

COURSE OUTLINE: BU5502 Marketing Communications: An Integrated Approach

Academic Year	2022/2023	Semester	2
Course Coordinator	Assoc Prof Lam Shun Yin		
Course Code	BU5502		
Course Title	Marketing Communications: An Integrated Approach		
Pre-requisites	Nil		
No of AUs	3		
Contact Hours	39		

A) Course Aims

Communication with the market is an important activity for many businesses and organizations. It is also relevant to us as consumers because we are exposed to hundreds of messages from marketers every day. The course is aimed at enabling you to learn in depth the development, implementation and evaluation of marketing communication (marcom) activities. As planning and executing marketing communication programs are typically the responsibilities of marketing executives, the course can help you to prepare for a job position that involves marketing communications. It can also deepen your understanding of marketing – in particular, what marketing communications involve and how marketing communications enable an organisation to achieve its objectives. The course is designed to foster your logical thinking and creativity regarding marketing communications. Although this course is oriented towards practice, we still cover theories and concepts essential to your understanding of marketing communication (marcom) practices (e.g., how they work and their applicability). Learning these theories and concepts enables you to choose and justify your choice and design of marcom activities. Instead of treating marcom as a set of stand-alone tools or activities, the course regards it as a blended mix of coordinated activities. The course puts roughly equal emphasis on traditional marcom tools (e.g., advertising and sales promotion) and non-traditional tools (e.g., search engine marketing and social media marketing). In sum, the course would be of interest to you if you are interested in taking on marketing communications in your career or knowing how marketing communications help an organisation to achieve its objectives or purposes. It may also serve as a stepping stone to taking more specialised marketing courses such as digital marketing.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

1. explain the nature, role and importance of marcom activities in marketing and the society;
2. explain and distinguish the key concepts, theories and terminology in marcom management;
3. determine which marcom tools provide better choices in different situations, and integrate different tools to achieve synergy;
4. plan and develop detailed marcom strategies and programs;
5. appraise the contributions of marcom activities to marketing and communication objectives; and
6. formulate and manage marcom activities across countries.

C) Course Content

Situation analysis; consumer behaviour; segmenting, targeting and positioning; message strategy; media strategy; advertising research; objective setting and assessment; budgeting; advertising; sales promotion; point-of-sale communication; branded entertainment; search engine marketing; analytics; social media marketing; mobile marketing; integration of online and offline media usage; global marketing communication; sponsorship; cause-related marketing

D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal (Refer to Annex E for list)	Weighting	Team/ Individual	Assessment Rubrics (Please insert rubrics as Appendix)
1. Individual assignment (written report and individual presentation)	ILO1, ILO2, ILO3, ILO4, ILO5	Critical Thinking, Creative Thinking, Problem Solving and Decision Making, Planning and Execution, Written and Oral Communication	55%	Individual	Individual Assignment Rubric
2. Case presentation (all members are required to present)	ILO1, ILO2, ILO3, ILO5	Critical Thinking, Problem Solving and Decision Making, Oral Communication	20%	Group	Case Presentation Rubric
3. Class participation	ILO1, ILO2, ILO3, ILO5, ILO6	Critical Thinking, Creative Thinking, Problem Solving and Decision Making, Written and Oral Communication	25%	Individual, Group	Class Participation Rubric
Total			100%		

E) Formative feedback

You will receive formative feedback through my written responses to your written reports, verbal responses to your answers to class exercises, and verbal and written responses from me and fellow classmates on your presentations in class.

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Seminars	In each seminar, the instructor provides short lectures to elaborate on key principles, concepts, theories and frameworks commonly employed in marketing communications as these principles, concepts, etc., are better elucidated through lectures compared to other means. Apart from the lectures, the instructor holds in-depth discussion with you on specific issues and cases relevant to managers' interest in marketing their brands, products or services. This discussion helps you articulate and apply what you have learnt from lectures and recommended readings to real-life problems and contexts. As individuals, you are expected to contribute to the foregoing discussion and read the assigned cases and book chapters.
Individual assignment	In this assignment, you are asked to synthesize and apply your understanding of marketing communications to develop a marketing campaign. The assignment promotes your creative and critical thinking, and helps you develop planning, execution, problem-solving and decision-making skills.

Case presentation	You are asked to present in class analysis and recommendations on a business case in class. It is a team effort and each team are required to work on a case assigned to them. Each case presents a real-life scenario in which a company has faced a challenge or an opportunity in the market. Each team is required to synthesize and apply their understanding of marketing communications to define the issue faced by the company, evaluate the actions taken by the company in addressing the issue, and make recommendations for achieving the company’s objectives. This assignment promotes your critical thinking, and helps you to develop problem-solving and decision-making skills as well as communication skills.
In-Class activities	Some learning outcomes for this course are skills which are practical in nature and cannot be achieved by reading and writing. The achievement of such learning outcomes requires hands-on experience, in-class activities provide such opportunities. The instructor holds in-depth discussion with you on specific issues and cases relevant to managers’ interest in marketing their brands, products or services. This discussion helps you articulate and apply what you have learnt from lectures and recommended readings to real-life problems and contexts.

G) Reading and References

Textbook

O’Guinn, Thomas, Chris T. Allen, Richard J. Semenik, and Angeline Close Scheinbaum (2019), *Advertising and Integrated Brand Promotion*, 9th ed., Singapore: Cengage Learning.

(Both the physical textbook and the e-book can be purchased from Booklink, our campus store.)

Business Cases for Class Discussion

(You can purchase the first two cases, Kobe and Pepsi, online. Detailed instructions about the purchase will be provided later. You can access and download the third and the fourth cases at [NTU Onesearch](#).)

Lui, Patricia and Lipika Bhattacharya (2020), “Kobe Influencer Marketing: Building Brand Awareness Visa Social Media,” SMU551, Singapore Management University.

Norton, Michael I. and Jill Avery (2011), “The Pepsi Refresh Project: A Thirst for Change,” 9-512-018 Harvard Business School.

Sawhney, Mohanbir and Pallavi Goodman (2016), “OnePlus: Crossing the Chasm in the Smartphone Market,” KEL981 Kellogg School of Management, Northwestern University.

Tybout, Alice M. (2013), “Marketing the Nissan Micra and Tata Nano Using Social Media,” KEL774 Kellogg School of Management, Northwestern University.

Optional References

Aitchison, Jim (2004), *Cutting Edge Advertising: How to Create the World’s Best Print for Brands in the 21st Century*, Singapore: Pearson Hall. (HF5823.A311)

Avery, Jill and Sunil Gupta (2015), “Brand Positioning,” Marketing Core Curriculum, Harvard Business Publishing.

Avery, Jill and Thales S. Teixeira (2016), "Marketing Communications," Marketing Core Curriculum, Harvard Business Publishing.

Fair Trading & You, Consumers Association of Singapore, 2004. (HC79.C63F163)

Gupta, Sunil and Joseph Davin (2015), "Digital Marketing," Marketing Core Curriculum, Harvard Business Publishing.

Gupta, Sunil (2014), "Segmentation and Targeting," Marketing Core Curriculum, Harvard Business Publishing.

Shimp, Terence A. and J. Craig Andrews (2013), *Advertising, Promotion, and Other Aspects of Integrated Marketing Communications*, 9th ed., Singapore: South-Western Cengage Learning. (HF5415.123.S556a 2013).

Singapore Code of Advertising Practice, Consumers Association of Singapore, 2008, downloadable at <https://asas.org.sg/About/Code>.

H) Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a session for a valid reason, you may want to inform the instructor the reason so that she or he can take account of your circumstance when grading your class participation.

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

J) Course Instructor

Instructor	Office Location	Phone	Email	Consultation Hours
Lam Shun Yin	S3-B1C-95	6790-4776	asylam@ntu.edu.sg	By prior appointment via email.

K) Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Introducing marcom and the course; situation analysis	To understand what marcom and the course are about, as well as the course requirements; to understand the purpose and usefulness of situation analysis in marcom planning.	Chapters 1, 8 (textbook)
2	Consumer behaviour; segmenting, targeting and positioning	To understand consumer behaviour and utilize this understanding for marcom planning; to understand the purposes and usage of segmenting, targeting and positioning for marcom planning.	Chapters 5, 6
3	Message strategy; case presentation briefing and case question assignment	To understand the message strategies used to achieve marcom objectives, and what makes an effective ad; to understand the case presentation requirements; to assign case questions to teams.	Chapters 9-11
4	Media strategy; advertising research; individual assignment briefing	To understand the key considerations in choosing media classes and vehicles; to understand the purposes, usefulness and limitations of advertising research methods; to understand the individual assignment requirements.	Chapters 7, 12-13
5	Objective setting and assessment; budgeting	To understand the purposes of objective setting and assessment, and what make a good objective and a good assessment plan; to understand the purposes of budgeting and what makes a good budget	Chapter 8
6	Sales promotion; essentials of writing marcom proposals	To understand the purposes of sales promotion, and the effectiveness, merits and limitations of various promotional tools; to understand the essentials of writing marcom proposals with examples.	Chapter15; OnePlus case
7	Point-of-sale communication; branded entertainment; Tata Nano case discussion	To appreciate the unique roles played by point-of-sale communication in marcom; to understand the merits and limitations of branded entertainment as a marcom tool.	Chapters 15-16; Tata Nano case
Recess Week (no class)			
8	Search engine marketing; analytics; individual assignment presentation briefing; Kobe case discussion	To understand the merits of search engine marketing and know how to conduct it; to understand the uses of analytics in assessing effectiveness of search engine marketing; to understand the requirements of the individual assignment presentation.	Chapters 14; Kobe case
9	Social media marketing; individual assignment presentation	To know about various techniques in social media marketing; to understand the benefits, risks and limitations of these techniques. To gather feedback from fellow classmates and the instructor on the individual assignment; to practise evaluating a campaign proposal.	Chapters 14, 18

10	Mobile marketing; integration of online and offline media usage; global marcom; individual assignment presentation (cont.)	To know about various techniques in mobile media marketing; to know the benefits of integrating online and offline media usage and how to conduct the integration; to understand the key issues in managing marcom across countries. To gather feedback from fellow classmates and the instructor on the individual assignment; to practise evaluating a campaign proposal.	Chapters 1, 14
11	Individual assignment presentation (cont.)	To gather feedback from fellow classmates and the instructor on the individual assignment; to practise evaluating a campaign proposal.	
12	Individual assignment presentation (cont.)	To gather feedback from fellow classmates and the instructor on the individual assignment; to practise evaluating a campaign proposal.	
13	Sponsorship; cause-related marketing; Pepsi case discussion	To learn the benefits of sponsorship and cause-related marketing, as well as the potential concerns over these activities.	Chapters 16, 18; Pepsi case

Note:

Individual assignment presentation will end in Week 12 instead of Week 13. This is to allow enough time for marking student assignment reports.

ANNEX A: ASSESSMENT CRITERIA FOR INDIVIDUAL ASSIGNMENT RUBRIC

The following rubric is employed for assessing students' creativity, critical thinking and problem-solving abilities, as well as communication skills. It is also meant for evaluating them in knowledge application, including positioning, segmentation, message strategy, media decisions, etc. The grading on S/N 1 to 6 is based on students' written report whereas the grading on S/N 7 is based on their class presentations.

S/N	Traits	1 Below Expectation (D+ or below)	2 Met Expectation (C to B+)	3 Above Expectation or above)
Preliminaries (35%)				
1	Ability to <u>critically evaluate the situation</u> faced by the organization and to <u>justify the need</u> for a new campaign (10%)	The information about the situation is not well presented or analyzed. The critical issue that calls for a new campaign is not well defined. You are unable to convince the audience that there is a need for the new campaign.	The information about the situation is largely adequate and your analysis helps the reader understand the critical issue that calls for a new campaign. On the whole, you are able to convince the audience that there is a need for the new campaign.	The information about the situation is well presented and analyzed. The analysis helps you identify the critical issue that calls for a new campaign. You are able to define the issue clearly and convince the audience that there is a strong need for the new campaign.
2	Ability to justify the <u>selection of target audience</u> , <u>define</u> them clearly and show a <u>deep understanding</u> of their consumption and purchase behaviors (15%)	The choice of the target audience is not well justified. The definition of the audience is so broad that it includes irrelevant people, or is too narrow to justify the campaign's costs and efforts. There is a lack of a deep understanding about the target audience (e.g., their needs and preferences, strategies, processes and considerations in their purchase journey). As a result, the discussion on the audience is not very helpful for formulating effective message and media strategy.	The choice of the target audience is largely appropriate although not all the explanation is clear. You show a good understanding of the audience. The audience size is close to the optimal. Despite some inadequacy or ambiguity, you demonstrate a good understanding of the target audience (e.g., their needs and preferences, strategies, processes and considerations in their purchase journey). To some extent, the discussion on the audience is helpful for formulating effective message and media strategy.	The target audience is well selected and defined. You show a deep understanding of the audience (e.g., their needs and preferences, strategies, processes and considerations in their purchase journey). To a large extent, the discussion on the audience is helpful for formulating effective message and media strategy.
3	Ability to <u>justify and define the proposed campaign's objectives</u> (10%)	You are not able to justify many of objectives based on the situation faced by the organization. Many of the objectives are not well defined, and do not incorporate clear standards or time periods for assessing the	You are able to justify the majority of the objectives based on the situation faced by the organization. Many of the objectives are well defined with clear standards and time periods specified for assessing the objective	You are able to justify most, if not all, of the objectives based on the situation faced by the organization. Most, if not all, of the objectives are well defined with clear standards and time periods incorporated for

		objective attainment. Some of the objectives are rather similar in content. Intervening effect objectives that capture the process leading to desirable outcomes (e.g., change in sales) are not included.	attainment. Most objectives are distinct from each other. Intervening effect objectives that capture the process leading to desirable outcomes (e.g., change in sales) are included.	assessing the objective attainment. The objectives are distinct from each other. Intervening effect objectives that capture the process leading to desirable outcomes (e.g., change in sales) are included.
S/N	Traits	1 Below Expectation (D+ or below)	2 Met Expectation (C to B+)	3 Above Expectation or above)
Campaign Activities (45%)				
4	Ability to <u>generate creative ideas</u> for the proposed campaign (15%)	The core ideas of the campaign are not creative (not divergent or relevant). The campaign is rather similar to certain campaigns seen before.	The core ideas of the campaign can be considered creative (divergent and relevant) although they remind the audience of certain campaigns seen before.	The core ideas of the campaign are truly creative (divergent and relevant). As a result, the ideas impress the audience and give a pleasant surprise.
5	Ability to put forward <u>activities that are integrated with each other, feasible, and could achieve the proposed objectives</u> (30%)	The reader is not convinced that the objectives could be achieved by the proposed activities. The activities are not well integrated with each other. The major activities are not feasible. The activities proposed would not have the desired impacts on the target audience.	The reader would feel that the activities could exert the desired impacts on the target audience although the impacts may not be very great. The reader could see some effort on integrating the activities. The major activities are feasible.	The reader will be convinced that the objectives could be achieved by the proposed activities. The activities are well integrated and could have great impacts on the target audience. Most, if not all, of the activities are feasible.
Communication (20%)				
6	Ability to communicate ideas clearly and effectively through <u>the written report</u> (10%)	The report is poorly written with many grammatical mistakes, awkward and unclear sentences, etc. Paragraphs are not coherent and transitions are lacking.	The report is well written on the whole despite some problems (e.g., inability to explain unfamiliar terms).	Organization of ideas and content clearly creates understanding. Paragraphs contain coherent ideas that are effectively connected with transitions. Writing is well focused and concise, with clear introduction and conclusion. You use graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.
7	Ability to communicate ideas clearly and	The key ideas of the proposal are not well communicated. The presentation is not	On the whole, the proposal is well communicated although there are gaps in	Most points of the proposal are well enunciated. The presentation is coherent,

	<p>effectively through <u>the class presentation</u> (10%)</p>	<p>coherent. You are not fluent in their delivery and there is a lack of poise in their delivery. You do not maintain an effective eye contact and do not exercise good time control. Your attire and grooming are not appropriate for a formal presentation in an office environment.</p>	<p>explaining/describing some parts. The presentation is largely coherent. You are quite fluent in the delivery and show confidence in your speech and gestures. You maintain an effective eye contact for most parts of the presentation and do not run over allotted time. Your attire and grooming are appropriate.</p>	<p>with a clear introduction, transitions, appropriate language use, and a concise conclusion. You are fluent in their delivery, which is full of poise. You maintain an effective eye contact and do not run over allotted time. Your attire and grooming are appropriate and make a professional impression.</p>
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ANNEX A: ASSESSMENT CRITERIA FOR CASE PRESENTATION RUBRIC

The following rubric is employed to assess your team’s critical thinking, problem solving and decision-making abilities, as well as oral communication skills.

S/N	Traits	1 Below Expectation (D+ or below)	2 Met Expectation (C to B+)	3 Above Expectation (A- or above)
1	Ability to <u>summarize the situation and define the key issue</u> faced by the organization (20%)	Your team do not show an adequate understanding of the situation and the key issue faced by the organization. Your team description of the situation is unclear and not informative. Your team simply copy and paste words from the case to form the summary without showing your understanding of the situation and the issue.	Your team show an adequate understanding of the situation faced by the organization, including the challenge or opportunity faced by it. Your team are able to extract important pieces of information and form a coherent account to provide the understanding.	Your summary is very useful for understanding the situation. Your team have put conscientious effort into describing the situation and the description is very helpful for understanding the issue faced by the organization.
2	Ability to <u>analyse and synthesize various information</u> to form a good base for judgment and recommendation (20%)	Your team are not able to analyze, utilize and synthesize important pieces of information to form a good base for judging the key issue and recommending actions to deal with it.	Your team are able to analyze, utilize and synthesize to a large extent important pieces of information to form a good base for judging the key issue and recommending actions to deal with it.	Your team excel in analyzing, utilizing and synthesizing important pieces of information to form a good base for judging the key issue and recommending actions to deal with it.
3	Ability to <u>make sound recommendations</u> to deal with the issue based on the case analysis and your understanding of marketing communications (30%)	Your team are not able to make helpful recommendations to deal with the issue based on the case analysis and your understanding.	Your team are able to make appropriate, helpful recommendations to deal with the issue based on the analysis and the understanding although better recommendations can be advanced.	Your team are able to provide excellent recommendations to deal with the issue based on the analysis and the understanding.
4	Ability to <u>communicate ideas clearly and effectively, and engage the audience</u> through the class presentation (30%)	The key ideas of the presentation are not clearly or effectively communicated. The presentation is not coherent. Your team are not fluent in your delivery and there is a lack of poise in the delivery. Your team do not maintain an effective eye contact and do not exercise good time control. Your speech does not engage the audience.	On the whole, the key ideas are well communicated although there are gaps in explaining/describing some parts. The presentation is largely coherent. Your team are quite fluent in the delivery and show confidence in your speech and gestures. Your speech engages the audience to a large extent. Your team maintain an effective eye contact for most parts of the presentation and do not run over allotted time.	Most points of the proposal are well enunciated. The presentation is coherent, with a clear introduction, transitions, appropriate language use, and a concise conclusion. Your team are fluent in your delivery, which is full of poise. Your team maintain an effective eye contact and do not run over allotted time. Your speech engages the audience.

ANNEX A: ASSESSMENT CRITERIA FOR CLASS PARTICIPATION RUBRIC

The rubric is employed to assess your critical and creative thinking, problem solving and decision-making abilities, as well as written and oral communication. Note that generally speaking, your class participation cannot be assessed when you are absent from class.

S/N	Traits	1 Below Expectation (D+ or below)	2 Met Expectation (C to B+)	3 Above Expectation or above)
1	Engagement (20%)	Hardly focuses in class (e.g. using mobile phones or other devices all the time rather than paying attention to the lecturer/speaker, unnecessary chatting)	Occasionally engages in distracting activities (e.g., using mobile phones, unnecessary chatting) in class.	Engages fully in class
2	Verbal input: contribution frequency and quality (35%)	Does not speak up in class; contributions lack substance	Occasionally speaks up in class; contributions demonstrate knowledge of subject matter	Speaks up in all/most classes; contributions are constructive and insightful
3	Written input: contribution frequency and quality (45%)	Seldom or does not provide answers in written exercises; contributions lack substance	Sometimes provide answers in written exercises; contributions demonstrate knowledge of subject matter	Often provide answers in written exercises; contributions are constructive and insightful

ANNEX B: NOTES AND SAMPLES**Peer Evaluation in Teamwork (Case Presentation)**

Each student is required to rate each member in the same team regarding the member's collaborative behavior and contribution in the case presentation. The evaluation is compulsory. Each student is required to complete an online peer evaluation form by using the link provided by the instructor in due course.

The peer evaluation helps the instructor know about the student's performance as a team player, and the instructor can give different grades to students in the same team if some of them have not been cooperative or made sufficient contribution in their teamwork. The evaluation is also intended for fostering constructive team behaviors and promoting the understanding about these behaviors. Additionally, it promotes the student's reflection on her collaborative behavior and contribution. The student must submit his/her evaluation form to obtain marks for the case assignment and the campaign project. The instructor will not disclose the assessor's name to other team members.

The student assessor is required to rate herself and other members in the same team along a number of items listed on p. 12 on a seven-point scale (1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = neutral, 5 = somewhat agree, 6 = agree, 7 = strongly agree). She then needs to provide an average rating for each member by summing up the ratings and dividing the average by 7. If the average rating is less than 5, she is required to provide justifications including supporting evidence in the Comments section.

Having received the evaluations, the instructor will compute for each member a team-based evaluation score by summing the average ratings provided by other members for that member and dividing the sum by the number of assessors (excluding that member). This evaluation score provides a point of reference in adjusting the member's score. If the score is no less than 5, the member will receive 100% of the marks given to the team by the instructor. If the score is less than 5, the instructor will derive a reference percentage and a reference mark as follows:

Reference percentage = $100\% - [(5 - \text{team-based evaluation score})/4] \times 100\%$

Reference marks = Marks given to the team \times tentative percentage

When the team-based score is below 5, the instructor takes into account the reference mark, the justifications as well as the evidence provided by other members in finalizing the marks. Unreliable ratings and evaluations will be discounted. The instructor will also look into the convergence in the ratings among the assessors made by them. If the ratings and evaluations diverge greatly, the instructor may carry out an in-depth investigation by discussing with members of the same team on their evaluations, and gathering further evidence from them.

Whether students making extraordinary effort or contribution should be awarded marks higher than the reference marks is a different matter. It is not a simple decision. Making extra effort may mean that other members or some of them have not made adequate effort, and thus imply that some members do not deserve the grade awarded to the case presentation. Also, the quality of the presentation is an important consideration in assessing students' work. The quality is largely reflected by the presentation made and hence the assessment of the presentation may already take account of the effort made by students and the quality of their work. Thus, it is a question whether to give individual students a grade higher than that awarded to the team's presentation.

Furthermore, awarding more marks depend on the kinds of extraordinary effort or contribution made and the circumstances under which it is made.

For example, editing a few words or sentences written by other members may not constitute significant extraordinary effort. The same may be spoken of setting up a slide template for the presentation. It is also not agreeable to give greater credit for doing the work that another member has promised to do in advance of the task's due date, without getting other members' consent. However, it is worthy of considering giving greater credit to a student for making up, with the team's agreement, the work that another member fails to deliver by a due date, and when the work done by the student is of high quality.

Therefore, the instructor will consider giving more marks when: (1) there is strong evidence that extraordinary effort or contribution has been made and is substantial; and (2) there are unequivocal opinions among members that the effort is necessary and helps to improve the report's quality. **If students think that some members in their team really make extraordinary effort or contribution, and deserve a grade higher than that is awarded to the team's report, they may bring the matter forward by providing evidence and justifications in the online form,** I will look into the matter and decide whether to make a mark adjustment on a case-by-case basis.

The peer evaluation rubric is as follows.

Criteria	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neutral (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
Contributed useful ideas, opinions or knowledge.							
Considered other members' ideas, opinions or knowledge.							
Was dependable in group meetings.							
Took a fair share of work.							
Completed work on time.							
Did work accurately and completely.							
Produced good-quality work, including the part of the presentation that she or he made.							