8	Identifying Market Segments and Targets	
Week 6	9/26/2011	10/2/2011	9, 10	Creating Brand Equity Crafting the Brand Position	Quiz 3 Ch 9-11
Week 7	10/3/2011	10/9/2011	11	Competitive Dynamics	
Week 8	10/10/2011	10/16/2011	Mid-term	MIDTERM EXAM (Review Chapters 1-11)	
Week 9	10/17/2011	10/23/2011	12, 13	Setting Product Strategy Designing And Managing Services	Quiz 4 Ch 12-14
Week 10	10/24/2011	10/30/2011	14	Developing Pricing Strategies and Programs	
Week 11	10/31/2011	11/6/2011	15, 16	Designing and Managing Integrated Marketing Managing Retailing, Wholesaling, and Logistics	Quiz 5 Ch 15-18
Week 12	11/7/2011	11/13/2011	17, 18	Designing and Managing Integrated Marketing Communications Managing Marketing's: Advertising, Sales Promotions, Events And Experiences, and Public Relations	
Week 13	11/14/2011	11/20/2011	19	Managing personal communications: Direct and Interactive Marketing, Word-Of-Mouth, and Personal Selling	
Week 14	11/21/2011	11/27/2011	20	Introducing New Market Offerings	
Week 15	11/28/2011	12/4/2011	21	Tapping into Global Markets	
Week 16	12/5/2011	12/11/2011	22	Managing A Holistic Marketing Organization	Quiz 6 Ch 19-22
Week 17	12/12/2011	12/16/2011	Final Exam	FINAL EXAM (Review Chapters 12-22) Marketing Plan or Research Paper Due	

The instructor reserves the right to modify any aspect of the course syllabus or content. Any modifications will be communicated to students in advance.

Course Policies

Course Policies listed in the Course Documents folder are hereby included in this syllabus by this reference. Students are responsible and will be held accountable for following all Course Policies.

Classroom Discussion Rubric

	Exemplary	Effective	Minimal	Unsatisfactory
SUBSTANTIVE				
<i>States and identifies issues</i>	Accurately states and identifies issues	Accurately states an issue	States irrelevant factual, ethical, or definitional issue as a question	Does not state any issues
<i>Uses foundational knowledge</i>	Accurately expresses relevant foundational knowledge pertaining to issues raised	Accurately expresses relevant foundational knowledge pertaining to an issue raised	Accurately expresses relevant foundational knowledge pertaining to an issue raised	Does not express any relevant foundational knowledge
<i>Stipulates claims are definitions</i>	Pursues an issue with the stipulation	Does not stipulate a claim or definition	Does not stipulate a claim or definition	Does not stipulate a claim or definition
<i>Elaborate statements with expectations, reasons, or evidence</i>	Pursues an issue with one or more elaborated statements	Pursues an issue with at least one elaborated statement	Elaborates a statement with an explanation, reasons, or evidence	Does not elaborate any issues
<i>Recognizes values or value conflict</i>	Engages others in the discussion by inviting their comments	Invite comments from others	Does not invite comments from others	Does not invite comments from others
<i>Argues by analogy</i>	Uses analogy to advance the discussion	Does not use analogy to advance the discussion	Does not use analogy to advance the discussion	Does not use analogy to advance the discussion
PROCEDURAL				
<i>Invites contributions from others</i>	Engages others in discussion by inviting their comments	Invites comments from others	Does not invite comments from others	Does not invite comments from others
<i>Acknowledges the statements of others</i>	Engages others in discussion by acknowledging their contributions	Does not acknowledge the statements of others	Does not acknowledge the statements of others	Does not acknowledge the statements of others
<i>Challenges the accuracy, logic, relevance, or clarity of statements</i>	Constructively challenges the accuracy, clarity, relevance, or logic of statements made	Responds in a civil manner to a statement made by someone else by challenging	Does not challenge the accuracy, clarity, relevance, or logic of statements	Does not challenge the accuracy, clarity, relevance, or logic of statements
<i>Summarizes points of agreement and disagreement</i>	Summarizes points of agreement and disagreement	Does not clearly summarize points of agreement	Does not clearly summarize points of agreement	Does not clearly summarize points of agreement

Marketing Plan Rubric

Assessment Rubric – Marketing Plan			
Assessment Criteria	Excellent	Average	Underperforming
Situation Analysis	<p>Student has created a clear and concise picture of the current marketing environment for the brand, the category, and the consumer set.</p> <p>Included are brand and market growth, brand shares, SWOT analysis, and competitive set assessment.</p> <p>The section concludes with a set of Keys to Success/Critical Issues drawn from the above information.</p>	<p>Student has created a partial picture of the current marketing environment for the brand, the category and the consumer set.</p> <p>Included is partial information on some of the following: brand and market growth, brand shares, SWOT analysis, and competitive set assessment.</p> <p>The section concludes with some insights into Keys to Success/Critical Issues.</p>	<p>Student has created a minimal picture of the current marketing environment for the brand, the category and the consumer set.</p> <p>Included is limited information on brand and market growth, brand shares, SWOT analysis, and competitive set assessment.</p> <p>The SA section does not address Keys to Success or Critical Issues.</p>
Goals and Objectives	<p>Student has prepared a set of focused objectives that are measurable for expected outcomes in a preset time frame.</p> <p>This section includes appropriate financial as well as non-financial marketing objectives.</p> <p>Objectives should be consistent with stated critical issues and keys to success.</p>	<p>Student has prepared a set of focused objectives that are measurable for expected outcomes in a preset time frame.</p> <p>Although stated as measurable, the object set does not span all of the critical issues and keys to success.</p>	<p>Objectives are limited in span and are not measurable as stated.</p>
Strategy/Tactics	<p>Stated strategies will help accomplish all of the objectives. They may include strategies for positioning, promotion, product, pricing and distribution.</p> <p>Strategies are stated as ambitious and broad actions. They will require a subset (tactics) to be actionable.</p> <p>Tactical sets are clearly stated and relationships drawn between tactical programs and strategic fulfillment.</p> <p>Objectives, strategies and tactical programs are in harmony with each other.</p>	<p>Stated strategies will make feasible the accomplishment of most of the objectives.</p> <p>Some strategies may be directly implemented and, thus, do not reflect broad vision and reach.</p> <p>Continuity between objectives, strategies and tactical programs is often fractured and incomplete.</p>	<p>Stated strategies will make feasible the accomplishment of a few of the objectives, are limited to one or two statements and are not broadly ambitious.</p>
Assessment Tools	<p>Every objective has a measurement tool built into the plan. Periodic plan assessments are scheduled.</p>	<p>Plan contains appropriate measurement tools for some, but not all, of the objectives and/or no periodic plan assessments are scheduled.</p>	<p>Plan contains a few measurement tools and/or measurement tools are not appropriate and/or no periodic plan assessments are scheduled.</p>
Planning Cohesiveness	<p>All parts of the plan work together. Strategic decisions are built on the knowledge derived from the SA; strategies and objectives are symbiotic; tactical programs all link to fulfillment of strategy.</p>	<p>For the most part, all sections of the plan work together. Strategic decisions are built on the knowledge derived from the SA; strategies and objectives are symbiotic; tactical programs all link to fulfillment of strategy.</p>	<p>Most of the sections of the plan remain disjointed and unconnected.</p>
Information Resources	<p>Information collection shows thorough use of available syndicated data; editorial information from article databases; e-sources such as blogs, forums and websites.</p>	<p>Information collection is shallow but shows some usage of available syndicated data; editorial information from article databases; e-sources such as blogs, forums and websites.</p>	<p>Information collection is weak or non-existent. There is limited indication of the use of any of the available syndicated data; editorial information from article databases; e-sources such as blogs, forums and websites.</p>
Writing Quality	<p>Initial appearance of the plan inspires readership and develops confidence. There are fewer than three spelling and grammar errors.</p> <p>Readers always have a sense of where they are in the plan, where they came from, and where they are going.</p>	<p>Initial appearance of the plan inspires readership and develops confidence. There are some spelling and/or grammar errors.</p> <p>Readers usually have a sense of where they are in the plan, where they came from, and where they are going.</p>	<p>Initial appearance of the plan does not inspire readership or develop confidence. There are extensive spelling and/or grammar errors.</p> <p>The plan does not flow. Readers have no sense of where they are, where they came from, or where they are going.</p>

Assessment Rubric - Information Resources – Primary and Secondary - Research Project

Assessment Criteria (Team Report)	Excellent	Average	Underperforming
Sourcing	Students use multiple sources for gathering information including, but not limited to, some or all of the following: commercial databases (Spectra, MRI, etc.), proprietary article databases (ABI Inform, Datamonitor; Academic Elite, Lexis-Nexis), primary syndicated or custom studies.	Student identify a couple of sources for gathering information including, but not limited to, the following: commercial databases (Spectra, MRI, etc.), proprietary article databases (ABI Inform, Datamonitor; Academic Elite, Lexis-Nexis), primary syndicated or custom studies.	Students do not identify information sources other than internet portals.
Situation Analysis	Student has created a clear and concise picture of the current marketing environment for the brand, the category and the consumer set. Included are brand and market growth, brand shares, SWOT analysis, and competitive set assessment. Critical issues are identified for clarification, confirmation or exploration by the research.	Student has created a partial picture of the current marketing environment for the brand, the category and the consumer set. Included is partial information on some of the following: brand and market growth, brand shares, SWOT analysis, and competitive set assessment. Critical issues are identified for clarification, confirmation or exploration by the research.	Student has created a minimal picture of the current marketing environment for the brand, the category and the consumer set. Included is limited information on brand and market growth, brand shares, SWOT analysis, and competitive set assessment. Critical issues are not identified.
Planning Flow	Student shows a thorough understanding of the various steps involved in a complete project.	Students show a mixed understanding of the various steps involved in a complete project, focusing on some and missing others.	Student shows a limited understanding of the flow of a research project.
Research Objectives	Stated objectives are consistent with the deliverables of market research. Objectives are clearly consistent with the need for information developed in the SA.	Most of the stated objectives are consistent with the deliverables of market research. Objectives are clearly consistent with the need for information developed in the SA	Stated objectives are not consistent with the critical issues stated above nor are they achievable by market research.
Study Construction	Methodology selected is completely consistent with the goals stated and the information needed. Sampling criteria are complete and will allow sub-segment data interpretation if required.	Methodology selected is reasonably consistent with the goals stated and the information needed. Sampling criteria are mostly complete but will allow sub-segment data interpretation if required.	Methodology selected is inconsistent with the goals stated and the information needed. Sampling criteria not stated.
Questionnaire/Moderator Guide Construction	Questionnaire/Moderator Guide meets all normal requirements and constructions.	Questionnaire/Moderator Guide meets most normal requirements and constructions.	Questionnaire/Moderator Guide meets few or none of the normal requirements and constructions.
Interpretive Skills	The report demonstrates the student's effectiveness at transforming data into actionable marketing concepts.	The research report provides superficial observations about the data.	No data are interpreted in the research report. It only reports the data found.
Writing Quality	Report presents all elements in a clear and logical order. Spelling and grammar are nearly perfect (fewer than three). Data are presented in an imaginative and interesting way. Executive summary presents the heart of the matter and suggestions for a course of action.	Report presents all of the elements, but is not easy to follow. There are some spelling and grammatical errors. Data are presented but not with an understanding of readers' needs. Executive summary is a limited abstract of the total report. There are few if any suggestions for a course of action.	Report does not present all of the elements and/or is not easy to follow. There are many spelling and grammatical errors. Data are included as tabulations but not "presented". There is no attempt to make the data more understandable for the reader. No executive summary or
Hypothesis	Student can clearly state the hypothesis drawn from the research project. Student can clearly identify the variables used to test the hypothesis and which questions relate to which variables. Student clearly states the step-by-step plan as to how this	Student can state the hypothesis but has difficulty in clearly explaining either the variable sets or the process for confirming the hypothesis.	Student cannot clearly explain any of the elements regarding the development and testing of a hypothesis.

Individual Case Rubric

Criteria	Level of Achievement			
	Excellent (A)	Good (B)	Needs Improvement (C, D)	Unacceptable (F)
SWOT Analysis (10%)	A thorough SWOT analysis is presented and explained. There are no major strengths, weaknesses, opportunities, or threats missing. In addition, items under each category are appropriately categorized and written.	A SWOT analysis is presented and explained, but there are 1-2 things wrong with the analysis—e.g., at least one major item is missing, or an item is inappropriately categorized, or an opportunity is written as a tactic. Alternatively, the explanation of the SWOT may be unclear.	A SWOT analysis is presented and explained, but there are 3-4 things wrong with the analysis and/or the explanation is very unclear.	The SWOT analysis is either very poorly done (>5 things wrong with it) or missing, and/or the explanation is missing.
Identification of Problems/Issues (15%)	Clearly identifies problems/issues, based on the SWOT analysis and other forms of strategy analysis. The problems/issues are prioritized, differentiating those that are important from those that are routine. Relationships among the problems are identified, with the underlying, primary or key problem/issue clearly designated.	Problem and issue identification is clear, based on the SWOT and other analyses, and prioritizations have been made. Most, but not all, judgments about priorities are appropriate. Relationships and the key underlying problem/issue are identified.	Problem and issue identification is unclear in some aspects and is not wholly based on SWOT and other forms of analysis. Prioritization is confused. Relationships and the key underlying problem/issue are either misidentified or missing.	The problem identification is missing or not based on SWOT or other forms of analysis at all. In addition, there is no attention given to relationships among and prioritization of problems. Shows lack of judgment.
Identification and Analysis of Strategic Alternative Actions (20%)	Clearly identifies several strategic alternative actions that can be taken to address problems/issues. The list of alternatives is complete and linkage to the SWOT and problems/issues is clear, providing clear reasoning for inclusion as an alternative action. Each strategic alternative clearly represents a broad strategic direction. Analysis of alternative actions is detailed. Any necessary assumptions are stated and justified. The analysis appropriately incorporates strategic marketing management concepts and financial analysis. The likely benefits/disadvantages of each action are clearly identified and supported by the analysis.	Identifies strategic alternative actions that can be taken to address problems/issues. Most, but not all, alternative actions are linked to the SWOT and problems/issues. One of the alternative actions is too narrow (tactical) and does not identify a broad strategic direction. Analysis of alternative actions is detailed, but some statements are unsupported by analysis/ calculations. Assumptions are stated, but some are not justified. Most, but not all, benefits/disadvantages are clearly identified and supported by the analysis.	The list of strategic alternative actions is incomplete or unclear in some aspects, and includes alternatives that are not based on the SWOT and/or are not reasonably linked to the problems and issues. More than one alternative is too narrow and does not identify a broad strategic direction. Some analysis is included, but it is not very detailed. Many statements are not supported by analysis/calculations. Most of the stated assumptions are not justified. Several benefits/ disadvantages are missing and/or not clearly identified or unsupported by the analysis.	Either the list of strategic alternative actions is missing or the list is very incomplete or there is no linkage of the alternative actions to the SWOT or to the problems/issues. None of the alternatives identifies a broad strategic direction. Shows lack of thorough consideration. Analysis is trivial or missing, lacking any depth. No assumptions are stated(& are needed). Likely benefits/disadvantages are not provided at all or are unsupported by the analysis.

		Level of Achievement		
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Criteria	Excellent (A)	Good (B)	Needs Improvement (C, D)	Unacceptable (F)
Recommendation (15%)	A clear action plan is given, logically derived from alternative analysis, that provides optimal solution for identified problems/issues and that further makes sense, given the SWOT analysis; the recommendation is based on only one of the strategic alternative actions. Assumptions, caveats, ongoing considerations concerning recommendation are provided.	An action plan is given, which is mostly, but not completely, logically derived from alternative analysis. There may be a better solution to the problems/issues than the one recommended, given the SWOT analysis. Most, but not all, assumptions, caveats, and ongoing considerations are provided.	A solution is recommended, but logical derivation from alternative analysis is unclear, and there is clearly a better optimal solution, given the SWOT analysis. The recommendation is based on more than one alternative action. No identification of assumptions, caveats, or considerations that might affect the recommendation is provided.	A solution is recommended, but it is not derived from the alternative analysis at all; or the recommended solution is clearly not viable, given the SWOT analysis; or the recommended solution does not address the problems/issues; or there is no recommended solution.
Organization (10%, includes organization, integration, grammar, appendices)	Written work is well organized and easy to understand. There is a brief introduction. Sections of case analysis are marked with appropriate headings. There are page numbers.	The organization is generally good. There is a brief introduction and section headings; there are page numbers. But some sections seem out of place or mislabeled, diminishing the ease with which the case reads and is understood.	The organization is unclear; headings are missing. The introduction is not succinct. Page numbers may be missing.	The case analysis is disorganized to the extent that it prevents understanding of content. There are no headings. There is no introduction. There are no page numbers.
Grammar, Spelling, and Formatting (Up to 30%)	The work has been thoroughly spell-checked and proofread. There are none to almost none grammatical or spelling errors. There are no APA formatting errors.	There are a few spelling and grammatical errors. There are one to three formatting errors. Generally conforms to APA style.	There is more than one spelling or grammatical error per page. There is at least one APA formatting error per page.	There are frequent misspelled words, serious grammatical errors, and multiple APA formatting errors, indicating that time was not take to spell-check and proofread the report.
Use of Appendices	Information is appropriately placed in either the main text or an appendix. Appendices are documented and referenced in the text.	Information is appropriately placed in either the main text or an appendix. Documentation and referencing in text are somewhat incomplete.	There is some misplacement of information in the text vs. the appendix. Appendices are poorly documented and referenced in the text.	Considerable amount of material is misplaced. Appendices are not documented or referenced in text.