

## Activity #4

### *a) Activity title and short description*

**Market a U.S. Franchise in Another Country-** Students will give a presentation on how to market a U.S. franchise in another country. Students will compare and contrast how marketing is a U.S. franchise is similar and different in another country.

### *b) Purpose of activity*

The purpose of this activity is for students to learn about a new country and to compare/contrast cultural norms between the U.S. and the selected country. Students may also explore marketing tactics and how media may be used differently to reach potential customers in the selected country. Each student will be assigned a country to present to the class. The activity will help the class as a whole to develop global competency.

What is Global Competence? <http://asiasociety.org/node/20791>

### *c) Time needed for activity*

Students will need to spend at least a week outside of class to research their countries and to prepare their presentations.

Presentation length: 6-8 minutes

### *d) Materials for activity*

Students need computers and access to the internet in order to complete this activity. They will also need some sort of presentation software (Prezi, PowerPoint, etc.) in order to make and present charts, graphs, and/or photographs during the presentation

### *e) Procedure*

1. The instructor will assign each student a country from Asia or Middle East.
2. Students will work outside of class to prepare their presentations.
3. Students must create a digital presentation (Prezi, PowerPoint, etc.) to go along with their speech. Some slides may include: a map, basic demographic information, various religions, competitors, culture norms, marketing practices, and other relevant information.
4. Students will present to their classmates.

### *f) Assessment of activity*

The instructor will use the attached grading rubric to assess the assignment. Percentages may be adjusted.

**Resources:**

Aviad Raz, *Riding the Black Ship: Japan and Tokyo Disneyland* (1999)

<http://www.mapsofindia.com/my-india/business/what-is-glocalization-who-all-have-made-it-big>

<https://glocalizationmarketing.wordpress.com/2012/05/06/mcdonalds-glocalisation-burgers-without-beef/>

<http://unstats.un.org/unsd/default.htm>

<https://www.cia.gov/library/publications/the-world-factbook/>

<http://www.adb.org/> Asian Development Bank

<http://www.accessasia.org/>

(Includes information on contemporary Asian affairs and policy-related issues; contains several databases, including a specialist database which tracks the expertise and current research of leading experts on contemporary Asian affairs)

<http://ncmideast.org/outreach/teaching/>

(Includes lists resources and lesson plans on a variety of topics including maps and the Middle East, Israel and Palestine, the Egyptian Revolution, and post 9/11 life in the U.S.)

## COM 231 Speech Rubric

Speaker: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_ Final Grade: \_\_\_\_\_

SLO & Gen Ed Notes	Category	Grade	Exemplary 9-10 (90-100%) SLO 4 points	EVALUATOR'S SCORE & COMMENTS	Good 7-8 3 pt.	Adequate 5-6 2 pt	Weak 5 & under 1 pt
SLO 1				Demonstrate ability to <b>PREPARE</b> well organized speeches (average of next 5 categories)			
	Preparation		1.Paperwork complete 2.Practiced enough 3.Totally familiar with topic 4.Logical organization		Meets 3 of 4 or equiv	Meets 2 of 4 or equiv	Meets 1 of 4 or equiv
	Introduction		1.Gets attention 2.Identifies topic 3.Establishes credibility 4.Previews main points		3 of 4	2 of 4	1 of 4
	Body		1.Has 2,3,4 main points clear & well supported 2.Well researched – 3 sources 3.Factual & ethical 4.Clear transitions & signposts		3 of 4	2 of 4	1 of 4
	Conclusion		1.Reviews main points 2.Brings closure 3.Memorable 4. <b>STRONG</b> last sentence		3 of 4	2 of 4	1 of 4
<b>GLO #1 &amp; GLO#2</b>	Effective		1.Diverse cultural frames of reference. 2.Alternative global perspectives 3.Knowledge of geography 4.Knowledge of current events	<b>(20% of overall grade)</b>	3 of 4	2 of 4	1 of 4
SLO 2				Demonstrate ability to <b>PRESENT</b> well organized speeches (average of next 5 categories)			
	Eye Contact		1.Eye contact with all audience all the time 2.BRIEF notes 3.Sincere & appropriate 4.Facial expressions appropriate		3 of 4	2 of 4	1 of 4
	Verbal		1.Language & pronunciation effective & appropriate 2.No repetition (um, uh, and, words, etc.) 3.Highly descriptive words 4.Conversational		3 of 4	2 of 4	1 of 4
	Non-verbal Body language		1.Body language controlled 2.Feet firmly planted 3.Gestures appropriate 4.Deliberate & appropriate body movements		3 of 4	2 of 4	1 of 4
	Visual Aids (& Audio)		1.LARGE & clear enough 2.Effective 3.Introduce at appropriate time 4.Shows time spent		3 of 4	2 of 4	1 of 4
	Time		On time Within allotted time		Within 10% of allotted time	Within 15% of allotted time	Beyond 15% over or under time

## General Resources

### Asia

<http://www.hrw.org/>  
[Asia Today](#)  
[Central Asia this week](#)  
[Asia-Studies Full-Text Humanities](#)  
China: <http://china.alltop.com/>  
Taiwan: <http://taiwan.alltop.com/>  
Japan: <http://japan.alltop.com/>  
Hong Kong: <http://hong-kong.alltop.com/>  
[Chinasmack](#)

### Africa

<http://www.hrw.org/>  
<http://www.aljazeera.com/topics/regions/africa.html>  
<http://www.bbc.com/news/world/africa/>  
<http://guides.lib.unc.edu/africahome>

### Europe

<http://www.hrw.org/>  
<http://guides.lib.unc.edu/GLBL2015>

### Latin America

<http://www.hrw.org/>  
<http://guides.lib.unc.edu/c.php?g=236787>

### Middle East

<http://www.hrw.org/>  
<https://ccas.georgetown.edu/k14/resources/links>  
<http://ncmideast.org/outreach/books-films/>  
<http://guides.lib.unc.edu/middleeasthome>  
<http://ncmideast.org/outreach/teaching/>