

University of Kansas
Integrated Marketing Communications and Sales Strategies
COURSE SYLLABUS

COURSE INFORMATION

Course Name: Integrated Marketing Communications and Sales Strategies

Course Number: JOUR 821 - 1100 Class #68268 3 Credit Hours

Start/End Date: Spring 2018 Wednesday evenings, 6:30-9:00 pm. Jan 17 – Mar 7th

Location/Room: KU Edwards Campus Regnier Hall Room # 153

Text: 2 books will be used for this course:

1. **Start with Why**, Simon Sinek, Penguin Group, ISBN 978-1-59184-280-4
2. **The 22 Immutable Laws of Marketing**, Al Ries & Jack Trout, HarperCollins, 9780887306662

INSTRUCTOR INFORMATION

Name: David Patrick, CEO High Performance Marketing Boot Camps

Instructor availability: by appointment, Wednesday evenings only, before or after class

Email: patrickd@ku.edu

Phone and text: (816) 678-3831

COURSE DESCRIPTION

This course develops the concept of integrated selling strategies and how these strategies logically lead to execution in various forms of message delivery systems. Through the study of specific business cases, students develop insights into potential buyer segments and develop rationales for the most effective way to reach buyers. Students not only offer solutions to cases but also explore ways to measure the impact of each technique and medium used. LEC.

Prerequisite: JOUR 820 or other Introductory marketing fundamentals course

COURSE OBJECTIVES

After completing Integrated Marketing Communications and Sales Strategies, students should be able to:

- Discuss how brands contribute to meeting the objectives of contemporary business organizations
- Integrate brand messaging within the organization's mission, business strategy, and marketing strategy
- Apply market & customer segmentation techniques to brand communication & sales strategies
- Design and apply strategic brand communication frameworks to messaging strategy
- Interpret the impact of the communication strategies to the company's internal and external audiences
- Complete an audit of a company's communication strategy, brand strategy, and sales strategy
- Recommend an effective communication and sales strategy for a product or service
- Develop a plan to optimize a company's communication & sales strategies
- Create a brand book
- Summarize the opportunities, challenges, and risks involved in building a communication strategy
- Synthesize understanding and skills into an integrated communication plan for a product or service

Assignment Overview

A separate Assignment Packet includes specific assignment sheets for each graded project in class, below is a brief overview of the deliverables and timing.

Assignment	Type	Points	Due
Understanding			
Interviews	Individual	100	March 7th
Marketer of the Decade	Individual	100	Feb 14th
Analysis			
Group Project Case Study	Group	300	Feb 28th
Individual Project Case Study	Individual	300	March 7th
Leadership			
Marketing Boot Camp	Group	100	Jan 31st
Class Contribution	Individual	100	Weekly

Grading Criteria / Scale

There are 6 graded items for a total possible 1000 points. ***The Group Case Study and Individual Project Case Study are mandatory and must be completed in order to successfully pass this course.***

900 + points	90-100%	A	(950+ = A+, 900-929 = A-)
800 - 899 points	80-89%	B	(850+ = B+, 800-829 = B-)
700 - 799 points	70-79%	C	(750+ = C+, 700-729 = C-)
600 - 699 points	60-69%	D	
less than 599 points	59% and below	F	

Generally the highest grades in the class are earned by those students who are active contributors in class, active contributors within their groups, prepared for class, and put adequate time preparation in their assignments.

Generally the lowest grades in the class are earned by those students who don't contribute to the class discussion, don't contribute to their teams, don't complete work on time, and don't put enough time into each assignment.

Written Work:

All written assignments in this course should exhibit Graduate-level skills appropriate for the level of study in grammar and mechanics. In addition to being typed and single-spaced with one-inch margins all around, your papers must follow MLA format. Cite in-text sources in parenthetical format, and include a complete works-cited list at the end of your paper. Refer to [*A Writer's Reference*](#) or the [*MLA Formatting & Style Guide*](#) for more information. Work submitted without research and sources referenced will be marked down.

Instructor Expectations

JOUR 821 is a comprehensive integrative course at the graduate level. It focuses on various processes of formulating and implementing competitive business and corporate level communication and sales strategies. The course utilizes class and contemporary concepts and analytical techniques that are appropriate to the firm, market, and industry levels of analysis. Two comprehensive case studies are required; each student will provide a recommended integrated communication strategy for a company using the concepts from our text and lectures.

During the course of the two case study projects, it is expected that class participants will develop an understanding and appreciation for the dynamics of:

- How communication strategy integrates within the company's overall business strategy
- The influence of political, social, legal, and regulatory, environmental, technological, and other external issues that impact on companies and industries
- The role of the company, executives, and entrepreneurs in contributing to solutions

The course will also focus on the process of managing projects. The course requires team and individual oral presentations, individual research, written and oral analysis, class discussion, regular contributions to the team case studies, and written reports. ***Regular class and team participation are required.***

Course Schedule:

Week	Assignment	Points
Week One: Jan 17	<ol style="list-style-type: none"> 1. Questions for the Instructor 2. Read Syllabus 3. Complete Student Bio 4. Read Start with Why Chapters 1 - 4 5. Read 22 Laws of Marketing Chapters 1 - 4 6. Class Participation 7. Individual Case Study Company selection 	
Week Two: Jan 24	<ol style="list-style-type: none"> 1. Questions for the Instructor 2. Individual Marketer of the Decade selection 3. Read Start with Why Chapters 5 - 8 4. Read 22 Laws of Marketing Chapters 5 - 8 5. Class participation 	
Week Three: Jan 31	<ol style="list-style-type: none"> 1. Questions for the Instructor 2. Read Start with Why Chapters 9-10 3. Read 22 Laws of Marketing Chapters 9 - 12 4. Boot Camp Presentations (group) 5. Class Participation 	Graded 100 points
Week Four: Feb 7	<ol style="list-style-type: none"> 1. Questions for the Instructor 2. Read Start with Why Chapters 13 - 14 3. Read 22 Laws of Marketing Chapters 13-17 4. Class Participation 	
Week Five: Feb 14	<ol style="list-style-type: none"> 1. Questions for the Instructor 2. Read 22 Laws of Marketing Chapters 18-20 3. Individual Marketer of the Decade report due 4. Marketer of the Decade class presentations 5. Class Participation 	Graded 100 points
Week Six: Feb 21	<ol style="list-style-type: none"> 1. Questions for the Instructor 2. Read 22 Laws of Marketing Chapters 20-22 3. Class participation 	
Week Seven Feb 28th	<ol style="list-style-type: none"> 1. Questions for the Instructor 	

	<ul style="list-style-type: none"> 2. Class participation 3. Group Case Study Due 4. Group Case Study Class Presentations 	Graded 300 points
Week Eight March 7th	<ul style="list-style-type: none"> 1. Questions for the Instructor 2. Class participation 3. Individual CMO interviews due / class presentation 4. Individual Case Study reports due 5. Class contribution (cumulative) / Peer evaluations due 	Graded 100 points Graded 300 points Graded 100 points

Learning Methods:

This course will be taught as a seminar. Research, reading, discussion and **hands on application** are the main learning methods. Classes will be highly interactive based on the discussion of readings, cases, guest speakers, and student presentations. Student preparation will be critical. Research and thorough familiarity with the readings prior to class and with current events in marketing

communication strategy through daily readings of business news is expected. Students will learn from each others' experiences, insights, and class contributions. ***It is especially critical that students read the assigned case study prior to each class.***

Class Promise:

- Understand competitive communication strategy concepts
- Understand how to develop an integrated communication strategy and plan
- Apply learning's from previous graduate and undergraduate classes and professional work experiences to develop strategic communication frameworks
- Understand how to develop and complete a strategic communication audit and analysis
- Understand how to apply communication strategy concepts to real company issues

Student Participation & Preparation

Student preparation and participation will be critical. This class runs on discussion. It is important that you make every attempt to master the material and contribute in class. If you have questions or think I am not valuing your contribution, it is your responsibility to reach out and contact me. **The format of this class is not: “read, memorize, and test.”** Class time will be dedicated to application and discussion of key marketing concepts. If you are not prepared for each class, you will not be able to add value to each class. **10% of your grade is based on in-class leadership – this means that if you do not participate in class, you cannot earn a top grade.**

You will need to budget 4-6 hours for reading and preparation for each class. Preparation should include, but not be limited to reading current articles about marketing, personal research, and analysis of companies featured in class case studies. **Consider it your responsibility to bring new knowledge and informed insights into the class.**

This class will move quickly and it is vital you attend as many as possible. Concepts will be taught, discussed, quizzed and applied during class sessions. This knowledge will then be applied to your individual and group case study.

It will be difficult for you to succeed in this class if you aren't in class. It will be difficult for you to receive an A in this class if you don't contribute and add value to the class discussion.

For each class I expect you to...

- **Read the assigned text.** Read critically and note the key concepts. What is important in this chapter; understand how you would apply this concept to your project company.
- **Familiarize yourself with current marketing strategy discussion in the media.** Be prepared to discuss topical articles that are relevant to what we are studying in class. Familiarity with business periodicals such as Ad Age, Ad Week, WSJ, Business Week, Fast Company, New York Times, and Harvard Business Review is encouraged. Most have on-line copies.
- **Contribute to the class conversation.** Each class will have speakers, invited guests and students within the class. Class format on speaker days will be the same as on non-speaker days: Discussion of the assigned case and chapter with special attention on relevant news and questions.
- **Research, read and prepare the assigned case study.** Identify the business model, understand the key business issues faced by the company, be prepared to be called upon to discuss your insights. Don't limit your case study analysis to reading the case in the text, research the company to more fully understand their business model and marketing challenges. Understand case study method and how to analyze a case.

Late Work Policy:

I understand that most of you work in addition to completing your graduate studies. ***I'm very flexible for students who contact me in advance and want to turn in assignments in advance.*** Students who will miss class always have the opportunity to e-mail me assignments prior to the due date.

Assignments not completed on the scheduled due date will be accepted and graded on the same criteria, but at a maximum of 80% of the total available points. If a class session will be devoted to discussing an assignment and a student hasn't completed the assignment, the student will be excused from class while the assignment is discussed. If the class has already discussed the assignment in class; the student

will not be allowed to complete the same assignment, but will be given a new assignment from the professor at a maximum 60% of the original points. Students who miss a class where their team will be presenting/discussing a case study; they will receive the same grade as the team – thus everyone on the team will receive the same grade for the case. If a student knows they will miss a class – they should send their case study analysis to their team members ahead of class. Note: ***All assignments are due at the beginning of class.***

Technology / Courtesy:

For each class, students are encouraged to bring their laptops/pads/textbooks/Strategy Playbooks/notes so they can search and research content for class and group discussions taking place in-class in real time. Students can use the internet, their text book, their Playbook, and notes for all projects: papers, case study discussions, and individual projects. All projects are open-book, open notes.

Note: students who use their laptops and cell phones in-class for work not related to the class will be considered an unprofessional distraction. It is expected that students use class time to focus on the material & discussion at hand. The instructor will provide plenty of breaks where students can check messages and attend to work needs. If a student is having a work or personal crisis – it is recommended that the student step outside of the classroom to resolve the issue. More specifically - students who use class time to address work or personal needs will be asked to leave. Students are expected to give their fellow students the same attention and respect as the instructor when they are presenting to the class.

Students who violate the technology courtesy policy will lose class participation points and should expect to lose an entire grade.

Class Leadership:

You will be given many opportunities in each class to contribute to the learning of your fellow students.

10% of your grade will be based upon class participation. To be clear, it will be difficult for you to get an A in the class without contributing to the class. Attendance in class is not considered eligible for class contribution points.

Here are the opportunities given throughout the semester to provide leadership to your classmates, and in the process earn class participation points:

- Heard in the news (discussion at the start of each class on current marketing issues & events in the news)
- Questions / comments / contributions about chapters read
- Examples from companies where you've worked in the past that are relevant to the topics being discussed
- Questions to the guest speakers
- Questions about assignments
- Questions to the Instructor about marketing (theory, practice, implementation, trends, issues, cases)
- Contributions to case study discussions
- Case study presentations / In class presentations (Top Company Analysis, class exercises)

Syllabus Addendum:

1. **Time and Schedule considerations** may prompt modifications in this syllabus (deletion of assignments, topics, modification of examination dates, etc.). The instructor will explain any changes; however, it is the student's responsibility to keep up with any modifications that are made throughout the semester.
2. **Honesty & Academic Misconduct:** A student enrolling in any KU course is expected to exhibit high standards of academic honesty. In the case of academic misconduct, I will assess the affected work and report the incident to the KU administration according to the guidelines printed in the KU University

catalog. The University community traditionally has been a place where all members are free to express and exchange ideas. Such fundamental goals of the University as intellectual growth and development are predicated on honest investigation, straightforward expression of views and opinions, and genuine dialogue. The attainment of these goals requires that all who participate in the exchange of ideas maintain intellectual integrity. KU seeks to ensure that both instructor and student are protected from unfair actions or accusations in cases of cheating and plagiarism. The University encourages instructors and students to adopt a responsible attitude toward one another. **Academic misconduct** includes but is not confined to plagiarizing; cheating on assignment and assessments turning in counterfeit reports, tests, and papers; stealing of tests and other academic material; knowingly falsifying academic records or documents; and turning in the same work to more than one class. Students and instructors alike must recognize that none of the procedures set forth in this document operate to the exclusion of civil or criminal litigation. Likewise no definitions in this document supersede any parties concerned to resolve the contested issues without the necessity for recourse to the law in a manner that protects the rights of the individuals involved. Consequences of academic misconduct may include, but are not limited to, a failing grade for a paper, a failing grade for a course, or expulsion from the University. Any form of academic misconduct which results in administrative or academic withdrawal is noted on the student's transcript. Cheating and Plagiarism will not be tolerated. Source and footnote all information gathered & presented in any and all assignments (oral, written, individual, and group).

3. **All course withdrawals** must be completed through the KU Administration Center. Students intending to withdrawal from the course need to notify KU in writing. Telling the instructor you intend to withdrawal or ceasing to attend class does not constitute an official withdrawal. The academic calendar in the school registration guide lists the official withdrawal dates.

TEXTBOOKS/MATERIALS

Every student is expected to access the required course materials in order to complete all assignments on time and as assigned. Students are responsible for using the correct edition of textbooks and other materials and for accessing required course resources such as software or websites. The instructor will not excuse late or incorrect work due to the student's not timely accessing correct course materials.

Attendance

Since a large portion of the learning in the graduate program takes place in class meetings, absences may impact a student's grade or jeopardize continued enrollment in the course. In the case of an absence, the student must:

1. Notify the faculty member prior to the absence,
2. Make arrangements to complete missed assignments, and
3. Complete additional make-up work if allowed by the faculty member.

Policy on Plagiarism and Fabrication/Falsification -- Adopted May 7, 2004:

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence. Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications. If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor(s) of this course.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

Plagiarism: Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification: Unauthorized alteration or invention of any information or citation in an academic exercise.

Journalism School Policy on Classroom Attendance:

"No student may add a journalism class after the 20th day of a semester.

"Students must attend their classes and laboratory periods. Instructors may take attendance into

Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.

"The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting."

"The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.

"Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid."

Inclement Weather and Special Needs - In the event of inclement weather, the decision to cancel classes is made by KU officials. To determine whether snow or icy conditions have canceled classes, call 864-7669 (864-SNOW). The Office of Disability Resources (DR), 22 Strong Hall, 785-864-2620 (v/tty), coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted DR, please do so as soon as possible. Please also contact me privately in regard to this course.

Revised 8/3/06

Copying or Recording - Course materials prepared by the instructor, as well as content of all lectures presented by the instructor, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor usually will permit students to record lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

August 17, 2009

Student Academic Accommodations

KU is required by federal law to provide accommodations for students with documented disabilities. AAAC's new online system allows students to share their ADA Accommodation "paperwork" with faculty electronically. Faculty will now receive an automated email indicating the student, the accommodations, and have a place for you to "accept" to indicate you understand and received the information. You can visit access.ku.edu/faculty-center to see an example AAAC email.

- A) This process eliminates the practice of students catching you before class and handing you sensitive paperwork to discuss and sign.
- B) This process does not replace having scheduled, private conversations with students using accommodations in order to set expectations and logistics.
- C) Students who have the "flexible attendance" accommodation are now required to complete an attendance contract with faculty to clarify this vague requirement. [Misty Chandler](#) can provide assistance to you with this process as needed.

➔ All students requesting service to the Welcome Center in Regents Center 119
or kuecservices@ku.edu.

➔ Log into the AAAC Access Online system EVERY SEMESTER in order to receive

accommodations for each new set of classes each term.

- Students need to complete the process prior to the term starting (preferred) but can request services through the first 60% of the course.
- Students have the right and responsibility to self-disclose a disability.

AAAC ACCOMMODATIONS

The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. More information about AAAC can be obtained at the KU Edwards Student Services Welcome Center, Regents Center 119 at 913-897-8539 or kuecsuccess@ku.edu. Additional information about AAAC services can be found at access.ku.edu. Please contact me privately in regard to your needs in this course.

Diversity, Equity & Inclusion

DIVERSITY, EQUITY & INCLUSION

As a premier international research university, the University of Kansas is committed to an open, diverse and inclusive learning and working environment that nurtures the growth and development of all. KU holds steadfast in the belief that an array of values, interests, experiences, and intellectual and cultural viewpoints enrich learning and our workplace. The promotion of and support for a diverse and inclusive community of mutual respect require the engagement of the entire university.

Library Services

A librarian is available on campus during specified times to help you and your students with research questions. Please consider putting the following statement in your syllabus:

LIBRARY SERVICES

A librarian is available in the Hawks Nest (Regents Center, Room 120) to help you with your research and library questions:

- Every Monday from 2-7pm (except March 19)
- The following Tuesdays from 2-7pm: Jan. 23, Feb. 6, Feb. 20, Mar. 6, Mar. 27, Apr. 10, Apr. 24, May 8
- Every Saturday from 10am – 3pm (except Mar. 17 and Mar. 24)

In addition to the scheduled dates, the librarian is also providing consultations by appointment. For an appointment, contact Lyn Wolz at lwolz@ku.edu.

Writing Center

The Writing Center is offering online consultations during the spring semester. Each semester, online consultations are going unused, so please refer students. You can [request a report](#) of your students who have used Writing Center services at the end of each semester. Students can schedule an online appointment at writing.ku.edu.

The Writing Center is offering Skype or Blackboard Collaborate workshops this spring! They will deliver on any related topics you need and will do it virtually or in person, schedules permitting. Visit writing.ku.edu/class-workshop and indicate in your request that you are at Edwards.

KU JOUR 821: Integrated Marketing Communications and Sales Strategies

“Do Over” Rules

If you want to re-submit your assignment for a “do-over,” here are the rules and procedures...*if you do not follow the do-over rules specifically and thoroughly*, you will not receive credit.

1. This applies only to the following assignments if the student or group receives a grade of 88% or less.
 - a. Marketer of the Decade
 - b. Marketing Boot Camp
2. Student prepares a cover note attached to their revised paper; the cover note states the following:
 - a. Original grade
 - b. Professor comments (for the specific sections you are addressing)
 - c. Changes you made from the original paper to the new paper
 - d. Attach the original paper
 - e. Attach the new revised paper
3. Professor will review; student is eligible for up to a maximum 50% improvement in original points lost.
 - a. Example, if 10 points were deducted because of lack of sources cited, then student can gain back 5 points by revising paper to include missing sources
 - b. Example, if original grade was an 80 out of 100 points, student can earn back up to 10 points or a maximum grade of 90 if they make all the changes mentioned in the professor’s notes.
4. Students have one week from receiving their grade & professor comments to submit a “do-over”
5. All judgment lies with the professor in evaluating if the student has successfully addressed the comments.
6. Students in the past who have submitted a “do-over” have always received some additional points

KU MKTG 821: Integrated Marketing Communication and Sales Strategies

Course Tips

1. Read the instructions, review your assignments against the instructions prior to turning in work, **most students lose more points over not following the assignment vs. content**
 - a. Example: points will be deducted for sources not being included, assignments exceeding the page limit, assignments not written in required format (CEO memo).
2. For each assignment, a grade sheet is provided. Use this grade sheet as a checklist prior to turning in your assignment. If you are missing a section, you won’t earn points for that section; most sections are worth 20-40% of the total grade.
3. This is a marketing course; if the assignment calls for a brand audit, turning in a business

analysis or a history of the company doesn't address what's required.

4. Be a contributor to the class discussion, be a contributor to your group
5. Most assignments are open book, open notes, open computer, open Playbook. For case studies, if you limit your analysis to just what the text provides, you will see a limited picture.
6. Broader research = better analysis. If you are doing an analysis of a company for your individual assignments and your research is limited to the company's annual report or a few articles, your depth of understanding will be limited and your recommendations won't be robust. Spend the time to understand your company from many eyes and angles. Wall Street financial firms provide quite extensive analysis on companies, easily found on the web. Most are helpful understanding the core fundamental business and marketing issues a company or category is facing.
7. Case studies – You can't understand a company's marketing and communication issues without understanding who the customer is, why it buys, what's happening in the category, and what the core business model (and issues) is and how the company makes money. If you approach the case study as a check-list of questions, you will be stuck in the trees and won't understand what's happening at a macro level. Also, each case will provide too much information that isn't relevant and not enough information on key insights you need; thus, part of the real value of case study analysis is to sort, digest, question, and search for the larger understanding. You will benefit from and often will need to pull from information outside the case text in order to fully understand the larger context.
8. The 5 major assignments (Group Case Study, Individual Case Study, Marketer of the Decade, Interviews, Marketing Boot Camp) aren't assignments you can successfully complete in one evening or with a few days prior to class. Analysis that is rushed, shallow, and limited won't provide you with the foundation you'll need to complete an MBA level assignment.
9. You will receive detailed feedback on your Communication Audit prior to your Communication Strategy Assignment, as well as prior to your Brand Book. Ignoring this feedback isn't wise when each assignment builds on others. Based on my feedback, if you decide to "change course" in your recommendations, then call this out to me in a cover note or email.
10. This class moves quickly, covering principles, concepts, and strategy. Most of the course will focus on application. Because almost all the students aren't marketing professionals and have had one or none marketing courses in the past, the burden is on you to ask questions when something doesn't make sense or you'd like more discussion. This course rewards class discussion, curiosity, interest, and points-of-view.

Class Participation Rubric

Student: _____

Cohort: _____

Category (Weight)	Fourth Quartile (0 points)	Third Quartile (50-69 points)	Second Quartile (70-89 points)	Top Quartile (90-100 points)	Score
In-class Questions on: <ul style="list-style-type: none"> • Assignments • Class readings • Case studies • Marketing (20%)	No questions	Questions limited to process or clarification	Questions solicit better understanding of course concepts	Questions reflect depth of thought and advance the discussion of class topics	

Guest Speaker Questions (10%)	No questions	Questions limited to clarification	Questions solicit better understanding of course concepts	Questions reflect depth of thought and advance the discussion of class topics	
Heard in the News (10%)	No contributions	Contributions minimal or off topic	Contributions relevant and frequent to course concepts	Contributions reflect depth of thought and advance the discussion of class topics	
Class Participation & Class Presentations (20%)	No contributions, student was not asked to present or share work with class.	Contributions were minimal or off-topic, student not asked to present or share work with class.	Contributions were relevant and frequent to course concepts, student asked to share or present group work to class.	Contributions reflect depth of thought and advance the discussion of class topics, student asked to share or present individual work to class	
Class Leadership (40%)	Student was not identified as a person his/her peers learned the most from either in their group or within the class overall.	Student received some votes as person they learned the most from in their group.	Student voted by peers as the person they learned the most from within their group	Student voted by peers as person they learned the most from in class	
Total Score					