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://asiасociety.org/node/20791](http://asiасociety.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:


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


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:** ___

<table>
<thead>
<tr>
<th>SLO &amp; Gen Ed Notes</th>
<th>Category</th>
<th>Grade</th>
<th>Exemplary 9-10 (90-100%) SLO 4 points</th>
<th>EVALUATOR’S SCORE &amp; COMMENTS</th>
<th>Good 7-8 3 pt.</th>
<th>Adequate 5-6 2 pt</th>
<th>Weak 5 &amp; under 1 pt</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1</td>
<td></td>
<td></td>
<td>Demonstrate ability to <strong>PREPARE</strong> well organized speeches (average of next 5 categories)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                    | Preparation |       | 1. Paperwork complete  
2. Practiced enough  
3. Totally familiar with topic  
4. Logical organization | Meets 3 of 4 or equiv |                |                |                   |
|                    | Introduction |       | 1. Gets attention  
2. Identifies topic  
3. Establishes credibility  
4. Previews main points | 3 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. STRONG last sentence | 3 of 4 | 2 of 4 | 1 of 4 |                   |
| GLO #1 & GLO#2     |          |       | **Effective**  
1. Diverse cultural frames of reference.  
2. Alternative global perspectives  
3. Knowledge of geography  
4. Knowledge of current events (20% of overall grade) | 3 of 4 | 2 of 4 | 1 of 4 |                   |
| SLO 2              |          |       | Demonstrate ability to **PRESENT** 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://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/middleasthome
http://ncmideast.org/outreach/teaching/