

**COURSE SYLLABUS**  
**INTERNATIONAL MARKETING**  
**(High Quality Program)**

**1. GENERAL INFORMATION**

**Table 1: General course information**

❖ Course title:	
In Vietnamese:	Marketing quốc tế
In English:	International Marketing
❖ Course code:	020312
❖ Course commencing date:	
❖ Course type:	
<input type="checkbox"/> Compulsory <input type="checkbox"/> Elective	
❖ Knowledge/skills:	
<input type="checkbox"/> General knowledge	<input type="checkbox"/> Basic knowledge of major
<input type="checkbox"/> Basic knowledge	<input type="checkbox"/> Major knowledge
<input type="checkbox"/> General skills in major	<input type="checkbox"/> Dissertation/project/thesis <input type="checkbox"/> Others
❖ Units of credit:	Three (3) credits
Lecture/sessions:	45/11
Practice/session:	
Self-study:	90
❖ Conditions for course participation:	
Previous subjects:	Consumer behaviors
Parallel subjects:	
Others:	
❖ Lecturer:	MBA. NGO MINH TRANG
Faculty/Major:	Marketing/Marketing Management
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**2. COURSE DESCRIPTIONS**

One of the critical success factors for any company is marketing their products or services internationally. This course covers international marketing operations by examining issues such as product policies, pricing, marketing communications, distribution channels and marketing research. The factors governing the decision of a company to market their products or services are explored in details. Individual and team projects form a core part of this course to enable the student to apply the theory to professional practice.

### 3. COURSE OBJECTIVES

*This course provides an overview of unique aspects of marketing in the world of international business and a framework for multinational marketing management. Emphasis is placed on the role of the international marketing manager in the expansion of marketing strategies for a variety of markets in different cultural, political and economic settings. The areas of focus include the decision-making process in the areas of analysis of foreign markets; the establishment of objectives; and product, promotion and distribution channel planning.*

Students successfully completing this course will be able to: Understand how basic marketing principles apply in a diverse variety of cultural, political, legal and economic settings. Understand foreign markets sufficiently to reach a conclusion about their potential for exports. Know how nations benefit from unrestricted free trade. Acquire knowledge about the design of strategies for global competition. Analyze the different methods for entering foreign markets, the degree of commitment required, and the associated risk. Understand the types of documents required for transactions between companies based in different countries. Understand the concepts of product life cycle and the classification of merchandise and its importance for acceptance in a foreign market, product adaptation and decision making in general marketing strategy. Be able to identify sources of information about foreign markets, including secondary data from the government and private industry.

**Table 2: Course objectives**

<b>Objective (Gx)</b>	<b>Description</b>	<b>Learning outcomes</b>	<b>Ability</b>
G1	Learn to assess global market opportunities, apply culture to decision making, obtain the language of international marketing, and implement global marketing strategies.	Ks4, Ks5, As3	III
G2	Identify, interpret and evaluate information sources related to consumer marketing	Ks4, Ks5, As3	III, IV
G3	Gain an understanding of international marketing effort related to market entry and marketing mix strategies.  Apply knowledge paradigms in international marketing to gain insights into similarities/differences across cross-cultural markets and their marketing implications.	Ks4, Ks5, Ss1, Ss3, As1, As3	III, IV, V
G4	Demonstrate an appreciation for designing and managing in international marketing programs in consumer markets  Practice understanding of ethical issues in building a business, academic honesty, respect for peers and lecturer.	Ks4, Ks5, Ss1, Ss3, Ss4, As1, As3, As4	V, VI

#### 4. COURSE LEARNING OUTCOMES

*Upon completion of the course students should be able to:*

**Table 3: Course learning outcomes**

<b>Learning Outcomes (LO)</b>	<b>Description</b>	<b>I, T, U</b>
LO1.1	Identify and analyze opportunities within international marketing environments;	I, T
LO1.2	Utilize cases, readings and international business reports to evaluate corporate problems/opportunities in an international environment;	T, U
LO1.3	Select, research, and enter a new international market;	T
LO2.1	Prepare an international marketing plan;	T, U
LO2.2	Develop a comprehensive course of action for a business firm using formal decision making processes;	T, U
LO2.3	Complete a final written project using skills acquired throughout the course;	T, U
LO3.1	Group working skill, be responsible member of the group and be able to make personal development; and	U
LO3.2	Apply personal and interpersonal skills appropriate to being an effective member of an international marketing team.	U

**Note:** *I (Introduce); T (Teach); U (Utilize)*

## 5. COURSE OUTLINE

### 5.1. Teaching plan

**Table 4: Course content and teaching plan**

Week No.	Topic	Class activities					Courses outcomes	Course Assessment
		Time			Practic	Requirements for students pre-class		
		Lecture	Exercise	Discussion				
1	<b>Topic 1:</b> <b>Introduction to international marketing</b> <ul style="list-style-type: none"><li>• Marketing and marketing mix</li><li>• Trends in business globalization</li><li>• The stages to join in international marketing.</li><li>• The nature of international marketing.</li><li>• The need for integration of the world market and the role of international marketing.</li></ul>	3,0	0,5	0,5			LO1.1	A1.1 A1.2 A2.1
2	<b>Topic 2:</b> <b>International marketing environment</b> <ul style="list-style-type: none"><li>• Overview of the international marketing environment</li><li>• The macro environment in international marketing.</li></ul>	2,5	1	0,5			LO1.2 LO2.1	A1.1 A1.2 A1.3 A2.1
3	<b>Topic 2: Cont.</b> <b>International marketing environment</b> <ul style="list-style-type: none"><li>• The micro environment in international marketing.</li></ul>	2,5	1	0,5			LO1.2 LO2.1	A1.1 A1.2 A1.3 A2.1
4	<b>Topic 3:</b> <b>International marketing research</b> <ul style="list-style-type: none"><li>• Overview of international marketing research</li><li>• Content of international marketing research</li><li>• Sources of international marketing research information.</li><li>• International marketing research process</li></ul>	2,5	1	0,5			LO1.3 LO2.2	A1.1 A1.2 A1.3 A2.1
5	<b>Topic 4: Market segmentation, selection of the target market and positioning in international marketing</b> <ul style="list-style-type: none"><li>• The need to segment and target market selection</li><li>• International market segmentation.</li><li>• Target market selection strategy and method</li><li>• Selection of target countries.</li><li>• Positioning in the international markets</li></ul>	2,5	1	0,5			LO1.3 LO2.2	A1.1 A1.2 A1.3 A2.1

6	<b>Topic 5:</b> <b>International market entry strategy</b> <ul style="list-style-type: none"> <li>• Concept, role and objectives of international market entry strategy</li> <li>• Factors affecting the penetration strategy</li> <li>• Factors need to be considered to choose entry strategies</li> <li>• International market entry strategies</li> </ul>	2,5	1	0,5			LO1.3 LO2.3	A1.1 A1.2 A1.3 A2.1
7	<b>Topic 5: Cont.</b> <b>International market entry strategy</b> <ul style="list-style-type: none"> <li>• International market entry strategies</li> </ul>	2,5	1	0,5			LO1.3 LO2.2 LO3.1 LO3.2	A1.1 A1.2 A1.3 A2.1
8	<b>Topic 6:</b> <b>International product strategy</b> <ul style="list-style-type: none"> <li>• Overview of international product strategy</li> <li>• Types of international product strategy</li> <li>• The international product life cycle</li> </ul>	2,5	1	1,5			LO1.3 LO2.2 LO3.1 LO3.2	A1.1 A1.2 A1.3 A2.1
9	<b>Topic 7:</b> <b>Pricing strategy for international product</b> <ul style="list-style-type: none"> <li>• The concept of pricing international product</li> <li>• Factors affecting pricing strategy for international product</li> <li>• The international product pricing strategy</li> <li>• International pricing Incoterm.</li> <li>• The process of determining the price for international products</li> </ul>	2,5	0,5	2,0			LO1.3 LO3.2	A1.1 A1.2 A1.3 A2.1 A2.2
10	<b>Topic 8:</b> <b>Distribution strategy for international product</b> <ul style="list-style-type: none"> <li>• Overview of the international product distribution strategy</li> <li>• Process international product distribution</li> <li>• Types of distribution strategy for international product</li> <li>• The entry method of distribution channels in the world market</li> <li>• Logistics system in distribution of international product</li> </ul>	1,5	0,5	2,0			LO1.3 LO2.3 LO3.2	A1.1 A1.2 A1.3 A2.1 A2.2

11	<b>Topic 9: Promotion strategy for international product</b> <ul style="list-style-type: none"> <li>• Overview of international promotion strategy.</li> <li>• Organizing international event.</li> <li>• Direct marketing strategy in international market</li> <li>• PR and lobby strategy in international market</li> <li>• Advertisement strategy in international market</li> <li>• Sales activities in international promotion</li> <li>• International e-Marketing.</li> </ul>	1,5	0,5	2,0			LO1.3 LO2.3 LO3.2	A1.1 A1.2 A1.3 A2.1 A2.2
<b>Total</b>		<b>26,0</b>	<b>9,0</b>	<b>10,0</b>				

- **Self-study: 90 hours**

## 5.2. Self-study content

- Group assignment: Each group will have to apply the knowledge they have learned, to develop a marketing strategy for an existing business or a new established one to successfully launch the product to the international market.
- Individual assignment: Each student will be assigned a case study, which is an article taken from specialized journals for homework assignments. Requirements: Read, related to the market practice and have lessons for yourself.

## 6. TEXTBOOK AND REFERENCES

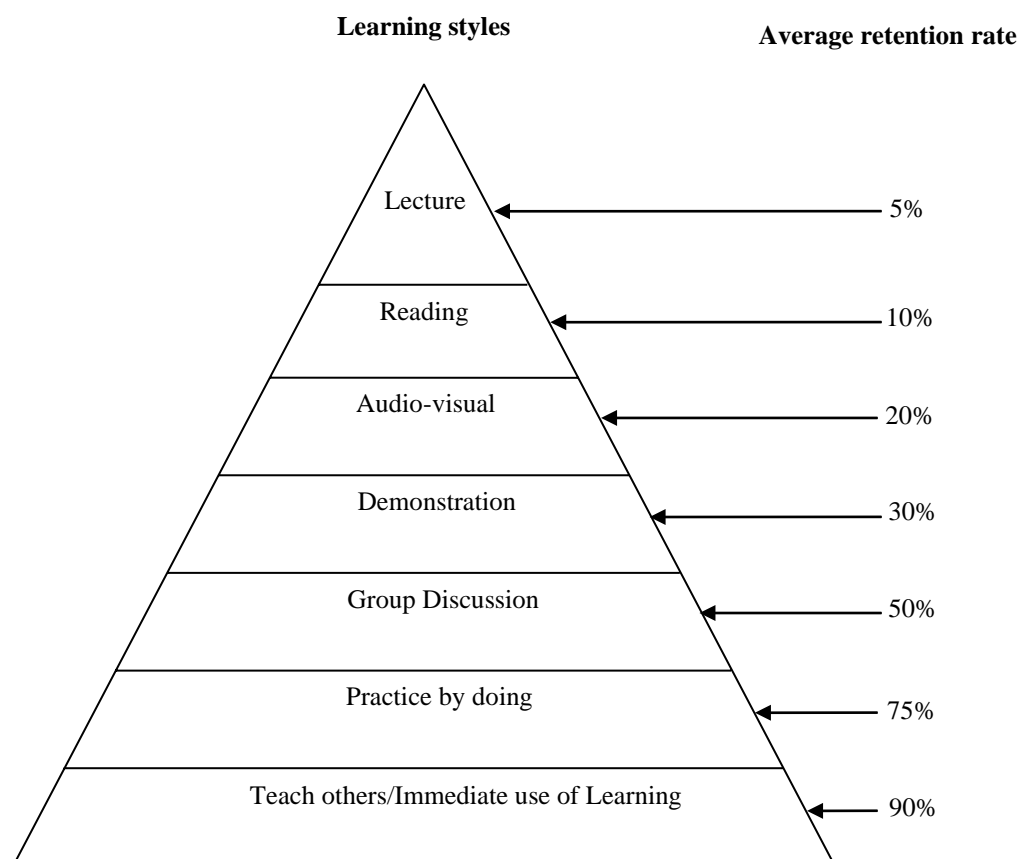
- **Key text:** Daniel W. Baack, Barbara Czarnecka and Donald Edward Baack (2012), International Marketing, Sage Publications
- **References:**
  - Cateora, Philip Gilly, Mary and Graham, John (2010), International Marketing, 15th edition, Sydney, Australia: McGraw Hill.FEFEFEE
  - Philip Cateora and John Graham and Mary Gilly. (2015). *International Marketing*. 17<sup>th</sup> Edition. McGraw-Hill.
  - Kotler, P. & Keller, K (2011), Marketing Management, 13rd ed., Pearson Education
  - Michael Czinkota Ilkka Ronkainen; Catherine Sutton & Brady Tim Beal. (2014). *International marketing*, Asia Pacific Edition 3<sup>rd</sup>, Cengage Learning Australia.
  - Sak Onkvisit and John J. Shaw. (2008). *International marketing Analysis and strategy*, 5<sup>th</sup>.
  - Isobel Doole & Robin Lowe. (2012). *International Marketing Strategy*, 6th Edition. Cengage Learning EMEA.
  - Kotabe, M. and Helsen, K. (2010) Global Market Management (5 rd ed), John Wiley and Sons.
  - Giáo trình *Marketing quốc tế*. Đại học Tài chính – Marketing, Trần Thị Ngọc Trang, Nhà xuất bản Tài chính, 2002.

## 7. TEACHING AND LEARNING ACTIVITIES

### 7.1. Learning Activities and Teaching Strategies

This course will be conducted on a discussion and lecture basis. Importantly it will draw upon the experience of both students and lecturer, via classroom discussion, to provide relevance via real world examples of concepts and models. Another important element is the discussion within the framework of assigned readings and up-to-date case studies around the world. Students will have an opportunity to develop analytical skills and improve their research skills in their major project, an international market entry plan. The group assignment will allow students to draw on their acquired research and analytical skills, to see how the various marketing concepts and theories can be applied when developing a comprehensive course of action for a firm entering a foreign market. It is student responsibility to study the reading assignments prior to class in order that student may contribute, participate intelligently and thus gain maximum value from the course. The lectures will primarily summarize and synthesise the key points in the chapters and readings and to explain and/or elaborate upon the more difficult principles. Furthermore, the lectures will be used to provide real world examples and managerial implications of theories, concepts and models. Self-study will be used mainly to work through assigned discussion questions and case studies. These self-studies are an opportunity to explore the course material in greater depth than lectures allow and apply this material to real business situations.

Below is **A Learning Retention Model for Education** that will be applied in this course:



## 7.2. Teaching and learning techniques

- Effective marketers are required to not only master the key tools and techniques of the discipline, but also be able to demonstrate strong analytical, creative, team-work and communication skills. The learning experience offered by this course therefore includes group projects, case studies, class discussions, presentations and business writing. This will be achieved by engaging students in classroom discussion, as well guiding students through the international marketing research process by collecting, analyzing and interpreting information for their final project.
- Students will begin by formulating a plan of action for a firm entering into a foreign marketplace. Finally, students will be advised on writing up their results in a managerially- relevant context, culminating in the completion of a formal international market entry plan.

## 8. COURSE ASSESSMENT

**Table 5: Details for course assessment**

Component	Assessment /time	Assessment Task	Learning outcome s	Frequency/ Time of assessment	Criteria	Weighting (%)
A1. Continuous Assessment	A 1.1	Attendance and Participation (assignment discussion)	LO3.1 LO3.2 LO3.3	11 sessions	Frequent attendance and class participation	10
	A 1.2	Individual exercises	LO1.1 LO1.2 LO1.3 LO2.2	11 sessions	Reading/project/ case-study reports, homework and multiple choice questions	10
	A 1.3	Group project Presentation	LO2.1 LO2.2 LO2.3 LO3.1	1 report submitted on week 8 1 group presentation week 9 onwards	Details described in below section	20
A2. Final Assessment (Final exam)	A 2.1	Multiple choice questions	LO1.1 LO1.2 LO1.3	1 time in final exam	Understand theories and concepts	20
	A 2.2	Short-answer questions	LO2.1 LO2.2 LO3.2	1 time in final exam	Analysis, critical thinking application of core concepts	40

**BAN GIÁM HIỆU**

**TRƯỞNG KHOA**

**TRƯỞNG BỘ MÔN**



**Table 6: Assessment Scheme for Group Project – Presentation**

Assessment Criteria	Marks				
	Fail (0 - < 5)	Average (5 - < 7)	Good (7 - < 8)	Distinction (8 - < 9)	High Distinction (9 – 10)
Knowledge and Understanding (20%)	<ul style="list-style-type: none"> <li>• Knowledge and understanding of key theories, principles and concepts limited or inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of knowledge and clear understanding of a range of theories, principles and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial knowledge and clear understanding of major theories, principles and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive knowledge and clear understanding of major and complex theories, principles and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive depth of knowledge and clear understanding of major and complex theories, principles and concepts</li> </ul>
Problem Solving (20%)	<ul style="list-style-type: none"> <li>• Able to use appropriate techniques to identify and model standard problems</li> </ul>	<ul style="list-style-type: none"> <li>• Competent in the use of appropriate techniques to identify and model standard problems</li> </ul>	<ul style="list-style-type: none"> <li>• Able to identify more complex problems and competent in the modeling of standard problems</li> </ul>	<ul style="list-style-type: none"> <li>• Competent in both the identification and modeling of more complex problems</li> </ul>	<ul style="list-style-type: none"> <li>• Very competent in both the identification and modeling of more complex problems</li> </ul>
Group work (20%)	<ul style="list-style-type: none"> <li>• There are conflicts between group members</li> <li>• No cooperation</li> </ul>	<ul style="list-style-type: none"> <li>• There is sound cooperation between group members but no clear role assigned for each member</li> </ul>	<ul style="list-style-type: none"> <li>• There is good cooperation between group members but no clear role assigned for each member</li> </ul>	<ul style="list-style-type: none"> <li>• There is good cooperation between group members and there are clear roles assigned for each member</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent group works</li> <li>• Excellent cooperation</li> <li>• Group members understand and perform well in their specialized roles</li> </ul>
Slides Structure (PowerPoint) (10%)	<ul style="list-style-type: none"> <li>• No attempt to design the slide</li> <li>• Many unnecessary words on slides</li> <li>• Unclear and unstructured slide presentation</li> <li>• Many grammar and spelling mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Sound design for slides</li> <li>• Only necessary words on slide</li> <li>• Attempt to use pictures, charts, graphs to illustrate ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Good design for slides</li> <li>• Only necessary words on slide</li> <li>• Attempt to use pictures, charts, graphs to illustrate ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent design for slides</li> <li>• Only necessary words on slide</li> <li>• Good use pictures, charts, graphs to illustrate ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent design for slides</li> <li>• Only necessary words on slide</li> <li>• Creative use pictures, charts, graphs to illustrate ideas</li> </ul>

Creativity (10%)	<ul style="list-style-type: none"> <li>Many errors in techniques used, no creativity shown, reliance on routine procedures</li> </ul>	<ul style="list-style-type: none"> <li>Some errors in techniques used, work lacks creativity, reliance on routine procedures</li> </ul>	<ul style="list-style-type: none"> <li>Uses techniques effectively and demonstrates some creativity in complex situations</li> </ul>	<ul style="list-style-type: none"> <li>Uses techniques effectively and demonstrates creativity in complex situations</li> </ul>	<ul style="list-style-type: none"> <li>Can use a large range of techniques appropriately and demonstrates creativity in complex and unpredictable situations</li> </ul>
Presentation of work (10%)	<ul style="list-style-type: none"> <li>Presentation is not clear, not understandable</li> <li>Bad pronunciation and no fluency</li> <li>Lack of body language, eyes contact and confidence</li> </ul>	<ul style="list-style-type: none"> <li>Presentation is clear and understandable</li> <li>Not interesting presentation</li> <li>There are few errors in pronunciation and not so fluent</li> <li>Lack of body language, eyes contact and confidence</li> </ul>	<ul style="list-style-type: none"> <li>Presentation is interesting, clear and understandable</li> <li>Good attempt to stand out of the crowd</li> <li>There are few errors in pronunciation</li> <li>Quiet fluent in presenting</li> <li>There is sound body language, eyes contact and confidence</li> </ul>	<ul style="list-style-type: none"> <li>Presentation is interesting, clear and understandable</li> <li>Presentation is creative</li> <li>There are few errors in pronunciation</li> <li>Quiet fluent in presenting</li> <li>There is sound body language, eyes contact and confidence</li> </ul>	<ul style="list-style-type: none"> <li>Presentation is interesting, clear and understandable</li> <li>Presentation is creative, be able to attract and impress audience</li> <li>Excellent communication</li> <li>Quiet fluent in presenting</li> </ul>
Referencing and Bibliography (5%)	<ul style="list-style-type: none"> <li>Inadequate referencing and bibliography</li> </ul>	<ul style="list-style-type: none"> <li>Limited referencing and bibliography</li> </ul>	<ul style="list-style-type: none"> <li>Adequate referencing and bibliography</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive referencing and bibliography</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding referencing and bibliography</li> </ul>
Submission deadline (5%)	<ul style="list-style-type: none"> <li>36h after the due date</li> </ul>	<ul style="list-style-type: none"> <li>24h after the due date</li> </ul>	<ul style="list-style-type: none"> <li>12h after the due date</li> </ul>	<ul style="list-style-type: none"> <li>6h after the due date</li> </ul>	<ul style="list-style-type: none"> <li>Meet deadline</li> </ul>

**Table 7: Assessment Scheme for Individual Exercise**

Assessment Criteria	Marks				
	Fail (0 - < 5)	Average (5 - < 7)	Good (7 - < 8)	Distinction (8 - < 9)	High Distinction (9 – 10)
Knowledge and Understanding (20%)	<ul style="list-style-type: none"> <li>• Knowledge and understanding of key theories, principles and concepts limited or inconsistent</li> <li>• Limited use of analytical and interpretative skills</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of knowledge and clear understanding of a range of theories, principles and concepts</li> <li>• Reasonable evidence of analysis and interpretation in evaluating outcomes and making judgments</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial knowledge and clear understanding of major theories, principles and concepts</li> <li>• Evidence of analysis and interpretation of new and seen data in conclusions derived</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive knowledge and clear understanding of major and complex theories, principles and concepts</li> <li>• Clear evidence of analysis and interpretation of new or abstract data and in conclusions derived</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive depth of knowledge and clear understanding of major and complex theories, principles and concepts</li> <li>• Evidence of excellent analysis and interpretation of new or abstract data and in conclusions derived</li> </ul>
In practice (30%)	<ul style="list-style-type: none"> <li>• Less 3 companies or brands involved.</li> <li>• No diversity of companies involved.</li> <li>• Not realistic, not new.</li> <li>• Companies involved are not up-to-date</li> </ul>	<ul style="list-style-type: none"> <li>• At least 3 companies or brands involved.</li> <li>• The diversity of companies involved not high.</li> <li>• Relatively realistic, not new.</li> <li>• Companies involved are not up-to-date</li> </ul>	<ul style="list-style-type: none"> <li>• At least 3 companies or brands involved.</li> <li>• The diversity of companies involved are high.</li> <li>• Relatively realistic, not new.</li> <li>• Companies involved are not up-to-date</li> </ul>	<ul style="list-style-type: none"> <li>• At least 3 companies or brands involved.</li> <li>• The diversity of companies involved are high.</li> <li>• Realistic, new.</li> <li>• Companies involved are up-to-date</li> </ul>	<ul style="list-style-type: none"> <li>• At least 3 companies or brands involved.</li> <li>• The diversity of companies involved are high.</li> <li>• Very realistic, very new.</li> <li>• Companies involved are not up-to-date</li> </ul>
Lesson learned (30%)	<ul style="list-style-type: none"> <li>• The lesson is not close to the topic and content of the case study.</li> <li>• Less practical.</li> <li>• Feasibility is not high in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson is relatively close to the topic and content of the case study.</li> <li>• Relatively realistic.</li> <li>• Relatively applicable</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson is close to the topic and content of the case study.</li> <li>• Relatively realistic.</li> <li>• Feasibility is high in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson is close to the topic and content of the case study.</li> <li>• Be realistic.</li> <li>• Feasibility is high in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson is close to the topic and content of the case study.</li> <li>• Be realistic.</li> <li>• Feasibility is high in practice in the firm.</li> </ul>

Presentation, Grammar and Spelling (15%)	• Poor presentation and structure, grammar, spelling and citation.	• Adequate presentation and structure, grammar, spelling and citation	• Orderly presentation, clear structure and acceptable grammar and spelling	• Excellent presentation, logically structured, using correct grammar and citation.	• Outstanding, well-directed presentation, logically and coherently structured, using correct grammar, spelling and citation
Submission deadline (5%)	• 36h after the due date	• 24h after the due date	• 12h after the due date	• 6h after the due date	• Meet deadline

**Table 8: Assessment Scheme for Final Exam**

Assessment Criteria	Marks				
	Fail (0 - < 5)	Average (5 - < 7)	Good (7 - < 8)	Distinction (8 - < 9)	High Distinction (9 – 10)
Content/ Knowledge and Understanding/ Application of Theory (90%)	<ul style="list-style-type: none"> <li>• Not complete all questions have been asked.</li> <li>• Answers with many mistakes.</li> <li>• The level of requirement satisfaction is not good.</li> <li>• No creativity, no extension of the problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete &gt;50% questions have been asked.</li> <li>• Answers with few mistakes.</li> <li>• The level creativity, extension of the problem is fair.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete almost questions have been asked.</li> <li>• Answers with a few mistakes.</li> <li>• The level creativity, extension of the problem is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete all questions have been asked.</li> <li>• The level creativity, extension of the problem is very good.</li> </ul>	<ul style="list-style-type: none"> <li>• Outstanding, complete all questions have been asked.</li> <li>• The level creativity, extension of the problem is extremely high.</li> </ul>
Presentation, Grammar and Spelling (10%)	• Poor presentation and structure, grammar, spelling and citation.	• Adequate presentation and structure, grammar, spelling and citation	• Orderly presentation, clear structure and acceptable grammar and spelling	• Excellent presentation, logically structured, using correct grammar and citation.	• Outstanding, well-directed presentation, logically and coherently structured, using correct grammar, spelling and citation