#### CHRISTOPHER NEWPORT UNIVERSITY JOSEPH W. LUTER, III SCHOOL OF BUSINESS

**EUROPEAN MARKETING AND ADVERTISING (MKTG 454)**

**COURSE SYLLABUS**

**PREREQUISITES:** Sophomore Standing

**SEMESTER:** May 2021

**TIME & LOCATION:** Study Abroad Component: May 5 to May 19

**PROFESSOR**: Matt Hettche, Ph.D.

Assistant Professor of Marketing Luter Hall, Rm. 107

(757) 594-7692

email: hettche@cnu.edu

**OFFICE HOURS**: MTWThR: 11am to Noon

**TEXTBOOK**: *Marketing Communications: A European Perspective* 3rd Edition. (Pelsmacker, Geuens, and Van den Bergh). Prentice Hall, 2007. (ISBN: 978-0-273-70693-9).

**COURSE DESCRIPTION**

This course examines key aspects of the European marketing environment. Topics include an analysis of culture, consumer behavior, branding, product positioning, and marketing strategy. Particular emphasis will be placed on gaining a contextual understanding the how marketing and advertising function in an international context. The course has an online component as well as a travel abroad component.

**FORMAL COURSE OBJECTIVES**

Through active participation in the course, students will:

1. Demonstrate a basic knowledge of **SLO 1**
* the existence of the economic, historical, environmental, political, legal and/or cultural foundations necessary for marketing and advertising in Europe, and
* acquire an understanding of the basic theories and concepts in marketing as they relate to international business and markets.
1. Apply the knowledge gained above to develop an experiential understanding to **SLO 2**
* examine the role and importance of culture in the modern business environment
* consider the role of culture and regional context in branding and product positioning, and
* demonstrate skills in critical thinking as they relate to marketing and advertising as a business practice

### **Grade Composition:**

 **Item Percent**

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| --- | --- | --- |
|  | Course Quizzes | 25% (4 best of 6 offered) |
|  | Study Abroad Site Tour Fact Sheetand Correspondent’s Video | 15% |
|  | Experience Journal | 25% |
|  | 8 to 12 page paper | 25% |
|  | Discussion/Participation | 10 % |
| **Total** |  | 100% |

### **Course Quizzes:**

There will be six course quizzes offered throughout the semester, four of which count toward your final grade (so the two lowest scores are dropped). Each quiz will cover content specified on the ‘course assignment’ outline and will assume a short-essay-answer format. Each essay answer will be evaluated on three main criteria: (1) factual correctness; (2) evidence of having consulted the course materials; and (3) clarity of expression. See the course assignment outline for what content is covered on each quiz. All quizzes are posted on a schedule (see the ‘course assignment outline’ for dates). Once posted, each quiz is self-paced and can be submitted for grading at any time. The first three quizzes, however, should be completed BEFORE May 6 (before our departure date). The remaining quizzes will be due by Aug 1st.

### **Site Visit Fact Sheet & Correspondent’s Video:**

As assigned by Dr. Hasbrouck in our getting started meetings from the spring, each student has been assigned a location to research and design a fact sheet for the rest of the class to consult when preparing for our various site visits. The primary goal of the fact sheet is to summarize the cultural and academic significance of the place we are visiting/touring. Fact sheets will be evaluated on the added value insight they bring to the site visit as well as on their clarity of expression. Keep in mind that fact sheet will be published in color along with the trip itinerary by Drs. Hasbrouck and Hettche before the trip so fact sheets should be completed by May 3rd (before our departure date). A sample fact sheet can be found here.

In addition to preparing a site visit fact sheet, each student will produce a short ‘site visit correspondent’s video.’ The primary task of this component of the assignment is a 20 to 30 second video explaining the significance/relevance of the site visit (location) as it relates to the course and/or the formal learning objectives (see above). The intended audience of this short video are future students of the class and fellow classmates who are interested/immersed in our course of study. The video can take many different forms but may include a first-person ‘news reporter’ account of site visit features or a ‘behind the scenes’ photo montage with narration and a correspondent’s commentary. Additional ideas and approaches to the video are also encouraged (simply raise them in conversation or in an email with Dr. Hettche).

### **Experience Journal:**

The experience journal will take the form of physical “bullet journal.” Here is an example of what a bullet journal is and how you might want to set it up: bullet journal overview. The purpose of the journal (in addition to staying organized and on top of things) is to document specific examples of marketing strategy or advertising appeals that differ or contrast dramatically from US consumer markets. Using the classic 4Ps (marketing mix model) as a journaling content framework, daily entries and text (150 word min) are required. Journal entries will be evaluated on relevance and their applicability to the terminology and theories covered in the course text. Exploration of the different types of marketing explored and experienced during the trip (and documented in the journal) will ideally lead to a final paper topic. The journal’s content due as a 3 minute overview video VLOG (similar to this or this) is due August 1st. Upload your video VLOG that highlights the process and CONTENT (e.g., type of entries) of your journal to Scholar.

### **Discussion and Class Participation:**

Each student is required to attend and participate in class discussion that pertains to the different places we visit while studying abroad. Formulating relevant and informed questions on a regular basis are also expected. Professionalism and respectful disagreement (if occasioned) are required.

Failure to properly participate, attend and adhere to the events and activities during our travels will result in an early dismissal and separation from the trip.

### **Final Paper (8 to 12 pages)**

After studying the classic and standard models of marketing and advertising from our textbook, each student will be required to explore an analytical topic that relates to marketing and the cultural aspects of Europe in a 8 to 12 page paper. The primary task of the paper is to develop a thesis related to our topic of study and provide the necessary support or discussion needed for its development. The paper is 8 to 12 pages in length. An assignment grading rubric, paper topic ideas, and checklist will be provided on Scholar. FINAL PAPER DUE: August 1.

***Students should be physically able to walk approximately 8 miles a day and be able to carry their luggage. When necessary. for travel to and from public transportation facilities {t rain stations. subway stations. busses, etc.} Students should also be able to ride an operate bicycle with either hand or coaster brakes and gears.***

### **University Resources for Student Success**

Christopher Newport University provides a network of services to help our students succeed academically. Please include the following three statements in your course syllabi so that our students are officially informed of the assistance available to them.

### **Disabilities**

In order for a student to receive an accommodation for a disability, that disability must be on record in the Office of Student Affairs, 3rd Floor, David Student Union (DSU). If you believe that you have a disability, please contact Jacquelyn Barnes, Student Disability Support Specialist in Student Affairs (594- 7160) to discuss your needs.

Students with documented disabilities are to notify the instructor at least seven days prior to the point at which they require an accommodation (the first day of class is recommended), in private, if accommodation is needed. The instructor will provide students with disabilities with all reasonable accommodations, but students are not exempted from fulfilling the normal requirements of the course. Work completed before the student notifies the instructor of his/her disability may be counted toward the final grade at the sole discretion of the instructor.

### **Success**

I want you to succeed in this course and at Christopher Newport. I encourage you to come see me during office hours or to schedule an appointment to discuss course content or to answer questions you have. If I become concerned about your course performance, attendance, engagement, or well-being, I will speak with you first. I also may submit a referral through our Captains Care Program. The referral will be received by the Center for Academic Success as well as other departments when appropriate (Counseling Services, Office of Student Engagement). If you are an athlete, the Athletic Academic Support Coordinator will be notified. Someone will contact you to help determine what will help you succeed. Please remember that this is a means for me to support you and help foster your success at Christopher Newport.

### **THE CNU HONOR CODE**

(It is expected that all students comply with the CNU Honor Code at all times.) "On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. That means I will not lie, cheat, or steal and as a member of this academic community, I am committed to creating an environment of respect and mutual trust."

### **MISSION STATEMENT OF THE LUTER SCHOOL OF BUSINESS**

At the Luter School of Business, our mission is to develop undergraduate students intellectually, professionally, and personally through a rigorous liberal arts-based, applications-intense program that distinguishes them as critical thinkers, collaborative problem-solvers, articulate communicators, and ethical business leaders who possess the multidisciplinary competencies and specialized skills necessary to positively impact their community, the region, nation and the global economy.

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| Marketing 454: European Marketing and Advertising | Summer 2021 |
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### **Course Assignment Outline**


### **Course Quizzes**

The course quizzes are posted on the following schedule and the first three should be completed BEFORE we embark on our study abroad trip. They include the video overviews of each city we will visit as well as various chapters from the textbook (available on Scholar). The information assigned in the course quizzes will provide a common framework and vocabulary from which the experience journal and final paper will be completed. All quizzes are short answer essay format and are individual efforts

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| --- | --- | --- | --- | --- |
|  | **Date available** | **Required content** | **Content to Choose** | **Due date** |
| Quiz One | Apr 15 | Chapter 1 & Rick Steve’s Munich | In Memory of the Camps (Hitchcock) | May 3 |
| Quiz Two | Apr 15 | Chapter 19 & Rick Steve’s Amsterdam | Chapters 2 and/or 7 | May 3 |
| Quiz Three | Apr 15 | Rick Steve’s London | Chapters 3 and/or 9 | May 3 |
| Quiz Four | Apr 15 |  | Chapters 4 and/or 10 | Aug 1 |
| Quiz Five | Apr 15 |  | Chapters 12 | Aug 1 |
| Quiz Six | Apr 15 |  | Chapters 13 | Aug 1 |

*\*\* each student must cover at least* ***5 chapters*** *from the textbook (including Chapter 1 and 19 which are required)*

*\*\* Six quizzes will be offered throughout the semester, your 4 best quiz scores count toward*

*your final grade.*

### **Study Abroad Site Visit Fact Sheet and Video**

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### **Correspondent’s Video**

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### **Experience Journal – (bullet journal)**

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### **LUTER SCHOOL OF BUSINESS AoL WRITING RUBRIC**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ TOTAL POINTS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
|  | **HIGH PROFICIENCY****(54-60 points)** | **PROFICIENCY****(48-53 points)** | **SOME PROFICIENCY****(36-47 points)** | **NO/LIMITED PROFICIENCY****(0-35 points)** |
| **CONTENT** **\_\_\_ of 60** | \_\_ Clear purpose \_\_ Insightful, thoughtful, and critical reflection on the topic\_\_ Excellent use of discipline-specific concepts\_\_ Excellent use of important sources\_\_ Excellent response to feedback on draft | \_\_ Fairly clear purpose \_\_ Thoughtful reflection on topic\_\_ Appropriate use of discipline-specific concepts\_\_ Good use of important sources\_\_ Good response to feedback on draft | \_\_ Somewhat vague purpose \_\_ Some reflection on topic\_\_ Some use of discipline-specific concepts\_\_ Limited use of important sources\_\_ Limited response to feedback on draft | \_\_ Indeterminate purpose \_\_ Limited reflection on topic\_\_ Limited and/or inappropriate use of discipline-specific concepts\_\_ Neglects important sources\_\_ Unacceptable response to feedback on draft |

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| --- | --- | --- | --- | --- |
|  | **HIGH PROFICIENCY****(18-20 points)** | **PROFICIENCY****(16-17 points)** | **SOME PROFICIENCY****(12-15 points)** | **NO/LIMITED PROFICIENCY****(0-11 points)** |
| **STRUCTURE/****ORGANIZATION****\_\_\_ of 20** | \_\_ Organization is highly logical and sequential \_\_ Paragraphs are well developed and appropriately divided\_\_ Ideas are linked with smooth and effective transitions\_\_ Conclusion provides a thorough and concise summary of key points\_\_ Citations are used when warranted and are formatted correctly\_\_ Format follows requirements of the assignment\_\_ References follow APA format and are virtually error-free\_\_ Excellent response to feedback on draft | \_\_ Organization is logical and sequential\_\_ Paragraphs are developed and contain little redundancy or digression\_\_ Transitions provide clear linkage of ideas\_\_ Conclusion provides a sufficient summary of key points\_\_ Citations are usually used when warranted and are usually formatted correctly\_\_ Format usually follows requirements of the assignment \_\_ References follow APA format with very few errors\_\_ Good response to feedback on draft | \_\_ Organization lacks logical sequencing at times\_\_ Paragraphs contain some redundancy or digression\_\_ Transitions provide some linkage of ideas, but not as clearly\_\_ Conclusion provides an acceptable, but less thorough, summary of key points\_\_ Citations are sometimes missing and /or formatted incorrectly\_\_ Format does not always follow requirements of the assignment \_\_ References contain some errors in APA format \_\_ Limited response to feedback on draft | \_\_ Writing is disorganized and hard to follow\_\_ Paragraphs lack logical or meaningful connection of ideas\_\_ Transitions are limited or absent\_\_ Summary of key points is missing or insufficient\_\_ Citations are often missing and / or formatted incorrectly\_\_ Format rarely follows requirements of the assignment\_\_ References do not follow APA format, or contain a significant number of formatting errors\_\_ Unacceptable response to feedback on draft |

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|  | **HIGH PROFICIENCY****(18-20 points)** | **PROFICIENCY****(16-17 points)** | **SOME PROFICIENCY****(12-15 points)** | **NO/LIMITED PROFICIENCY****(0-11 points)** |
| **GRAMMAR/****SPELLING****\_\_\_ of 20** | \_\_ Rich, well-chosen variety of sentence styles and length\_\_ Virtually free of errors in:\_\_ capitalization\_\_ punctuation\_\_ pronoun usage\_\_ subject verb agreement\_\_ verb tense consistency\_\_ spelling \_\_ Exceptional vocabulary range and word usage\_\_ Consistent application of the rules and mechanics of standard English usage\_\_ Excellent response to feedback on draft | \_\_ Sentences are complete and correct, and structure is varied\_\_ Very few errors in: \_\_capitalization\_\_ punctuation\_\_ pronoun usage\_\_ subject verb agreement\_\_ verb tense consistency\_\_ spelling \_\_ Impressive vocabulary range and word usage\_\_ Application of the rules and mechanics of standard English usage\_\_ Good response to feedback on draft | \_\_ Sentences are complete and correct, but limited in variation\_\_ Some errors in:\_\_ capitalization\_\_ punctuation\_\_ pronoun usage\_\_ subject verb agreement\_\_ verb tense consistency\_\_ spelling\_\_ Adequate vocabulary range and word usage\_\_ Some application of the rules and mechanics of standard English usage\_\_ Limited response to feedback on draft | \_\_ Sentences are not always complete and correct\_\_ Numerous errors in:\_\_ capitalization\_\_ punctuation\_\_ pronoun usage\_\_ subject verb agreement\_\_ verb tense consistency\_\_ spelling\_\_ Limited vocabulary range and incorrect word usage\_\_ Inconsistent application of the rules and mechanics of standard English usage\_\_ Unacceptable response to feedback on draft |

### **Schedule of Contact Hours for MKTG 454 Summer 2021**

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| **Date Description Contact Minutes** |
| **Spring Pre-Trip-TBD** | **Classroom Introduction - Trip Overview/ Syllabus Review/ Lecture on Introduction of Course** | **180** |
| **Spring Pre-Trip -TBD** | **Classroom Lecture - Part I Readings** | **180** |
| **Spring Pre-Trip -TBD** | **Online Quizzes (Scholar)** | **60** |
| **Spring Pre-Trip -TBD** | **Discussion/ Lecture (via Scholar) of Part II Readings** | **120** |
| **Spring Pre-Trip -TBD** | **Online Quizzes Part II (Scholar)** | **60** |
| **Spring Pre-Trip-TBD** | **Discussion (via Scholar) of Part Ill readings** | **120** |
| **Spring Pre-Trip-TBD** | **Online Quizzes Part Ill (Scholar)** | **60** |
| **Spring Pre-Trip-TBD** | **Discussion (via Scholar) of Part IV readings** | **120** |
| **Spring Pre-Trip-TBD** | **Online Quizzes Part IV (Scholar)** | **60** |
| **Wednesday, 6/23** | **Airport Departure - Discuss trip expectations, journals and deliverables before takeoff** | **120** |
| **Thursday, 6/24** | **Munich -Tour of BMW Automotive Facility; guided tour, lecture and discussion** | **240** |
| **Friday, 6/25** | **Munich - Cultural tour of Deutches Museum and Residenz; guided tour and discussion** | **180** |
| **Saturday, 6/26** | **Munich - Tour of Spaten - Franziskaner Brewery; guided tour, lecture and discussion** | **240** |
| **Sunday, 6/27** | **Transfer to Stuttgart (3 hours) - Munich debriefing** | **60** |
| **Monday, 6/28** | **Stuttgart - Tour of Porsche Factory; guided tour, lecture and discussion** | **240** |
| **Tuesday, 6/29** | **Stuttgart - Tour of Stihl Worldwide HQ and Facility; guided tour, presentations, lecture and discussion / Transfer to Amsterdam (8 hours) - Stuttgart debriefing** | **240** |
| **Wednesday, 6/30** | **Amsterdam - Aalsmeer Flower Market - Tour of the Market and Auction Floor; guided tour, lecture and discussion / Cheese Farm and Bakery Museum; guided tours, lectures and presentations** | **360** |
| **Thursday, 7/1** | **Amsterdam - Zaanse Schaans - Wind Mills (Oil, Paint, and Saw Mills)/ Heineken Experience Brewery Tour; guided tour, presentation, lecture and discussion** | **300** |
| **Friday, 7/2** | **Amsterdam - Ann Frank House and Van Gogh Museum Cultural Tour; guided tours, presentations and discussion / Transfer to the Hook of Holland (3 hours) & Overnight Ferry to UK (12 hours) - debriefing** | **240** |
| **Saturday, 7/3** | **London - Churchill War Rooms and WWII cultural tour; guided tour, presentation and discussions** | **240** |
| **Sunday, 7/4** | **London-Tour of Windsor Castle; Visit to the Museum of Branding and Advertising** | **240** |
| **Monday, 7/5** | **Travel to Oxford - Mini Plant; Guided Tour, Tour of Oxford and Stonehenge** | **360** |
| **Tuesday, 7/6** | **London - Fuller Brewery Tour; guided tour, lecture and discussion** | **180** |
| **Wednesday, 7/7** | **Transfer to USA - London debriefing and discussion on course deliverables** | **120** |

### **Total Contact Time 4,320**

### **Study Abroad Rubric**

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| --- | --- |
| **SLO** | **Level of Performance / Demonstration of SLO** |
| **Students participating in study abroad will:** | **Met (Exemplary) 2** | **Partially Met (Developing) 1** | **Not Evident (Did not meet) 0** |
| **I. Recognize the existence of cultural, historical, artistic, or environmental differences** | Provides descriptions of cultural, historical, artistic, or environmental differences. Offers specific, accurate examples of those differences. | Acknowledges that there are cultural, historical, artistic, or environmental differences; however, does not provide descriptions of those differences, or the desc1iptions are not accurate. | Does not acknowledge or reference existing cultural, historical, artistic, or environmental differences. |
| **II. Acknowledge the perspective or practices of others** | Acknowledges the existence of others' perspectives or practices. Provides specific, accurate descriptions or examples of those perspectives or practices. | Acknowledges the existence of others' perspectives and practices; however, does not describe them explicitly, or the descriptions are not accurate. | Does not acknowledge or reference the perspectives or practices of others. |
| **III. Apply course, discipline, and/or field concepts to the larger world** | Describes course, discipline, and/or field concepts. Accurately explains how those concepts relate to the larger world (e.g., offers descriptions or examples). | Describes course, discipline and/or field concepts; however, does not connect those descriptions to the larger world, or the descriptions are not accurate. | Does not reference or describe any course, discipline, and/or field concepts. |
| **IV. Compare the physical, social, historical, or cultural environments** | Describes the physical, social, historical, or cultural environment. Accurately explains similarities and/or differences between those and other environments (e.g., offers descriptions or examples). | Describes physical, social, historical, or cultural environment(s); however, does not provide descriptions of similarities or differences with any other environments for comparison, or the descriptions are not accurate. | Does not reference or describe any physical, social, historical, or cultural environments. |