

# Student Orientation

## Chapter 4

### Discussion Board Participation



**INTEGRATED MARKETING COMMUNICATIONS**  
Master's Degree Program at West Virginia University

## Discussion Board Participation

Weekly attendance as determined by participation on the class discussion board is mandatory. Discussions begin on Monday of each week and end the following Friday. You are expected to make a minimum of **five** substantial postings per week:

- One response to the discussion question presented (due each Wednesday by 11:55 p.m. EST)
- Four responses to your classmates' postings (due each Friday by 11:55 p.m. EST)

Additionally, you are required to read at least 90% of the total posts for the week by Saturday at 6 p.m. or one point will be deducted from your discussion score.

Grading is a combination of the quantity and quality of your postings, with quality weighing more heavily. Please avoid posts that simply compliment (e.g., "Good post!") or support (e.g., "I agree with you...") another student's work; they don't contribute to the discussion in a meaningful way.

Since class discussions happen in real time, no late posts will be accepted for any reason.

### Discussion Board Grading Rubric

Discussion points are divided into three categories: 1) response to the weekly question, 2) responses to classmates' postings; and 3) number of discussion posts read. The following grading rubric is used to evaluate each student's contribution.

#### Response to the Weekly Question

##### **A (90-100%) Outstanding**

- Post is substantive and relates to key principles.
- Student uses personal/professional examples demonstrating application of principles.
- All language is clear, concise and easy to understand.
- Student initiates new threads of related discussion and/or provides relevant articles, Web links, or other outside information.
- Outside sources are properly cited.
- All posts were submitted according to the deadlines in the Syllabus.
- Posts contained very few grammatical and/or stylistic errors.

## **B (80-89%) Proficient**

- Post references key principles, but is not substantive and/or well developed.
- Student uses personal/professional examples demonstrating application of principles.
- Most language is clear, concise and easy to understand.
- Student initiates new threads of related discussion and/or provides relevant articles, Web links, or other outside information.
- Outside sources are properly cited.
- Most posts were submitted according to the deadlines in the Syllabus.
- Posts contained few grammatical and/or stylistic errors.

## **C (70-79%) Basic**

- Key principles are present, but there is no evidence the student understood them and/or they are not integrated into the response.
- Student does not reference personal/professional examples.
- Language is often unclear; may need to be read two or more times to be understood.
- Student does not initiate new threads of related discussion or provide relevant articles, Web links, or other outside information.
- Outside sources are not properly cited.
- Some or all posts were not submitted according to the deadlines in the Syllabus.
- Posts contained several grammatical and/or stylistic errors.

## **D/F (0-69%) Below Expectations**

- Post contains no references to key principles. Discussion is rudimentary and superficial; no analysis or insight is displayed.
- Student does not reference personal/professional examples.
- Language is very unclear; cannot comprehend student's ideas after repeated readings.
- Student does not initiate new threads of related discussion or provide relevant articles, Web links, or other outside information.
- Outside sources are not properly cited.
- Some or all posts were not submitted according to the deadlines in the Syllabus.
- Posts contained obvious grammatical and/or stylistic errors that interfered with the content.

## Responses to Classmates' Postings

### A (90-100%) Outstanding

- Discussion is substantive and responds to the ideas and concerns of classmates.
- All language is clear, concise and easy to understand.
- Student initiates new threads of related discussion and/or provides relevant articles, Web links, or other outside information.
- Response is characterized by three to four of the following: a) thought-provoking, b) supportive, c) challenging; d) reflective.
- Outside sources are properly cited.
- All posts were submitted according to the deadlines in the Syllabus.
- Posts contained very few grammatical and/or stylistic errors.

### B (80-89%) Proficient

- Discussion is peripherally-related to the ideas and concerns of classmates.
- Most language is clear, concise and easy to understand.
- Student initiates new threads of related discussion and/or provides relevant articles, Web links, or other outside information.
- Response is characterized by two of the following: a) thought-provoking, b) supportive, c) challenging; d) reflective.
- Outside sources are properly cited.
- Most posts were submitted according to the deadlines in the Syllabus.
- Posts contained very few grammatical and/or stylistic errors.

### C (70-79%) Basic

- Discussion is unrelated to the ideas and concerns of classmates.
- Language is often unclear; may need to be read two or more times to be understood.
- Student does not initiate new threads of related discussion or provides relevant articles, Web links, or other outside information.
- Response is characterized by one of the following: a) thought-provoking, b) supportive, c) challenging; d) reflective.
- Outside sources are not properly cited.
- Some or all posts were not submitted according to the deadlines in the Syllabus.
- Posts contained several grammatical and/or stylistic errors.

## D / F (0-69%) Below Expectations

- Discussion is rudimentary and superficial; no analysis or insight is displayed.
- Language is very unclear; cannot comprehend student's ideas after repeated readings.
- Student does not initiate new threads of related discussion or provides relevant articles, Web links, or other outside information.
- Response is not thought-provoking, supportive, challenging or reflective.
- Outside sources are not properly cited.
- Some or all posts were not submitted according to the deadlines in the Syllabus.
- Posts contained obvious grammatical and/or stylistic errors that interfered with the content.

## Example of an "A" Response to a Discussion Question

**Q:** *Identify a product or brand whose success has been largely determined by its advertising campaign. Discuss the reasons why advertising played an important role in the product/brand's success.*

**A:** Nike has enjoyed remarkable success as a direct result of its long-running advertising campaign. The campaign, "Just Do It", was introduced in 1988 by Wieden + Kennedy. At the time, Nike was well behind arch-rival Reebok in both sales and market share. Since their integrated campaign debuted, Nike has eclipsed Reebok to become the market leader, with annual revenues of over \$13 billion, 25,000 employees and a market share of 36%. It could be argued that much of Nike's success has been determined by the company's "Just Do It" advertising campaign.

Why has the campaign been successful for Nike? First of all, I think the campaign is as much about Nike's determination and passion for success as it is about the consumer's perception of the brand. Solomon (1998) claims "Nike rose about as high and fast in the '90s as any company can. It took on a new religion of brand consciousness and broke advertising sound barriers with its indelible Swoosh, 'Just Do It' slogan and deified sports figures. Nike managed the deftest of marketing tricks: to be both anti-establishment and mass market."

Additionally, the Nike campaign was, and is, creative and memorable because it embodies both the brand and the consumer. It is empowering and inspiring for athletes (and wannabe athletes) and makes the consumer feel like they can accomplish anything. If you wear Nikes, you are a winner and you belong to a desirable group.

The Center for Applied Research (1999) sums up the impact of this campaign on Nike's success best: "No longer content to be the choice running shoe of a

few thousand marathoners and exercise nuts, Nike wanted to expand its operation to target every American, regardless of age, gender or physical-fitness level. 'Just Do It' succeeded in that it convinced Americans that wearing Nikes for every part of your life was smart and hip...The ads were often humorous, appealing to the cynic in all of us, while imploring consumers to take charge of their physical fitness. The ads made starting an exercise regime seem like a necessity, and the way to start exercising was to buy Nike merchandise."

How do others in the class feel about Nike's "Just Do It" campaign? Do you still think it's effective, or has the campaign run its course?

Jack

References

- Center for Applied Research (1999). "Mini-case Study: Nike's "Just Do It" Advertising Campaign." Retrieved April 2, 2006 from <http://www.cfar.com/Documents/nikecmp.pdf>
- Soloman, J (1998). "When Nike Goes Cold," *Newsweek*. March 30.

### Example of an "A" Response to a Classmate's Post

Hi Jack,

I think Nike is a wonderful example because they have created an advertising message that fully represents the entire brand. I think people generally associate Nike with success, and who doesn't want to be successful?

Adding to Nike's advertising and appeal is their expansion into different areas such a women's line featuring an emphasis on wellness (as opposed to competitive) sports such as pilates, yoga and dance. They are telling customers to "Just Do It" and get moving, no matter what the 'it' is. In my opinion, this is a brilliant marketing and advertising message.

Finally, Nike's continual use of athletes on the rise helps the company remain fresh and appeal to a broader audience.

To that end, how much of a role do you think the use of sports celebrities like Tiger Woods and Michael Jordan has played in Nike's advertising success?

Amy

## **Number of Discussion Posts Read**

### **A (90-100%) Outstanding**

- At least 90% of the total posts for the week were read by Saturday at 6 p.m.

### **B (80-89%) Proficient**

- Less than 90% of the total posts for the week were read by Saturday at 6 p.m.

### **C (70-79%) Basic**

- Less than 80% of the total posts for the week were read by Saturday at 6 p.m.

### **D/F (0-69%) Below Expectations**

- Less than 70% of the total posts for the week were read by Saturday at 6 p.m.