



MARKETING

B-School Connection (BSC) Curriculum Integration

Prepared By:



TABLE OF CONTENTS

BSC CURRICULUM INTEGRATION	3
Purpose of this Manual	3
BSC Program Overview	3
The B-School Connection Resource Center	4
Weekly Instructional Tools.....	6
Types of Curriculum Integration	6
DISCUSSION BOARD POSTS	12
Grading and Assessment.....	13
Continuous Syllabus Activities.....	14
Issue-Specific Syllabus Activities.....	16
SHORT PAPERS.....	17
Grading and Assessment.....	18
Continuous Syllabus Activities.....	19
Issue-Specific Syllabus Activities.....	22
STUDENT PRESENTATIONS	23
Grading and Assessment.....	24
Continuous Syllabus Activities.....	25
Issue-Specific Syllabus Activities.....	27
STUDENT TEAM PROJECTS.....	28
Grading and Assessment.....	29
Continuous Syllabus Activities.....	30
Issue-Specific Syllabus Activities.....	31
CASE STUDIES.....	32
Continuous Syllabus Activities.....	32
Issue-Specific Syllabus Activities.....	36
ASSESSMENT	37
Weekly Quizzes	37
Course Exams	37

BSC CURRICULUM INTEGRATION

Purpose of this Manual

The purpose of this manual is to provide instructors, faculty, program managers, and curriculum designers with syllabus-based examples of how to integrate the B-School Connection program into the curriculum and the classroom.

BSC Program Overview

The B-School Connection (BSC) program includes a subscription to *Bloomberg Businessweek*, one of the most widely read business weekly magazines in the world, and access to the Education Resource Center, a powerful tool for higher education.

Program objectives include:

1. Provide application-based instructional content.
2. Encourage regular reading of business news.
3. Establish an expectation of better informed and more engaged students.
4. Appropriate for *any course* at *every academic level*.
5. Is a dynamic, comprehensive, and inexpensive weekly business textbook.

The BSC prepares students for success in the global economy by closing the gap between theory and application. The BSC provides a broad range of tools to enhance classroom curriculum, integrate current global news, and supplement theory with real-world application. The Education Resource Center empowers both students and faculty to get the most out of the magazine.

Student learning outcomes for the BSC program include:

1. Encouraging regular reading of business news independent of specific assignments and classroom activities.
2. Establishing an expectation that students will be better informed and more engaged.
3. Students become global thinkers, realizing the connectivity of the world and local impact.
4. Developing more career-ready graduates who are ready to contribute in the workplace with a more thorough understanding of the global business community.
5. Students can link academic theory with real-world practice and application.

The B-School Connection Resource Center (<https://resourcecenter.businessweek.com/>) includes:

- ❖ Weekly Instructor's Guides
- ❖ Reading Buckets with "greatest hits" articles and guides organized by academic disciplines/topics, economic sectors, global regions, and educational competencies
- ❖ Weekly Faculty EDGE Guides
- ❖ Additional classroom integration recommendations

For students, the program results in a competitive edge. Students broaden their business focus, and become engaged, excited, enlightened, and ready to become globally informed students of the world. The Education Resource Center allows students to find current and prior *Bloomberg Businessweek* readings for use in the classroom.

For faculty, the BSC enhances curricula by leveraging real-time, up-to-date business news, and closing the gap between theory and application. Within the Education Resource Center, course instructors have access to weekly articles and guides by disciplines/topics, sectors, regions, and competencies. Additionally, the weekly EDGE guides provide powerful, competency-based case studies based on current events.

The B-School Connection Resource Center

The B-School Connection Resource Center is arranged by 13 Disciplines/Subtopics:

1. **Accounting and Taxation** (Subtopics: Financial Accounting; Taxation)
2. **Business Fundamentals** (Subtopics: Accounting; Management; MIS; Marketing; Operations and Supply Chain Management; Finance)
3. **Business Law** (Subtopics: Securities; Banking and Financial Institutions; Healthcare; Intellectual Property; Environment; Labor and Employment; Anti-trust)
4. **Business Strategy** (Subtopics: Competitive Advantage; Innovation; Industry Structure; Leadership; Corporate Strategy)
5. **Career Readiness** (Subtopics: Discovering Your Options; Sculpting Your Value Proposition; Selling Yourself; Activating Your Plan)
6. **Economics** (Subtopics: Microeconomics; Macroeconomics; International Economics; Monetary Policy; Fiscal Policy)

7. **Entrepreneurship** (Subtopics: Startup Financing; Idea Generation and Opportunity Recognition; Entrepreneurial Characteristics)
8. **Finance** (Subtopics: Corporate Finance; Investments; Markets; Financial Institutions; International Finance; Mergers and Acquisitions; Real Estate)
9. **Information Technology** (Subtopics: E-Commerce; Social Media; Security; Internet; Mobile Apps)
10. **International Business** (Subtopics: Global Strategy; Local Adaptation; Impact of Culture; Government Regulation; Supply Chain Management)
11. **Marketing** (Subtopics: Communications & Social Media; Sustainability; Entrepreneurship; Innovation)
12. **Operations Management** (Subtopics: Supply Chain Management & Logistics; Project Management; Operations Management Leadership and Strategy; Digital Operations Management; Organizational Behavior and Best Practices)
13. **Organizational Behavior & Human Resource Management** (Subtopics: Corporate Social Responsibility; Environmental Responsibility; Reputation; Fraud; Human Resource Management; Conflict & Negotiation; Leadership; Organizational Culture)

The Resource Center is also organized by nine economic Sectors:

1. Consumer Goods and Services
2. Energy
3. Financial Services
4. Government
5. Healthcare
6. Manufacturing
7. Sports and Entertainment
8. Technology
9. Transportation

Geographically, the B-School Connection content is organized into six world regions with country-specific search capabilities:

1. Africa
2. Asia/Oceania
3. Europe
4. Latin America
5. North America

6. The Middle East

The Resource Center is also arranged by seven academic competencies:

1. Communication
2. Critical Thinking/Decision-Making
3. Ethics
4. Global Awareness
5. Innovation/Entrepreneurship
6. Leadership
7. Sustainability

Article reviews and associated instructional tools are categorized based on one or more discipline/topic, economic sector, global region/country, and/or academic competency.

Weekly Instructional Tools

Instructor Guides are produced weekly and distributed via e-mail to course faculty. The Guides are written by the BSC Advisory Board, terminally degreed faculty from leading business schools. The Guides provide course instructors with real-time, multi-disciplinary tools to enhance their curriculum. The Guides are archived after 18 months, allowing great flexibility in future lesson planning, while also providing current, relevant, and accurate business news to instructors and students.

EDGE guides (Executive Development Guide and Extract) is a B-School Connection Resource Center tool that turns selected weekly articles into powerful academic content for student development. The EDGE is competency-based, relates to accreditation goals for B-Schools, and provides faculty with mini-case studies that address real-world situations. The competencies are based on the outcomes that faculty, business schools, accreditation agencies, and downstream employers want to see in successful graduates of business programs.

Types of Curriculum Integration

BSC can be integrated into the curriculum using a variety of instructional methods:

1. Discussion Board Posts
2. Short Papers
3. Student Presentations

4. Student Team Projects
5. Case Studies
6. Assessment Activities (Quizzes and Course Exams)

Broadly, each integration method can employ one of two styles of student activities: *continuous* or *issue-specific*.

Continuous syllabus activities are not time-bound as the same activity can be used for several academic terms without modification. Such content can be included in the Learning Management System (LMS) and remain largely unchanged for several terms. The activities direct the students to use the current or past edition of *Bloomberg Businessweek* and the ERC to answer the question(s) or activities as required by the assignment.

Issue-specific syllabus activities are time-bound and relate to specific articles. Although the assignment can be relatively generic, the course instructor does update the assignment to direct the students towards a specific issue of *Bloomberg Businessweek*.

Rubrics are also presented for Discussion Board Responses, PowerPoint Presentations, Written Assignments, and Oral Presentations to help instructors assess how well students meet the criteria for each activity or assignment. Instructors may use more than one rubric for a particular activity or assignment (for example with the Team Project) to assess different aspects of the students work.

The following pages provide examples of syllabus-based activities and assignments that are either continuous or issue-specific.

CURRICULUM INTEGRATION IDEAS

Dr. Rachel Smith, University of Mississippi

Learning Objectives

- To help students apply marketing principles to current business issues
- To motivate discussion of current marketing problems and opportunities
- To relate business models discussed in articles to other businesses

- To stimulate critical thinking and engender curiosity among our senior marketing majors
- To bridge the gap between the classroom and the real world

Teaching Tasks

Students frequently need context when discussing marketing problems and opportunities. In other words, they don't know where to begin, how to prioritize, and what to communicate when analyzing marketing situations. In my classes (MKTG 451: marketing Strategy and Policy and MKTS 452: Global Marketing), the students will analyze the articles employing the following frameworks:

1. Marketing strategy - target market and the marketing mix
2. Environments - competitive, geographic/climate, political/legal/regulatory, technological, cultural/societal, and economic
3. The customer's need - what is the customer buying?

Classroom Logistics

- We will use the structure of the assigned teams in each class for our discussion and analysis of BBW articles.
- Before Tuesday's class, I will pick and post one article on Blackboard from the previous week's edition (probably from the sections: Companies and Policies, Features and Politics and Policy) for each course.
- The students will read the articles before class, working with the preceding framework (e.g. as they read the article they need to put it in the context of: marketing strategy, the environments and the customer's need) and coming to class ready to discuss the article first with team members and then with the entire class.
- My Strategy courses will focus more on 1 and 3 of the preceding frameworks which is the foundation of marketing strategy and my Global courses will focus more on 2, the bedrock of global marketing.
- In class, I will also include other questions (perhaps from BBW's Resource Center) corresponding to the course topics and principles of marketing for the teams and class to discuss and answer.

- The students will be graded on their participation in the classroom discussion and the answers that individual teams provide. Students earn 10% of their grade through class participation.
- Finally, we will discuss ways in which the models, problems, and opportunities in this article could relate to the Marketing Plans and cases they are currently working on for the course.

Jeff Radighieri, University of Houston- Victoria

In my MKTG 6352 course, I used articles from *Bloomberg Businessweek* (referred to as BBW hereafter) almost every week. I feel that it is important to draw in real world examples of the concepts that we are studying. By getting students to think about these articles in marketing terms, they are better able to grasp the concepts and what they mean to marketers, business, and society at large. The activity is purely oral. They read the article(s) and then come to class with questions, comments, and opinions about them. We then take up to 30 minutes of class discussing the articles and relating them to relevant course material. It is a highly interactive exercise, which often evolves into debates about the merits of certain marketing strategies or their appropriateness to the focal firm in the article.

This course lists among the learning objectives: (1) comprehending basic concepts, (2) analyzing key developments in the environment, (3) comprehending the planning process, (4) understanding competition, position, and target markets, (5) developing strategies, and (6) evaluating firm marketing situations. In my opinion I feel that the BBW exercises that are done in my class help achieve all of these objectives. They provide students with practical knowledge to accompany the theoretical grounding that they receive from the book and lectures. The assigned articles are varied in subject matter to provide inspection of a wide array of topics and problems.

This activity is a tremendous contribution to continuous improvement. I feel very strongly in keeping information in my courses current; therefore I use articles that are very recent. The contemporary nature of the material allows the students to relate better to the contained information. Further, I feel that MBA level courses should be more application and less textbook based lectures; this exercise is consistent with that philosophy, and aids in my transition away from a traditional teaching model to a more dynamic one.

There are no written instructions from me regarding this assignment, other than an email to the class with attached articles that will be covered in the next lecture. This assignment is purely oral in nature, as it stimulates class discussions; a class activity that I feel is very valuable.

Student performance on these assignments was mixed. Some students were the constant "devil's advocate," arguing against certain marketing strategies. Others tended to support each company's strategy. Overall, the students were able to successfully identify and analyze the key concepts and issues in the articles and come up with substantive contributions to the course discussion.

Dr. Robert Cosenza, University of Mississippi

One of the most important ways that modern humans can gain knowledge is by reading. (Ron Kurtis, School of Champions, <http://www.school-for-chapmions.com/>)

As obvious a statement as it might seem, most surveys reveal that students rarely buy textbooks and if they do only about 40% of his student reported that they usually or always did the reading assignment. Along with the BBW Program at the TUM-SOBA comes the opportunity to provide up to date business reading for the students that go beyond the traditional textbook. Given this opportunity, I have devised a way to keep students interested in reading in general, and reading specific to their business discipline.

The program that I use in ALL of my advanced Marketing Management Classes, Research, Strategy, and Professional Selling was created out of a melding of tenets of a TV show, the cool dialogue of a popular Movie Scene, a fictional movie character's job description, the focus of a popular non-fiction book, and the NSA's clandestine data mining program-called Echelon.

What is the program objective/outcome?

Learning to read to predict trends/opportunities (new business or adaptive business) and capitalize on them rapidly (Tipping Point Mentality).

Simplistically:

The student are required to read the BBW articles for passages that might indicate a "connective" with other passages that they have read in the past BBW articles. They

accumulate these passages in a word document. They tag/describe what they feel the connection might be (they are shown excerpts from the Connections TV show, ([http://en.wikipedia.org/wiki/Connections %28TV series%29](http://en.wikipedia.org/wiki/Connections_%28TV_series%29)); Three Days of the Condor, ([http://en.wikipedia.org/wiki/Three Days of the Condor](http://en.wikipedia.org/wiki/Three_Days_of_the_Condor)); Listen to excerpts from "The Tipping Point" ([http://en.wikipedia.org/wiki/The Tipping Point](http://en.wikipedia.org/wiki/The_Tipping_Point)), the script from "Working Girl" where connections are explained; (follows) where Tess is using connective assimilation to predict a deal...

Scene 75

Jack: Hear the lady out, sir. There's another elevator.

Trask: Fine.

Jack: You're on.

Tess: Okay. See, this is Forbes. It's just your basic article about how you were looking to expand into broadcasting, right? Okay, now, the same day, I'll never forget this. I'm reading page six of the Post, and there's this item on Bobby Stein, the radio talk show guy who does all those gross jokes about Ethiopia and the Betty Ford Cent. Well, anyway, he's hosting this charity auction that night...real blue bloods, and won't that be funny? Now turn the page to Suzy, who does the society stuff, and there's this picture of your daughter.

Trask: Ah.

Tess: See, nice picture. And she's helping to organize the charity ball. So I started to think, "Trask, radio...Trask, radio." And then I hook up with Jack, and he came on board with Metro, and..and so now here we are.

And finally Echelon is explained (word mining) for themes, genres that might indicate a change in environment - ALL as a precursor to the project.

Then, we discuss passage connections as a class, the try to predict a "tip". I then show them how to use two word mining programs that are free on the Internet to verify their connections lexalytic and crawdad and then monitor to see if we "might" actually have predicted a tip.

They really get into it....

DISCUSSION BOARD POSTS

A discussion board post activity that integrates the B-School Connection program can be article-specific or topically generic. A discussion board post stimulates student engagement and demonstrates application of the concepts within the global context.

There are two (2) types of Discussion Board Posts:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to writing their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the student’s responses, many faculty use a rubric specifically designed for Discussion Board Posts.

Discussion Board Rubric

Expectations:

- Posts and replies submitted by the deadlines.
- Writing style professional and NOT in text or Instant Messaging style.
- Content and tone professional and respectful.
- Contribution to a conversation by:
 - asking good questions
 - making insightful observations
 - avoiding duplication of previous posts
 - adding to what a classmate has said

Criteria	Outstanding	Proficient	Basic	Below expectation (failing grade)
Completeness	Fully meets all assignment requirements as detailed in assignment description.	All required elements completed.	Most required elements completed.	Only satisfies some of the required elements.
Critical Thinking	Rich in content; full of thought, insight, and analysis.	Substantial information thought, insight, and analysis has taken place.	Generally competent information is thin and commonplace.	Rudimentary and superficial no analysis or insight is displayed.
Connections	Clear connections to previous or current content and to real-life situations.	Connections are made, but not really clear or too obvious.	Limited, if any, connections; vague generalities.	No connections are made; off topic.
Uniqueness	New ideas and new connections made with depth and detail.	New ideas or connections lack depth and/or detail.	Few, if any new ideas or connections; rehash or just summarized other postings.	No new ideas, "I agree with ..." statements.
Style and Grammar	Few grammatical or stylistic errors.	Several grammatical or stylistic errors.	Obvious grammatical or stylistic errors which interfere with content.	Obvious grammatical or stylistic errors which make understanding difficult.

Continuous Syllabus Activities

Activity 1: Current Issues in Marketing

XX Points

What are the major issues in marketing today? What do you think are some of the current challenges, opportunities, and areas of specific interest regarding marketing? Consider both your local environment, as well as the global context as you consider these questions. Take a few minutes to strategically explore and consider your local community, region, and the global environment relative to marketing.

Specific to this activity:

- Visit the *Bloomberg Businessweek* B-School Connection Education Resource Center (<http://resourcecenter.businessweek.com>) and read a few current articles related to marketing. Read articles that apply to your specific region, as well as those outside of your region to broaden your frame of reference.
- Compose a discussion board post that provides your opinion regarding marketing issues today. Specifically, compose a post that addresses two foundational questions: (1) What are the major issues in marketing today? (2) What do you think are some of the current challenges, opportunities, and areas of specific interest regarding marketing? The discussion board post should be between 250 and 500 words.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 2: Communications

XX Points

The world has forever changed due to the 'real time' connectivity enabled by the Internet. How does this interconnectivity help a company communication wise? How does this interconnectivity hurt a company communication wise? Provide examples of specific companies for each.

Specific to this activity:

- Visit the *Bloomberg Businessweek* B-School Connection Education Resource Center (<http://resourcecenter.businessweek.com>) and read a few current articles related to communications. Read articles that apply to your specific region, as well as those outside of your region to broaden your frame of reference.
- Compose a discussion board post that provides your opinion regarding communication issues today. Specifically, compose a post that addresses two foundational questions: (1) How does this interconnectivity help a company communication wise? (2) How does this interconnectivity hurt a company communication wise? Provide examples of specific companies for each. The discussion board post should be between 250 and 500 words.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Social Media

XX Points

Read the following article review: [URL or Name/Location of the Article]. You may also want to read the full article.

Specific to this activity:

- Post your response to the discussion questions included with the article review to the Course Discussion Board. Your post should be between 150 and 200 words.
- Comment on another student's discussion board post. Your comment should be more than just agree/disagree and should provide additional analysis or insights to the other student's post. Your comments should be at least 50 words.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

SHORT PAPERS

A short paper student activity combines both B-School Connection article reviews and *Bloomberg Businessweek* articles with journal articles and books to link theory with practice and promote critical thinking and analysis skill development.

There are two (2) types of Short Papers:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to writing their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the student’s responses, many faculty use a rubric specifically designed for Short Papers.

Writing Rubric

Expectations:

- Submit correctly and on time.
- Adhere to requirements regarding nature of content, length, and format.
- Consistent with APA/academic writing style.

Criteria	Outstanding	Proficient	Basic	Below expectation (failing grade)
Completeness	Fully meets all assignment requirements as detailed in assignment description.	All required elements completed.	Most required elements completed.	Only satisfies some of the required elements.
Style including Structure, Flow, Grammar, and Spelling	Highly professional, excellent clarity, and easy to follow from opening to closing paragraphs. Excellent sentence structure, transitions and flow. Close adherence to APA writing style requirements. Very few or no grammar and spelling errors.	Sound structure and flow. Generally easy to follow with good adherence to APA style requirements. Minimal grammar and spelling errors.	Basic structural elements exist, however flow and logically sequencing of content often disjointed. Frequent non-adherence to elements of APA writing style. Frequent grammar and spelling errors.	Structure/Flow difficult to follow. Numerous grammar/spelling/tense errors. Awkward/not engaging writing style.
Content	Rich in both subject matter and critical thinking. Insightful. Compelling arguments supported using a variety of sound resources.	Good depth and breadth of content displaying thought, insight and analysis of subject matter. Arguments well supported.	Treatment of subject matter somewhat thin/lacking depth. Arguments often not strongly/logically supported.	Rudimentary or superficial treatment of subject matter with little evidence of critical thinking and analysis. Arguments poorly framed or supported.

Continuous Syllabus Activities

Activity 1: Sustainability

XX Points

Sustainability is defined as the use of resources such that they are not permanently destroyed or depleted affecting future generations. As you read the articles for this activity, for the assignment, think of the how companies put sustainability into practice.

Specific to this activity:

- Read at least five article reviews and perhaps the full articles related to sustainability found on the BSC Education Resource Center.
- Write a 1000-1300-word paper based on your readings that includes a discussion on the following concepts: resources, environment, economic, community, business, profit, people, CSR. Use the BSC articles as a basis for the discussions of these concepts.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 2: Entrepreneurship

XX Points

What role does marketing play in entrepreneurial ventures?

Specific to this activity:

- Read at least three article reviews and perhaps the full articles related to entrepreneurship found on the BSC Education Resource Center.
- Write a 1000-1300-word paper based on your readings that includes a discussion on the following concepts and how they are used and why they are important to organizations today: value, value proposition, branding, sustainability, social media, sales, marketing concept. Use the BSC articles as a basis for the discussions of these concepts.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 3: Innovation

XX Points

Peter Drucker – the famous management guru from the 20th century once said that the only 2 functions of business are marketing and innovation. What did Peter Drucker mean by this? Give specific examples of companies that have succeeded and failed in these two functions.

Specific to this activity:

- Visit the *Bloomberg Businessweek* B-School Connection Education Resource Center (<http://resourcecenter.businessweek.com>) and read at least 3 current articles related to Innovation. Read articles that apply to your specific region, as well as those outside of your region to broaden your frame of reference.
- Compose a discussion board post that provides your opinion regarding Innovation. Specifically, compose a post that addresses the following question: (1) What did Peter Drucker mean by this? Give specific examples of companies that have succeeded and failed in these two functions. The discussion board post should be between 250 and 500 words.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Communications

XX Points

Read the following article review: [URL or Name/Location of the Article]. You may also want to read the full article.

Specific to this activity:

- Write a 1000-1300-word paper that summarizes the article (about a third of the paper), answers the discussion questions included with the article review (about the third of the paper), and offer your own conclusions and reflections regarding the article and its implications in business (about the third of the paper)
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

STUDENT PRESENTATIONS

Using the B-School Connection Education Resource Center, course instructors can require students to develop a presentation based on specific problem-solving questions that integrate both the textbook materials with current events to demonstrate practical application of the concepts.

There are two (2) types of Student Presentations:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to presenting their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the student’s responses, many faculty use a rubric specifically designed for PowerPoint Presentations.

PowerPoint Presentation Rubric

Criteria	Exceeds Standards	Meets Standards	Fails to Meet Standards
Background	Background does not detract from text or other graphics. Choice of background is appropriate for this project.	Background does not detract from text or other graphics. Choice of background could have been better suited for the project.	Background makes it difficult to see text or competes with other graphics on the page.
Text: Font Choice & Formatting	Font formats (e.g. color, bold, italic) have been carefully planned to enhance readability and content.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Spelling & Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings and/or grammatical errors.	Presentation has more than 2 grammatical and/or spelling errors.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive and detract from the content of the presentation.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the topic.	Project is lacking several key elements and has inaccuracies.

Continuous Syllabus Activities

Activity 1: Social Media

XX Points

Social Media refers to the software tools and apps used to create and share information, ideas, etc. across the Internet. What are some common, business related software tools and apps? Which are most successful in helping businesses? How do you know they are successful? For what businesses does social media help the most? Which businesses is it least important too?

Specific to this activity:

- Read at least five article reviews and perhaps the full articles related to the marketing, subtopic social media found on the BSC Resource Center (<http://resourcecenter.businessweek.com>).
- Prepare a presentation focused on social media. Your presentation should answer the following questions: (1) What are some common, business related software tools and apps? (2) Which are most successful in helping businesses? (3) How do you know they are successful? (4) For what businesses does social media help the most? (5) Which businesses is it least important too? (Slide Count?)
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 2: Sustainability

XX Points

Sustainability often refers to the environment and a company's use or abuse of natural resources. In the business context, how would you define sustainability? What are company's doing to become more sustainable? What role does marketing play in a company becoming more sustainable?

Specific to this activity:

- Read at least five article reviews and perhaps the full articles related to sustainability found on the BSC Resource Center (<http://resourcecenter.businessweek.com>).
- Prepare a presentation that answers the following questions: (1) In the business context, how would you define sustainability? (2) What are company's doing to become more sustainable? (3) What role does marketing play in a company becoming more sustainable? (Slide Count?)
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Ethics and Marketing

XX Points

Read the following article review: [URL or Name/Location of the Article]. You may also want to read the full article.

Specific to this activity:

- Prepare a presentation that summarizes the key points of the article and answers the discussion questions included with the article review. Your presentation should include at least 10 slides.
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

STUDENT TEAM PROJECTS

Teams of students can develop oral and/or written presentations based on the current week's *Bloomberg Businessweek* articles. Student teams can also use the Education Resource Center to research a specific topic and present 2-4 related articles in order to demonstrate application and relevance.

There are two (2) types of Student Team Projects:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to writing and presenting their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the student’s responses, many faculty use a rubric specifically designed for Oral Presentations.

Oral Presentation Rubric

Criteria	Exceeds Expectations	Meets Expectations	Does not meet Expectations
Speaking and Volume	Clear and audible at all times.	Clear and audible most of the time; a few sentences trailing away or not clear.	Not clear and not audible almost throughout.
Speaking versus Reading	Speaks extemporaneously.	Refers to notes but does not read from text.	Reads or relies too heavily on notes.
Mannerisms	No distracting mannerisms.	Few distracting mannerisms.	Fidgets, hands in pockets, excessive nervousness.
Connecting with Audience	Engaging with eye contact, body language, and enthusiasm.	Generally maintains eye contact; shows interest in topic.	No eye contact; shows little or no enthusiasm.
Introduction	Purpose explained along with an attention-getter; self-introduced.	Topic and self-introduced but purpose not clear.	Fails to introduce topic and self; purpose not clear.
Subject Coverage	Fully covered; no factual errors; demonstrates clear understanding of topic.	Covered with reasonable depth with few factual errors; demonstrates good understanding of topic.	Topic not fully covered; inaccuracies; fails to demonstrate understanding of topic.
Conclusion	Main points reinforced; take-away messages re-stated; purposeful conclusion; appropriate referencing.	General summary or wrap up; incomplete referencing; take-away message lacks clarity.	Abrupt ending; no summary or wrap-up; failure to provide references.

Note to instructors: For Team Projects, you may use the Written, Power Point, and Oral Presentation Rubrics to fully assess the project and student participation.

Continuous Syllabus Activities

Activity 1: Leadership and Marketing

XX Points

The B-School Connection Education Resource Center

(<http://resourcecenter.businessweek.com>) includes several articles related to Leadership and Marketing. In teams of 2-3 students, select three article reviews from within the past 60 days pertaining to the topic of leadership within the discipline of marketing.

Specific to this activity:

- Each team member should read all three of the selected articles. As a team, decide who will have primary responsibility for a specific article.
- Each team member will prepare written responses to the discussion questions included with the article review.
- As a team, determine the implications of this article on current management.
- As a team, determine which of you will present your results to the rest of the class during a 10-minute classroom presentation.
- Submit both your written summaries and presentation to your course instructor after the presentation.
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Global Awareness and Marketing

XX Points

In teams as assigned by the course instructor, read the following article reviews found on the B-School Connection Education Resource Center

(<http://resourcecenter.businessweek.com>):

1. [URL or Name/Location of the Article]
2. [URL or Name/Location of the Article]
3. [URL or Name/Location of the Article]

Specific to this activity:

- Each team member should read all three of the selected articles. As a team, decide who will have primary responsibility for a specific article.
- Each team member will prepare written responses to the discussion questions included with the article review.
- As a team, determine the implications of this article on current management.
- As a team, determine which of you will present your results to the rest of the class during a 10-minute classroom presentation.
- Submit both your written summaries and presentation to your course instructor after the presentation.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Presentations will normally use either Times New Roman or Ariel font. Students should consider their audience using an appropriate balance between text, graphics, and images and should normally include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

CASE STUDIES

Course instructors use the short case studies included with the weekly Edge Guide to promote critical thinking skills. The Edge Guide is fully searchable by Sector, Competency, Region/Country, and Discipline.

There are two (2) types of Case Studies:

1. **Continuous Syllabus Activities.** These activities pose a question or questions that require the students to perform research and to then synthesize, analyze, and reflect on the question prior to writing and presenting their response.
2. **Issue-Specific Syllabus Activities.** These activities require that the student read a specific article responding to the questions posed in the review at the end of the article.

Grading and Assessment: To assist in assessing the student’s responses, many faculty use a rubric specifically designed for **Case Studies**.

Case Study Rubric

Expectations:

- Submit correctly and on time.
- Adhere to requirements regarding nature of content, length, and format.
- Consistent with APA/academic writing style.

Criteria	Outstanding	Proficient	Basic	Below expectation (failing grade)
Style including Structure, Flow, Grammar, and Spelling	Highly professional, excellent clarity, and easy to follow from opening to closing paragraphs. Excellent sentence structure, transitions and flow. Close adherence to APA writing style requirements. Very few or no grammar and spelling errors.	Sound structure and flow. Generally easy to follow with good adherence to APA style requirements. Minimal grammar and spelling errors.	Basic structural elements exist, however flow and logically sequencing of content often disjointed. Frequent non-adherence to elements of APA writing style. Frequent grammar and spelling errors.	Structure/Flow difficult to follow. Numerous grammar/spelling/tense errors. Awkward/not engaging writing style.
Identification of Main Issues	Identifies and shows understanding of the main issues in the case.	Identifies and shows understanding of <i>most</i> of the issues in the case.	Identifies and shows <i>some</i> understanding of the issues in the case.	Identifies and shows <i>very little or no</i> understanding of the issues in the case.
Analysis of Issues	Presents a thorough analysis of identified issues including necessary calculations and supporting evaluation.	Presents a thorough analysis of identified issues; missing some necessary calculations or supporting evaluation.	Presents an incomplete analysis of identified issues; missing some necessary calculations or supporting evaluation.	Presents an incomplete analysis of identified issues; missing all necessary calculations or supporting evaluation.
Recommendations	Provides a sound recommendation based on strong arguments and well documented evidence; presents a balanced view with a reasonable interpretation.	Provides a recommendation based on limited arguments and some evidence; presents a somewhat biased view with some interpretation.	Provides a recommendation based on weak arguments and limited evidence; presents a biased view with very little to no interpretation.	Presents poorly formed recommendation or no recommendation at all with very little or no support.

Continuous Syllabus Activities

Activity 1: Critical Thinking/Decision Making and Marketing Case Study XX Points

The EDGE GUIDES of the B-School Connection Resource Center (<https://resourcecenter.businessweek.com/edge-guides/page/1>) include short cases based on Critical Thinking/Decision Making and Marketing (from the Search Edge Guides dropdown menu select 'Case Study', then from the Learning Outcome dropdown menu select 'Critical Thinking/Decision Making', and fill in the Keyword Search with 'Marketing'). Read one of the cases.

Then, specific to this activity:

- Read and reflect upon the key learning points associated with this case.
- Read the case summary (Abstract).
- Read the full article associated with this case. (Link is next to the Reviewer's name.)
- Search the B-School Connection Resource Center for other articles that may be related to this case.
- Read and conduct the activities listed with the case (including Discussion Questions) and prepare a written response for each activity.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Continuous Syllabus Activities

Activity 2: Communication and Marketing Case Study XX Points

The EDGE GUIDES of the B-School Connection Resource Center (<https://resourcecenter.businessweek.com/edge-guides/page/1>) include short cases based on Communication and Marketing (from the Search Edge Guides dropdown menu select 'Case Study', then from the Learning Outcome dropdown menu select 'Communication', and fill in the Keyword Search with 'Marketing'). Read one of the cases.

Then, specific to this activity:

- Read and reflect upon the key learning points associated with this case.
- Read the case summary (Abstract).
- Read the full article associated with this case. (Link is next to the Reviewer's name.)
- Search the B-School Connection Resource Center for other articles that may be related to this case.
- Read and conduct the activities listed with the case (including Discussion Questions) and prepare a written response for each activity.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

Issue-Specific Syllabus Activities

Activity: Ethics and Marketing

XX Points

Read the following Edge Guide case: [\[URL or Name/Location of the Case\]](#)

Then, specific to this activity:

- Read and reflect upon the key learning points associated with this case.
- Read the case summary (Abstract).
- Read the full article associated with this case. (Link is next to the Reviewer's name.)
- Search the B-School Connection Resource Center for other articles that may be related to this case.
- Read and conduct the activities listed with the case (including Discussion Questions) and prepare a written response for each activity.
- Written assignments will normally use either Times New Roman or Ariel size 12 font. Assignments should be double spaced, and should include a proper introduction and summary or conclusion.
- Cite any sources used using the format required by your institution (example APA, MLA, CMS, Harvard, etc.).

ASSESSMENT

Weekly Quizzes

Course instructors can create weekly quizzes (multiple choice and/or short answer) based on the current week's *Bloomberg Businessweek* articles that cover a variety of topics and/or quizzes that span multiple issues for a specific topic. Each article review has 2-4 Discussion Questions that can be used for essay responses and 2-4 multiple choice/true or false questions.

Instructors can prepare a quiz based on one or more article reviews for a specific edition of *Bloomberg Businessweek* or that cover multiple editions of the magazine. The quiz can be administered in the Learning Management System (LMS) or as a paper, in-class quiz.

Course Exams

A course exam activity with either/both multiple-choice and essay questions can also be developed using the question test banks found within the B-School Connection Education Resource Center associated with the article reviews.

Faculty can use the Advanced Search fields to locate articles based on specific key words, economic sectors, academic disciplines, and/or learning outcomes (competencies). Based on this search, exam questions are extracted from the editions of *Bloomberg Businessweek* that covered the academic term to create a course-level exam that is specific to the course's learning outcomes. The exam can be administered in the Learning Management System or as a paper, in-class exam.